Policies Commission for Business & Economic Education

PCBEE

Policy Statements

1959 – Present

Prepared By

B.E. Publishing

PCBEE

POLICIES COMMISSION *for* BUSINESS & ECONOMIC EDUCATION

Supporting Organizations

Association for Career and Technical Education
ACTE
Association for Career and Technical Education
Business Education Division

ARBE
Association for Research in Business Education
Excellence in research for the classroom, the boardroom, and beyond...

NABTE
National Association for Business Teacher Education
Institutional Divison of the National Business Education Association

NBEA
National Business Education Association
Educating for Success in Business and Life

PCBEE Policy Statements

PCBEE - A Journey Through Time with Timely Topics

List of Members of the Policies Commission

Statements

1. A Proposal for Business-Economic Education for American Secondary Schools, 1961
2. This We Believe About Business Education in the High School, 1961
3. The Counselor and Business Education, 1963
4. The Vocational Education Act of 1963 and Suggested Lines of Action Relating to Vocational Education for Business and Office Occupations, 1964
5. Business Education for the College-Bound Student, 1964
6. Guidelines for Curriculum Planning in Business Education for Secondary Schools, 1964
7. Suggestions for Regional and State Business Education Organizations, 1965
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9. Business Education in the 1970s—A Venture Demanding Cooperation, 1969
10. The Role of Business Education in Economic Education, 1969
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77. This We Believe About Work-Based Learning, 2005
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84. This We Believe About the Induction and Mentoring of New Business Teachers, 2009
85. This We Believe About Virtual Learning Environments, 2009
86. This We Believe About Generativity in Business Education, 2010
87. This We Believe About Virtual Professional Development, 2010
88. This We Believe About Personal Financial Literacy, 2011
89. This We Believe About Ethics in a Virtual Environment, 2011
90. This We Believe About Civility in Educational Environments, 2012
91. This We Believe About Social Media in Education, 2012
92. This We Believe About the Importance of Professional Associations to the Future of Business Education, 2013
93. This We Believe About Generational Issues in Education and the Workforce, 2013
94. This We Believe About New and Emerging Instructional Strategies, 2014
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Comments from Executive Director

PCBEE - A Journey Through Time with Timely Topics

April 2017

The Policies Commission on Business and Economic Education (PCBEE) is celebrating the faculty, administrators, and supporters of business and economic education from throughout the United States and Canada who represent:

- 58 years of distinguished commitment to business education,
- 100 "This We Believe..." statements on important topics to the profession, and over
- 294 participants from all levels of education within the discipline.

Traditionally, the Commission has written two statements per year, but to honor the historic 100th statement, the Commission members voted to put all efforts towards the topic "The Future of Professional Collaboration in Business and Economic Education (PCBEE)." Just in my 11 years as a representative and most recently as Executive Director, I have witnessed the passion, dedication, wisdom, and enthusiasm exhibited by the Commission members. Each year brings a fresh perspective as each sponsoring agency (ACTE/BE, ARBE-DPE, NABTE, and NBEA) chooses their best and brightest professionals to represent their associations for the writing of the statements. I have also had the pleasure of meeting past Commission members, all of whom continue to be the movers and shakers in the business education discipline.

The Commission has a rich heritage. You may have heard the stories of the early days when the writing and discussions all had to take place through mail and in person at the NBEA Conference. The notes and drafts were done with shorthand, typewriters, carbon paper, etc., and the Commission members spent many hours into the night drafting the statements in a period of only two to three days. Today, the statements are developed via e-mail or through Google Docs, teleconference calls, and Web chats as well as the face-to-face meetings just prior to the NBEA convention. Changes are tracked in real time and shared via the Internet through computers, cell phones, and other mobile devices for instant changes in content and format. Research is conducted quickly through Internet searches that provide a rich source of current information on a myriad of topics. Although much work is done in the months leading up to the NBEA convention, new members are warned every year, "Don't become too attached to your draft; the copy will look completely different after the Commission members have collaborated face to face."

Although the methods of communication have made the development of the statements a little easier, the biggest challenge that has emerged is finding very busy professionals who are willing to commit part of their schedules to serve on the Commission. The numbers of members in the sponsoring organizations have been shrinking for a variety of reasons—the remaining professionals are being asked to do more with their limited time, and they don't often have the financial support or administrative approval to attend the convention three days early.

When current and past Commission members are asked if the work of the Commission is still relevant and timely, all have said without hesitation, "Yes"! Members speak about the admiration and awe they felt about the people who served on PCBEE as they were beginning their careers. For many, being asked to serve was one of the greatest honors they were accorded, and they take very seriously their responsibilities to fulfill the reputation of the Commission's mission.

As the Commission celebrates the 100th statement, we thank the many business educators who have served in this special capacity for their unselfish contributions, friendship, leadership, and vision over the past seven decades. We applaud the organizations, including publishers and private donors, who have financially supported the efforts of the Commission. Finally, we challenge all business educators to consider serving when asked, volunteer if they aren't asked, and carry the torch for the continuation of the valuable work of the Commission.

At the 2017 NBEA Convention, the Commission voted to close an era with the writing of the 100th "This We Believe…" statement and transition into the future by writing one research supported position paper each year. Many reasons drove this decision; but, rest assured, PCBEE will remain a unique cornerstone of our beloved profession. We look forward to the evolution of the continuing contributions of PCBEE for a bright, relevant future for business and economic education.

Mary Ann Lammers
PCBEE Executive Director
Retired, Linn-Benton Community College
Albany, Oregon

List of Members of the Policies Commission

Members Of The Policies Commission For Business And Economic Education

Individuals serving on the Policies Commission for Business and Economic Education are listed in alphabetic order. Notation is made indicating the capacity of each individual on the Commission at the time each statement was published in the Business Education Forum. The following notations are used:

C- Chairman of the Commission
Ex Ex-Officio Member of the Commission
X- Member of the Commission
A- Associate Member of the Commission

Members	Years	Statements & Capacity
Adams, Mary Ellen	2003-04	72-75 (X)
Alexander, Wilma Jean	1989-90	46, 48 (X)
Anderson, Marcia	2000-01	66-69 (Ex)
	2002-03,05	70-73,76-77 (X)
	2004	74-75 (C)
Anderson, Ruth	1961,64-65	1,2,5-7 (Ex)
	1967-71	8-13 (X)
Ashby, Wilson	1976-77	22,23 (X)
Atkinson, June	1992	51 (X)
Aubrey, Glenn (Rick)	2005-07	76-81 (X)
Auten, Janet H.	1961	1,2 (Ex)
	1984-86	34-40,IP,37-40 (X)
Bahr, Gladys	1961	1,2 (Ex)
Bailey, Glenn	2012-14	90-95 (Ex)
Baker, Clora Mae	1997-1999	60-65 (X)
	2006-07	78-81 (Ex)
Bangs, F. Kendrick	1967,69	8-10 (Ex)
	1975-77	20-23 (X)
Barkley, Joseph R.	1969-72	9-15 (X)
Bartholome, Lloyd	1990	48 (Ex)
Beard, Rita	1992-93	51,54 (X)
Behymer, Jo	1993-1995	54,56,57 (X)

Members	Years	Statements & Capacity
Bell, R. DerMont	1980-81,83	26-29,31-33 (Ex)
Bell, Robert P.	1965,67,69	7-10 (X)
Bergstrom, Joyce	1990	48 (X)
Bielenberg, Barbara	2009-10,12	84-87,90-91 (X)
	2011	88-89 (C)
Binnion, John E.	1963-65	3-7 (Ex)
Blair, Mildred C.	1970-74	11-19 (X)
Blair, Robert B.	2014-16	94-99 (Ex)
Blaszczynzki, Carol	2007-08,10	80-84,86-87 (X)
	2009	84-85 (C)
Blockhus, Wanda	1976-77	22,23 (Ex)
	1979-82	24-30,PP (X)
Boggs, Lohnie J.	1980-81	26-29 (X)
Braathen, Sandra	2007-09	80-85 (X)
Brantley, Clarice P.	2001-03	68-73 (X)
Bright, Don	1984-1989	34-47,IP (Ex)
Brower, Walter A.	1977	23 (Ex)
Brown, Betty J.	1992-93,95-2008	51,53,57,59-85 (Ex)
Burkett, Kara	2007-09	80-85 (X)
Bush, Marcia	1997-99	60-65 (X)
Byrnside, O. J.	1969-89	9-30,PP,31-36,IP,37-47 (Ex)
Calhoun, Calfrey C.	1970-74	11-19 (X)
	1981	29 (Ex)
Carpenter, Dianna	2002-04	70-75 (Ex)
	2005-06	76-79 (X)
Carver, Diane	2015-17	96-100 (X)
Caton, Joyce	1993-94,97	53,56,60-61 (X)
	1996	58-59 (C)
Chadd, Julie	2013-16	92-97 (X)
Chapman, Patricia	1989-92	46,47,49,51 (X)
Church, Olive	1976	22 (X)
Clow, John E.	1983-85	31-36,IP (X)
Cochrane, Donna	2002	70-71 (Ex)
Coleman, Maria	2016-17	98-100 (X)

Members	Years	Statements & Capacity
Collins, L. Millard	1965,1970-71	7,8,11-13 (X)
	1969	9,10 (C)
Condon, Jean	2012-14	90-95 (X)
Conover, Hobart	1979-80	24-28 (X)
Conrad, Debra	1994	56 (X)
	2004	74-75 (X)
Coomer, Charlotte	1993-98	54-63 (Ex)
Coomer, Charlotte R.	1997-98	60-63 (Ex)
Crank, Floyd L.	1972-74	14-19 (X)
	1975	20-21 (C)
	1976	22 (Ex)
Crews, Tena	2016-17	98-100 (X)
Culver, Gordon F.	1973-75	16-21 (X)
	1976	22 (C)
	1977	23 (Ex)
Curran, Michael	1992	51 (Ex)
Daggett, Willard R.	1981-82	29-30,PP (X)
DeBrum, S. Joseph	1961-64	1-4 (X)
Demman, Rosamond	1973	16-17 (Ex)
	1975-77	20-23 (X)
Dickerson, Z. S., Jr.	1976	22 (Ex)
Diemer, Kelli	2017	100 (Ex)
Douglas, Lloyd V.	1963-65	3-7 (X)
Duncombe, Edith	2011-13	88-93 (X)
Echternacht, Lonnie	1998-99,2001	62-65,68-69 (X)
	2000	66-67 (C)
Elliot, Annice M.	1980-81	26-29 (X)
Erickson, Lawrence W.	1972-75	14-21 (X)
Eyster, Elvin S.	1961	1-2 (X)
Fersh, George L.	1965-67,73-76	7-10,16-22 (X)
Finch. Alton V.	1977	23 (X)
	1979	24-25 (C)
	1980	26-28 (Ex)
Fisher, Diane J.	2010-11	86-89 (X)

Members	Years	Statements & Capacity
Fisher-Larson, Sharon	2009	84-85 (Ex)
Fletcher, Eddie	2014-15,17	94-97, 100 (X)
	2016	98-99 (C)
Forkner, Hamden L.	1961,64	1-2,4 (C)
	1963	3 (X)
Frame, Terry	1996-97	58,59-61 (X)
Fries, Albert C.	1965-69	7-10 (X)
Fry, Betty	1982-84	30-36,PP (X)
	1985	IP,37-38 (C)
Fulk, Roger	2012-14	90-95 (X)
Gallo-Villee, Pat	1997	60-61 (Ex)
Garcia, Nelda C.	1982-85	30-38,PP,IP (X)
Gerber, Doris	1980	36-28 (Ex)
Gorman, Ken	1994	55 (Ex)
Greathouse, Lillian	2001-02,04	68-71,74-75 (X)
	2003	72-73 (C)
Green, Cynthia L.	2006	78-79 (Ex)
Gregg, Madge Lewis	2011	88-89 (Ex)
Guy, Hollis	1961-67	1-8 (Ex)
Hagler, Barbara	2011-12,14	88-91,94-95 (X)
	2013	92-93 (C)
Hall, J. Curtis	1970-71,74	11-13,18-19 (X)
	1972-73	14-17 (C)
Hanes, Raenelle	1996	58 (X)
Haney, Annice	1979	24-25 (X)
Hanna, J. Marshall	1961	1-2 (X)
Hannah, Keith	2010-12,17	86-91,100 (X)
Heath, Sarah	2011-16	88-99 (Ex)
Heimerl, Ramon P.	1967	8 (Ex)
	1969-72	9-15 (X)
Hemby, K. Virginia	2008-09	82-85 (Ex)
	2010-12	86-91 (X)
Henderson, Maurice	2015	96-97 (Ex)
Hennington, Jo Ann	1984-85,89	34-37,IP,47 (Ex)
	1985-87	38-43 (X)

Members	Years	Statements & Capacity
	1988	44-45 (C)
Herndon, Frank M.	1961	1-2 (Ex)
	1963-65	3-7 (X)
Hibler, Jo Ann	1988	44-45 (Ex)
Hightower, Mildred	1995-97	57-58,60-61 (X)
Holder, Birdie	1990-92	49-50,52 (X)
Holladay, Ethel	1998-2000	62-67 (X)
Holley, Jeanne L.	1979	24-25 (Ex)
	1980	26-28 (X)
Hopkins, Charles R.	1981-83	29-30,PP,31-33 (X)
	1984	34-36 (C)
	1985	IP,37-38 (Ex)
Hosler, Mary Margaret	1989-90,92	46,48,51 (X)
	1990-91	49-50 (C)
Hosler, Russell J.	1964	5-6 (A)
	1969	9-10 (Ex)
Hoyt, William	2006-08	78-83 (X)
Hudgens, Deanna K.	2014-15	94-97 (X)
Huffman, Harry	1965,72	7,14-15 (Ex)
	1967,69	8-10 (X)
	1970-71	11-13 (Ex)
Humburg, Renae B.	1981-1985	29-30,PP,31-36,IP (X)
Hutchinson, Gary B.	2008-2012	82-91 (X)
	2013-17	92-100 (Ex)
Hyslop, David	1992-94	51,53,55 (X)
Iannizzi, Elizabeth	1972-73,86-88	14-17,39-45 (X)
Inacker, Charles	1990-91	49-50 (Ex)
Ivarie, Theodore W.	1975	20-21 Ex)
Jacobson, Brenda	2017	100 (X)
Jaderstrom, Susan	1993-94	53-55 (X)
Jasinski, Harry H.	1972-75	14-21 (X)
Jinks, David	1998-2000	62-67 (X)
Johnson, Margaret H.	1979-1982	24-30,PP (X)
Jones, Carol Larson	2000	66-67 (Ex)

Members	Years	Statements & Capacity
Jones, Ellis J.	1967-87	8-30,PP,31-36,IP,37-41 (Ex)
Jorgensen, Carl	1987-89	41-46 (X)
Kaliski, Burton S.	2000-01,03	66-69,72-73 (X)
	2002	70-71 (C)
Keller, Sheryl Piening	2004-05,07	74-77,80-81 (X)
	2006	78-79 (C)
Kesten, Cyril	2006-08	78-83 (X)
Kinney, Agnes	1973	16-17 (Ex)
Kitchel, Allen	2017	100 (Ex)
Kosy, Eugene J.	1970-73	11-17 (X)
	1974	18-19 (C)
	1975	20-21 (Ex)
Kuntz, Lisa	1997, 2008	60-61,82-83 (X)
Kushner, John	1984-85	34-36,IP (Ex)
Kyle, Jean	2008-13	82-93 (Ex)
Lambrecht, Judith J.	1995-96	57,59 (X)
	2004	74-75 (Ex)
Lammers, Mary Ann	2005,12-17	76-77,90-100 (Ex)
	2008-09,11	82-85,88-89 (X)
	2010	86-87 (C)
Larson, Eric	1999-2001	64-69 (X)
Lee, John D.	1979-83	24-33 (Ex)
Lightle, John	2003-04	74-75 (Ex)
Loock, Joan	1999-2003	64-73 (Ex)
Lowry, Robert A.	1963,64,69	3-4,9-10 (Ex)
	1964-65	5-7 (X)
	1967	8 (C)
Luing, Larry L.	1981-82,84-85	29-30,PP,34-36,IP (X)
	1983	31-33 (C)
Lydeen, Jerald	1995-96	57,59 (X)
Mace, Anne J.	2010-11,13	86-89,92-93 (X)
	2012	90-91 (C)
Mason, Ralph E.	1973-1975	16-21 (X)
Masters, Ann	1986-92	39-48,50,52 (Ex)

Members	Years	Statements & Capacity
Matthews, Anne L.	1979	24-25 (X)
	1980	26-28 (C)
	1981,86	29,39-40 (Ex)
Maxam, Susan	1999-2001	64-69 (X)
Maxwell, G. W.	1983	31-33 (X)
	1985	IP,37-38 (Ex)
McCune, Kathleen	2017	100 (X)
McEwen, Beryl	2010-12	86-91 (Ex)
McGowan, Joyce	1990-92	49-51 (X)
McPherson, Bill	2003-05	72-77 (X)
Means, Kelly	2014-2016	94-99 (X)
Meggison, Peter	1992,93,96	52,54,58 (X)
	1994	55-56 (C)
	1998-99,2005,07	62-65,76-77,80-81 (Ex)
Metcalf, Elaine (Morris)	2005-07	76-81 (X)
Miles, James	1997-98,2000	60-63,66-67 (X)
	1999	64-65 (C)
Mitchell, Robert	1989-90,92-2011	46,48,51-53,56-57,59-89 (Ex)
Modrell, Geraldine	1998	62-63 (X)
	2005	76-77 (Ex)
Mongo, Celestine	1975-76	20-22 (X)
	1977	23 (C)
Moody, Patricia G.	1985-87	IP,37-43 (X)
Moore, Benita	2013-16	92-99 (X)
	2017	100 (C)
Moore, Donald	1984-86,93	34-40,IP,53 (X)
Mullennex, Victoria	2002-04	70-75 (X)
Muse, Paul F.	1964	4-5 (Ex)
Musselman, Vernon A.	1964-65,67	5-8 (X)
Neal, Dorothy	1987	41-43 (Ex)
Nemesh, Anna	2003-05	72-77 (X)
Nemesh, Mary	1980-83	26-30,PP,31-33 (X)
	2004-2010	74-87 (Ex)
Newcomer, Joanne	2001	68-69 (X)

Members	Years	Statements & Capacity
Newman, Charles	1974-75	18-21 (X)
Nigro, John S.	1980-82	26-30,PP (X)
Nowka, Harry	1992	51-53 (X)
Ober, Scot	1988-90	44-48 (X)
	1991	50 (Ex)
O'Connor, Bridget	2004-2006	74-79 (X)
O'Hern, Annette	2001-2003	68-73 (X)
Oliverio, Mary Ellen	1964	5-6 (A)
Olivo, John J.	1989-90,92	46,49,51 (X)
	2012	90-91 (Ex)
Olson, Lisa	2003-05	72-77 (X)
Olson, Milton C.	1963-64	3-6 (X)
	1965	7 (C)
Olson-Sutton, Judith	1964-96	55,57-58 (X)
O'Neil, Sharon Lund	1987-88,90	41-45,49 (X)
	1989-90	46-48 (C)
	1994-95	55,57 (Ex)
Orrell, Kay	2010-12	86-91 (X)
Pagel, Larry	2002-03,09-11	70-73,84-89 (Ex)
	2004,06	74-75,78-79 (X)
	2005	76-77 (C)
Pasewark, William	1977	23 (Ex)
Payne, Vernon V.	1963	3 (Ex)
Penner, Nancy Buddy	2003-05	72-77 (X)
Perry, Enos C.	1963-64	3-4 (X)
Petersen, Dan	1987-90,92	41-46,48,51 (X)
Plevyak, Paul P.	1972	14-15 (Ex)
	1976-77	22-23 (X)
Poland, Robert	1979	24-25 (Ex)
	1991,93-94	50,53,55 (X)
	1992	51-52 (C)
Polkinghorne, Frederick	2015-17	96-100 (X)
Ponte, Lisa J.	2011-13	88-93 (X)
Popyk, Marilyn	1988-90	44-46,49 (X)

Members	Years	Statements & Capacity
Price Ray G.	1967,69	8-10 (X)
Rader, Martha	2007-09	80-85 (X)
Redmann, Donna H.	2005-06,08	76-79,82-83 (X)
	2007	80-81 (Ex)
Remp, Ann	2002-03	70-73 (X)
Reynolds, Abigail	1997-2001	60-69 (Ex)
Rhodes, Stanley	1974	18-19 (Ex)
Rigby, Sue	1989	46-47 (Ex)
Ristau, Robert	1977,79	23-25 (Ex)
	1982-85	30,PP,31-36,IP,37-38 (X)
Roach, Terry	1996-97,99	58,60-61,64-65 (X)
	1998	62-63 (Ex)
Roberts, Sherry J.	2008-10	82-87 (X)
Robles, Marcel	2015-16	96-99 (X)
	2017	100 (Ex)
Roley, Dennis E.	1967,69-71	8-13 (X)
Roman, John C.	1965,67	7-8 (X)
Romkema, Priscilla	2014-16	94-99 (X)
	2017	100 (Ex)
Rose, Ginger	1992	51 (X)
Roseland, Denise	2009-10	84-87 (X)
Rossetti, Albert	1987-89	41-47 (X)
Rouse, Sharon E.	2009-11	84-89 (X)
Rowe, Anne	2002-04	70-75 (X)
Rowe, John L.	1972-74	14-19 (X)
Rucker, Jim	2008	82-83 (Ex)
Russell, Linda	1991-93	50-51,54 (X)
Sanchez, Dorothy	1991-92	50,52 (X)
Santos, Otto, Jr.	1979-80	24-28 (X)
Sapre, Padmaker M.	1986-1988	39-45 (X)
Satterwhite, Marilyn	1996	59 (X)
	1997-98	60-63 (X)
Scaglione, Janet	2000-01	66-69 (X)
Schmidt, B. June	1997	60-61 (Ex)
	1998-2000	62-67 (X)

Members	Years	Statements & Capacity
Schoenrock, Ramona	2013	92-93 (Ex)
Schrag, Adele F.	1976-77	22-23 (X)
Schuette, Oscar H.	1983	31-33 (Ex)
Schultz, Kimberly	1999-2000,02	64-67,70-71 (X)
	2001	68-69 (C)
Scott, James Calvert	1992-94	52,54,55 (X)
Scriven, Jolene D.	1984-85	34-36,IP,37-38 (Ex)
	1986	39-40 (C)
	1987	41-43 (X)
Seehorn, Deborah	2006-07,09	78-81, 84-85 (X)
	2008	82-83 (C)
Selden, William	1970-73	11-17 (X)
Shinn, Larry	1979-82	24-30,PP (X)
Shumack, Kellie	2013-15	92-97 (X)
Sibert, Bonnie	2002-03,06-08	70-73, 78-83 (X)
Skinner, Leane	2015-17	96-100 (X)
Smith, Douglas C.	2005-07	76-81 (X)
Smith, Jean	2008-10	82-87 (X)
Smith, Phyllis	2002	70-71 (X)
Snyder, Lisa	2012-13,15-16	90-93,96-99 (X)
	2014	94-95 (C)
Stitt-Gohdes, Wanda	1996	59 (X)
	1997	60-61 (C)
Stoddard, Lucille	1977,79	23-25 (X)
Stout, Marlene Todd	2014	94-95 (Ex)
	2016-17	98-100 (X)
Sutton, Judith Olson	1999	64-65 (Ex)
Swanson, Edwin A.	1964	5-6 (A)
Sweet-Harris, Gay	1981-85	29-30,PP,31-36,IP,37-38 (Ex)
Sydow, Suzanne	2017	100 (X)
Thompson, Gary	1987-88	41-45 (X)
	1989	47 (Ex)
Thompson, Jane	1984-86,95	34-36,IP,37-40,57 (X)
Timm, Judee A.	2000-02	66-71 (X)
Tokheim, Michael J.	2000	66-67 (X)

Members	Years	Statements & Capacity
Tonne, Herbert	1961,63-64,70-72	1-4,11-15 (X)
	1964	5-6 (C)
Travis, Dorothy L.	1961,63-65	1-7 (X)
Treichel, Janet	1990-94,96	49-50,52,54,56,59 (X)
	1997-2017	60-100 (Ex)
Trent, Barbara	1995-96	57,59 (X)
	1997	60-61 (X)
Valentine, Gregory	2011-13	88-93 (X)
Van Hook, Victor	1975-77	20-23 (X)
Voiers, Judith	1981-85	29-30,PP,31-36,IP,37-38 (X)
Vote, Carol	1977	23 (X)
Waggoner, Carroll E.	1972-74	14-19 (X)
Wagoner, Kathleen P.	1985-87	IP,37-43 (X)
Wayne, F. Stanford	1993-95	54,56-57 (X)
White, Kathy	1988-90	44-46,49 (X)
White, Raymond R.	1970-71	11-13 (Ex)
	1973-76	16-22 (X)
Wiedmaier, Cheryl	2013-15	92-97 (X)
	2017	100 (Ex)
Williams, Joyce	1992	51 (X)
	1993	53-54 (X)
Williams, Karen S.	2010	86-87 (Ex)
	2013-14,16	92-95,98-99 (X)
	2015	96-97 (C)
Williams, Mark	1993-95	53,55,57 (X)
Witherow, Mary	1986-87	39-43 (X)
Wittenberg, Mary Alice	1964	6 (Ex)
	1967,69	8-10 (X)
Wood, Merle	1979-81	24-29 (X)
	1982	30,PP (C)
	1983	31-33 (Ex)
Woodland, Dawn	1999-2001	64-69 (X)
Woodward, Theodore	1961	1-3 (X)
Wyllie, Eugene D.	1972-73	14-17 (Ex)

Members	Years	Statements & Capacity
	1979-80	24-28 (X)
Yelverton, Sandra	1979-83	24-30,PP,31-33 (X)
	1988-90,92-94	44-48,51-53,55 (Ex)
Yengel, Herbert	1979-80	24-28 (X)
	1981	29 (C)
	1982	30,PP (Ex)
Yerian, Theodore	1961,63-64	1-6 (X)
Zahn, Don	1990-95	49-50,52,54,56-57 (X)
Zancanella, James	1972-73,76-77	14-17,22-23 (X)
	1979	24-25 (Ex)
Zeliff, Nancy	1996	59 (X)

Statements

Policy Statement No. 1, 1961

A Proposal For Business-Economic Education For American Secondary Schools

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FOREWORD

Business education in American secondary schools consists of both general education and vocational preparation for store and office occupations.

These two elements of business education are essential parts of secondary education in America.

If the American secondary schools were to curtail in any way the programs that prepare young people for store and office occupations, business, industry, and government services would suffer materially for lack of competent office and store help.

This message to secondary school administrators deals with the business-economic phases of general education because we believe it is imperative that ALL young people be adequately prepared to deal with business-economic issues and problems.

We hope, however, that secondary school administrators will seek also to strengthen the vocational preparation of young people who are seeking business careers upon graduation from high school.

TO SCHOOL ADMINISTRATORS

We who have signed this letter have great faith in the power of education. We are writing to you because we believe that it is the responsibility of all citizens to offer suggestions and to make recommendations to those who administer our schools regarding what our schools should teach. It is our hope that the combined judgment and intelligence of all can help to achieve the kind of education that will be best for our young people.

We believe that education can help all Americans to understand better and to act more intelligently in dealing with the crucial problems that face our country. Many of these problems are economic in nature. To deal with these problems intelligently, our youth and young adults must have an understanding of our business-economic system. The

purpose of this message to you is to urge that more attention be given to this problem in our schools.

We want to commend school administrators and all other persons responsible for American education for the devotion and leadership they have given. It is significant that even though there are those who would have us imitate European or Russian education, it is always to America that these countries look when they find themselves in economic difficulties. If our education were not what it is, we would be looking to them for help instead of their looking to us.

In our desire to meet the needs of the Space Age and to be able to combat military aggression, we have stressed the importance of having a large body of trained scientists and mathematicians to carry on research with the result that some of our schools have overlooked the equally important task of having a large body of trained men and women of high talent to carry on the business and industrial administration of our economy. This, we believe, can lead to major problems for business and industry and thus weaken our leadership and power as a nation.

We believe it is imperative that every American should have as a part of his general education, regardless of his personal or professional goal, at least a one-year course at the secondary school level that will provide the learner with an opportunity to become competent to deal with everyday business-economic issues and problems.

Among the topics in the course on business-economic understandings that we recommend for ALL are:

The Role Of Business And Industry In America

There is evidence that many young people are being graduated from our high schools with little or no knowledge of the functions of our system of enterprise and how it operates. Some believe that we would be better off if government operated all business and industry. Some believe that business and industry are out to gouge the consumer for all they can get. Few know of the contributions that business and industry make to community improvements, to research, to health and welfare programs, and to scholarships.

Role And Costs Of Government

Every person must be concerned with the roles and costs of local, state, and of the Federal government. Unnecessary duplication and inefficiency must be avoided. Every possible encouragement should be given to private enterprise to develop and grow at a healthy rate. The problems of taxes, subsidies, and tariffs must be studied and understood in relation to the well-being of our economy and our people.

Creative Growth Of The Economy

All Americans need to understand the importance of maintaining economic and political conditions that will provide for creation of new enterprises and the expansion of present ones to meet changing times and conditions. Only when we maintain a healthy climate politically and economically can we hope for increased growth through investment of time, money, and effort in furthering the economy.

Factors Of Cost In Producing Goods And Services

Young Americans should understand the relationship between the factors that make up the costs of goods and services produced. They should understand that we can maintain our present high wage levels, advance our standards of living, and approach full employment only by producing more efficiently than low-wage countries.

Inflation-Deflation

Every citizen needs to understand the forces of inflation and deflation and how these forces affect his future. He also needs to know what part he can play in helping to control inflation and still maintain a healthy and growing economy.

Labor-Management Relations

Americans need to understand the rights as well as the responsibilities of labor and management in maintaining a climate of cooperation and incentive for high productivity. Along with rights go responsibilities. To demand rights without acceptance of responsibility is to court difficulty.

Management Of Personal Economic Affairs

Every young person needs to be educated to deal effectively with his personal economic problems so that he will manage his personal business affairs in a manner that will produce the greatest good to him. This means education in better buymanship of all goods and services as well as financial planning for his present and future needs.

RECOMMENDATIONS

Some changes from present practices will be required if we are to accomplish the purposes and fulfill the needs of good citizens as outlined in the points which we have presented. Changes are not easy to make in the complex pattern of modern education. However, we wish to urge your consideration of the following recommendations.

1. ALL students in ALL secondary schools shall have a course or courses leading to a better understanding of business-economic problems. Such course or courses shall become a part of the total general education of ALL students. We recognize that many of the problems we have presented are now receiving *some* attention in your

school and that *some* students in *some* schools are benefiting from such course as Economics, General Business, Consumer Education, and the like. We urge that ALL students study business-economic problems and issues.

2. The course or courses in business-economic understanding should be offered by those teachers, regardless of the areas they represent, who are best qualified. Those teachers who have been business oriented through courses in the field of business and economics and through business experience are most likely to provide the kind of education program this letter proposes.

3. The course or courses in business-economic understanding must be more than the theory of economics. Theory alone is not enough. Practical case studies built around the problems suggested, developed in cooperation with management, labor, and government, should be coordinated with other teaching materials.

Because of the importance of instruction in business-economic understanding for all boys and girls in our secondary schools, we urge you to do whatever you can to help provide this education.

You may be sure that you will have our full cooperation and that of business and industrial men in your local community in developing materials for such a course.

Policy Statement No. 2, 1961

This We Believe About Business Education In The High School

Modern business methods and the complexities of our economic system demand that all schools provide a sound program of business education. Every major statement of the purposes of education in America has included principles having a direct implication for business education.

PURPOSES

Business education is concerned with two major aspects of the education of youth:

1. The knowledge, attitudes, and nonvocational skills needed by all persons to be effective in their personal economics and in their understanding of our economic system.

2. The vocational knowledge and skills needed for initial employment and for advancement in a business career.

We Believe That

1. Business education has an important contribution to make to the economic literacy of every high school boy and girl.

2. Business education must provide an adequate program of vocational preparation for those boys and girls who will enter business upon completing high school.

3. Business education courses should be available as electives to those high school students planning to go to college and should be accepted by the colleges and universities as meeting part of the college entrance requirements.

CURRICULUM

Economic Education

Economic activities are an indispensable part of the daily living of every person. Ample provision should be made through the curriculum for every student:

1. to develop economic literacy;
2. to gain an understanding and appreciation of our economic system;

3. to become an intelligent consumer of goods and services.

We Believe That

1. The program of every high school student should include a minimum of one year of course work in business and economic fundamentals as a part of his general education. This course should include topics such as:

   Role of Business and Industry in America
   Role and Costs of Government
   Creative Growth of the Economy
   Factors of Cost in Producing Goods and Services
   Inflation and Deflation
   Labor-Management Relations
   Management of Personal Economic Affairs

2. Special effort should be made to apply economic understandings and appreciations to pertinent topics and activities in all business subjects.

3. Courses in business and economic fundamentals should be considered as meeting part of the social studies sequence required for graduation from high school regardless of the department in which they are offered.

VOCATIONAL PREPARATION

The preparation of youth to succeed in the world of work is an important objective of the American high school. Office and distributive occupations constitute one of the fastest growing employment groups in the labor market. As our economy expands, the demand for youth prepared for occupations in these areas will continue to increase.

We Believe That

1. The high school curriculum should include sequences of courses that adequately prepare youth for initial employment in business.

2. Vocational business subjects should be so placed in the high school curriculum that the student will achieve maximum vocational competency closest to the time of graduation.

3. Advanced vocational business courses should beopen only to those students who possess the abilities, interests, and personal qualities necessary to attain success in business occupations.

4. The total credits devoted to vocational business preparation should depend upon the student’s abilities and job objectives but, generally, should not exceed one third of his total program.

5. Adequate vocational preparation can only be given when appropriate equipment and machines are provided for the business education department.

6. Cooperative work experience programs that provide worthwhile business experiences for the business student should be encouraged in those communities where they are feasible.

SPECIFIC SUBJECT RECOMMENDATIONS

General Business

1. A one-year course in general business should be available to all students at the 9th or 10th grade.

2. The attainment of economic understanding and personal economic efficiency should be a major goal of General Business.

3. The modern course in General Business should provide a basic background and a frame of reference for junior-senior studies in the social sciences and in business.

Advanced Basic Business

1. One or more courses designed to achieve the objectives of business-economic education as outlined under economic education should be offered and made available to all students. These courses may be taught under such titles as advanced general business, economics, business-economics, basic business, or advanced basic business.

2. Courses in advanced basic business should be offered as late in the secondary school program as the school curriculum permits.

3. One semester should be allowed for each of these courses or one year, if two or three of the individual subjects are integrated into one course.

Typewriting

1. Typewriting instruction should be available to all students and should be taught as early as practicable in the secondary school program.

2. Usually, the objectives of students enrolled in typewriting may be accomplished in a one-year course.

3. Electric as well as manual typewriters should be standard equipment in every business department.

Shorthand and Transcription

1. Shorthand provides excellent opportunities for initial employment in business for those students who attain vocational competency.

2. Proficiency in English is essential to the development of vocational skills in transcription.

3. Transcription training is an essential part of stenographic competency. Considerable emphasis, therefore, should be given to the development of transcription abilities.

4. Consideration should be given to the improvement of teaching methods and procedures or to the adoption of newer systems or to the revision of present systems which will make it possible to develop an initial job competency in shorthand in less time.

5. When only one year of shorthand is offered, additional opportunity for the development of transcription should be provided by means of transcription or stenographic office-practice courses.

Office Practice

1. The basic purpose of office practice should be the integration and development to a higher level of previously acquired skills.

2. Office practice courses should also include the teaching of some new technical and personal skills and knowledges such as filing, machine transcription, duplicating, personal development, and occupational intelligence.

3. Unless a separate course is offered in business machines, such instruction should either be integrated with other courses or be an essential part of an office practice course.

4. Office practice should be realistic in preparing students for modern-day offices. It should include visits to up-to-date offices and a study of such topics as automation, office orientation, workflow, work procedures, office routines, and supervised cooperative work experience, where feasible.

Bookkeeping

1. Bookkeeping offers significant vocational opportunities for many students.

2. All vocational business students should be required to take a one-year course as a basic part of their foundation in business. A second year should be offered for those who have particular aptitude and interest.

3. In those high schools where only one year of bookkeeping is offered, some of the principles in the second-year course should be shifted to the first year.

4. Bookkeeping should be offered no earlier than the 11th grade.

5. While bookkeeping is primarily a vocational subject, it also includes many personal-use values and offers wide opportunity for the teaching of economic concepts.

Distributive Education and Service Occupations

1. Preparation for distributive and service occupations is an integral part of business education.

2. High school preparation for these occupations must be adapted to the initial job prospects of students.

3. A supervised cooperative work experience program in distributive education is especially desirable.

4. Supervised cooperative work experience should be offered only in the 12th grade and should be preceded by adequate preparation in the requisite business understandings and skills.

5. In addition to reimbursable distributive education programs, provision should be made for training leading to the selling and service occupations that may require less time than the traditional distributive education program.

Other Subjects

Specific subject recommendations have been made only for those business subjects most frequently offered in the high school. It is, however, recognized that in large high schools many other business courses such as business mathematics, economic geography, business English, business law, secretarial practice, specialized machine courses, salesmanship, retailing, and principles of business organization are and should be offered.

VOCATIONAL PROFICIENCY

Employers today are concerned both with quantity and quality of production. One of the responsibilities of the high school program of business education is to establish satisfactory standards upon which employers can depend.

We Believe That

1. Community job standards should be met by the student as a prerequisite to graduation from a vocational business education program.

2. A testing program should be set up, such as the National Business Entrance Tests in office occupations, which will measure the vocational proficiency of the student at the completion of his high school business training.

3. In addition to the regular high school diploma, certificates evidencing vocational proficiency should be issued to all students who successfully complete the vocational business education course.

4. A good program of vocational preparation would be strengthened by the advice and services of an advisory board.

GUIDANCE

Business education has an important part to play in the guidance of youth because of the diversity of business courses offered and the high proportion of graduates who go into business occupations. As of 1960, approximately one out of four of the gainfully employed is engaged in some form of business occupation.

We Believe That

1 .Business teachers should seek ways and means of cooperating with the vocational counselors regarding the opportunities and qualifications necessary in business occupations.

2. Business teachers should, through their business courses, acquaint their students with the many opportunities in business and the requirements for entering the various fields.

3. The ablest students in high school business courses should be provided appropriate advanced instructional materials and should be expected to advance as rapidly as their abilities permit. They should not be retarded by the advancement rate of the average or slow student.

4. Students of different levels of ability can secure jobs in business. Each student, therefore, should

5. Persons of high ability are needed to manage and operate our business and industrial enterprises. The high school has a major responsibility to help able students explore their interests and abilities in the field of business.

6. Business courses should also be available to the college-bound student to assist him in earning his expenses in college.

PUBLIC RELATIONS

The business teacher is primarily responsible for keeping the public informed about the work of the department, the types of preparation being offered, and the manner in which the business department serves the community.

We Believe That

1. The business teacher should actively participate insofar as possible in the business and professional organizations and activities of the community.

2. Every school should have an organization for business students such as Future Business Leaders of America and Distributive Education Clubs of America.

3. Suitable publicity should be given the work of the business department, as well as the achievement of its business students and graduates.

4. A strong business education association with a comprehensive publications program is basic to good public relations

SUPERVISION

Good supervision invariably leads to a better quality product and more efficient methods of operation. Supervision in business education by a person who understands the technical and human problems involved is essential for developing good instructional techniques and securing effective coordination of effort in the instructional program.

We Believe That

1. Good supervision of the business education department is essential to the development of a sound curriculum, effective teaching methods, and proper standards. This means that there should be on the staff of each state department of education and each city school system one or more specialists trained in business education.

2. Business teachers in the high school should coordinate the program within the department and with other related areas in order to achieve their objectives.

Policy Statement No. 3, 1963

The Counselor And Business Education

FOREWORD

Business education in American secondary schools consists of both general education and occupational preparation.

If the American secondary schools fail to prepare young people to make informed decisions about economic problems as well as to be successful in occupational life, our youth will be ill equipped to live in these times.

This brochure for counselors deals with problems of counseling students who are college bound, those who expect to attend a post-high school institution, or those who expect to enter the labor market upon completing or dropping out of high school.

Able young people are needed not only in the fields of science and mathematics. They are also urgently needed in important positions as managers, supervisors, and as management personnel.

GUIDELINES FOR COUNSELORS

In order to assist counselors to meet their responsibilities, this brochure provides guidelines that suggest business courses that should be included when counseling students of all levels of ability and with different educational and career goals.

Every report from the Bureau of Labor Statistics over the past several years has shown that clerical workers are increasing not only in numbers but also in percentage of all employed workers.

Every study of employment opportunities reveals that there is a serious shortage of qualified office personnel in business or government scientific agencies, and in industry.

Of every ten pupils now in elementary school, three will not finish high school. Of the seven who finish high school, four will continue their education but only two of these four will finish four years of college. Thus most of the eight out of ten boys and girls now in elementary school will seek to enter the labor market without a college degree.

Unless these young people are adequately prepared in terms of job skills and in terms of economic backgrounds to deal with their personal and political problems, the schools will be blamed for failing to serve the needs of all young people.

The largest age group of presently unemployed workers is the group that dropped out of high school or graduated from high school in the last four years without adequate preparation to enter the labor market. This group constitutes a major social, economic, and political problem.

BUSINESS COURSES FOR THE COLLEGE-BOUND STUDENT

Most college admission officers accept business courses for college entrance. Only a few of the approximately 2000 colleges and universities in the United States require a four-year program of academic subjects for entrance. The great majority of colleges accept up to one-fourth of the total high school subjects in such fields as business.

BUSINESS ADMINISTRATION IS A POPULAR AND A REWARDING CAREER

The demand on the part of business, industry, and government for capable business administrators has been reflected in the popularity of business administration as a college major.

High school business courses provide valuable guidance experiences by helping students explore their interests and talents in the field of business. These courses in high school also increase the student's chance of success in college.

MANY COLLEGE STUDENTS MUST WORK PART TIME

The high percentage of students who enter college but do not complete a degree (about 50 percent) is due in part to their inability to meet the increased costs of a college education. Counselors can suggest to college-bound students that high school courses in business skills will be invaluable in helping them to earn part of their college costs.

TYPEWRITING SKILLS CONTRIBUTE TO BETTER GRADES

The legibility and neatness of well typewritten assignments often contribute to achieving better grades. Typewriting skills also increase the amount of work that can be done because of time saved.

BUSINESS COURSES AS GENERAL EDUCATION FOR THE COLLEGE-BOUND STUDENT

Business courses in high school often provide the only opportunity college-bound students will have to learn business practices and practical economics. Every professional worker and technician needs to know how business operates and how to deal with practical economic problems of a personal and political nature. Such courses in

high school as *General Business*, *Bookkeeping*, and *Economics* contribute to these understandings.

COUNSELING STUDENTS FOR POST-HIGH SCHOOL EDUCATION

The percentage of students who will continue their education for one or two years beyond high school is increasing rapidly and will continue to increase.

Private business schools, junior colleges, technical institutes, community colleges, and adult evening classes provide increasing opportunities either to begin preparation for business careers or to improve the levels of skills acquired in high school.

In order to save post-high school time and expense, students should be counseled while in high school to explore their talents and interest in business through such subjects as *Shorthand, Typewriting, Bookkeeping, Salesmanship*, and *Office Procedures.*

Economic education at the high school level should also be an important general education subject for students who expect to continue their education in a post-high school institution.

COUNSELING THE VOCATIONAL BUSINESS STUDENT FOR BUSINESS CAREERS

The student who plans a sequence of business courses leading to employment upon graduation from high school is a vocational business student. No single prescription can be given for all students who wish to prepare for a business career. A student of high ability may require fewer semesters of preparation than one with average or below average ability. Also some types of business careers require less preparation and native ability than others.

Many students of high native ability are not inclined to go to college or they do not have theresources to do so. These students often find rewarding careers in business, industry, and government. Students with average abilities who have business competencies often attain positions of responsibility. Students with below average academic abilities often find satisfying careers in business occupations.

Data show that business skills are in demand and that they are likely to continue to be in demand. It is, therefore, a major responsibility of the school to give special attention to counseling high school students into programs that prepare them to enter the labor market.

The chart that follows is designed to suggest *minimum* programs of skill subjects for vocational business students who will graduate from high school.

SUGGESTED MINIMUM BUSINESS COURSES FOR VOCATIONAL BUSINESS STUDENTS

Suggested Courses	Ability of Students: High	Average	Less Than Average
	Number of Semesters		
For Careers in Stenography:			
Symbol Shorthand	2-3	3	0*
or			
Alphabetic Shorthand	1-2	2	0
Typewriting	2	2-3	0
Secretarial Practice and Office Procedures**	0-2	2	0
For Careers in Bookkeeping:			
Bookkeeping	2-4	2-4	0
Typewriting	2	2	0
Office Procedures	0-2	2	0
Business Arithmetic	0-2	2	0
For General Clerical Careers:			
Typewriting	0	2-3	2-3
Bookkeeping	0	2	0
Record keeping	0	0	0
Clerical Office and Machine Practice	0	2-4	2-4
Business Arithmetic	0	2	2
For Careers in Selling:			
Retailing and Related Courses	3-4	4	4
Bookkeeping	2-4	2	0
Record keeping	0	0	0
Typewriting	2	2	2

*A zero in any column indicates that the student should not take the courses indicated.
**It is assumed that this course will include additional typewriting and stenographic work.
NOTE: The suggested courses are minimum only. It would normally be expected that students would be counseled to take one or more of the following related subjects: General Business, Applied Economics, Business Law, Economic Geography, Business Organization, and Business Arithmetic.

COUNSELING THE POTENTIAL DROPOUT

High school dropouts constitute major economic, political, and social problems. Unless potential dropouts are recognized early and counseled wisely, they will contribute to the increasing problem of unemployment among youth.

Students who are counseled into courses that lead to employment are often encouraged to remain in school because they see meaning in such experiences.

Among the business courses that should be brought to the attention of potential dropouts are:

1. **Typewriting**. Persons who possess good typewriting skills often find employment as general clerks.

2. **General Business**. This course, with its emphasis on business practices and basic economic understandings, helps the potential dropout to see meaning in what he is learning. It also helps him to explore possible business careers.
3. **Bookkeeping or Record keeping**. If the potential dropout has one or two semesters of Bookkeeping or Record keeping, he is qualified for certain types of clerical work that involve routine duties.

4. **Clerical Office Practice**. The application of skills to office procedures and office machines in this course makes it appealing to potential dropouts.

5. **Salesmanship and Retailing**. Retail stores and service trades offer employment opportunities to a limited number of non-high school graduates. Courses in the field of salesmanship and retailing prepare the potential dropout to work in fields related to distribution.

6. **Alphabetic Shorthand**. Some potential dropouts have the ability to learn and to use shorthand. Usually the alphabetic systems of shorthand can be learned in less time than the traditional shorthand system. Such courses make it possible for the potential dropout to acquire an important skill before he leaves school.

Policy Statement No. 4, 1964

The Vocational Education Act Of 1963 And Suggested Lines Of Action Relating To Vocational Education For Business And Office Occupations

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FOREWORD

December 13, 1963, will undoubtedly mark an important milestone in the history of business education. On that date the Senate of the United States concurred with the House of Representatives in passing H.R. 4955--Part A of which is the Vocational Education Act of 1963. It is an important milestone because, for the first time, vocation business education is recognized as deserving of federal assistance along with other important vocational programs.

In anticipation that the 88th Congress would enact H.R. 4955, the Policies Commission for Business and Economic Education asked the Legislative Action Committee of the National Business Education Association to prepare a statement for the Commission that would set forth the main provisions of the Act and to suggest what actions business educators should take with regard to the provisions that apply to vocational business education. The NBEA Legislative Action Committee was asked to assume this responsibility because this Committee was directly responsible for having the Act specifically state that vocational education for business and office occupations be included among those training programs that are to receive federal assistance.

The United State Office of Education has announced that it is issuing a set of guidelines for use by the states which will, in effect, suggest patterns for the states to use in plans for utilizing federal funds. It is not clear to whom these guidelines will be sent. It is, therefore, imperative that business educators take immediate steps to insure that the state plans do provide adequately for vocational education for business and office occupations.

The Policies Commission hopes that the statement that follows will serve to assist business educators in dealing with the many issues and problems facing vocational business education.

The members of the national Legislative Action Committee of the National Business Education Association are: Dr. Paul S. Lomax, Professor Emeritus of Education, New York University; Dr. Russell J. Hosler, Professor of Education, The University of Wisconsin; and Dr. Hamden L. Forkner, Professor Emeritus of Education, Teachers College, Columbia University, Chairman.

This Committee has prepared this statement and it assumes full responsibility for its contents.

BACKGROUND

Partly as a result of a special report prepared by the Policies Commission for Business and Economic Education for President John F. Kennedy's Panel of Consultants for Vocational Education, the Panel included business and office occupations as one of the vocational areas for which federal funds should be made available to the states for the purpose of maintaining, extending, and improving vocational education.

When the vocational section of the President's Omnibus Education Bill was prepared and later when the American Vocational Association's bill sponsored by Representative Carl D. Perkins of Kentucky was prepared, the National Business Education Association noted that as the purposes of the two bills were stated, "business and office occupations" were not specifically included in the provisions of either bill. The Executive Board of the National Business Education Association then appointed a national Legislative Action Committee which was given the responsibility of seeing whether the purposes of these two bills and the definition of vocational education could be amended so that there would be no question that business and office occupations were intended to be included in the provisions of the bills.

The NBEA Legislative Action Committee went to Washington early in May 1963 to confer with Dr. John Lumley, Director of the Federal Relations Division of the National Education Association; Mr. M. D. Mobley, Executive Secretary of the American Vocational Association; Representative Carl D. Perkins of Kentucky; Dr. Bruce I. Blackstone, Specialist in Office Education, U.S. Office of Education; and Dr. Walter M. Arnold, Assistant Commissioner and Director, Vocational and Technical Education, U.S. Office of Education.

The NBEA Legislative Action Committee pointed out to Mr. Mobley that H.R. 4955 (the AVA sponsored bill) as it was written would make it possible for states to exclude business and office occupations in their state plans. Mr. Mobley, after looking at the statement of purposes of the bill, agreed that the Committee was correct. Members of the NBEA Committee then presented a statement that revised the purposes of the bill and the definition of vocational education to which Mr. Mobley agreed.

The NBEA Legislative Action Committee then called on Representative Perkins. The proposed revision of purposes and the proposed revision of the definition of vocational education in the bill were presented to Mr. Perkins who also agreed that in view of the

Panel of Consultants' report the purposes and the definition of vocational education in the bill should be revised along the lines the Committee suggested. He then instructed his legislative aide to revise these two sections of the bill along the lines suggested by the NBEA Committee.

The Committee then called on Dr. Bruce I. Blackstone and he arranged for us to talk to Assistant Commissioner Arnold. Dr. Blackstone was in full agreement with the Committee's action. Dr. Arnold had some reservations because he did not want the bill to categorize any specific field. But the Committee pointed out to him that the bill already had categorized the traditionally federally aided programs in that it provided that these programs should continue.

H.R. 4955 with the suggested changes as proposed by the NBEA Legislative Action Committee has passed both houses of Congress and has been signed by President Lyndon B. Johnson. This cooperative achievement of the National Education Association, the National Business Education Association, the American Vocational Association, and the many business teachers who responded to the requests of the NBEA Legislative Action Committee to write letters to members of Congress in support of the bill should be gratifying to all.

IMMEDIATE ACTION IS NECESSARY

The Vocational Education Act of 1963 as passed by Congress and signed by the President merely authorizes Congress to *appropriate* federal funds. The actual appropriation of funds to the states for the various purposes of the Act will come at a later time. It should also be pointed out that the provisions of the Act leave it entirely to the states to decide to which fields of vocational education the federal funds shall be applied. Therefore, unless business educators in the various states take immediate action with the administrative authorities within the various states, it is possible that vocational education for business and office occupations may be overlooked entirely or given only token assistance.

Since federally aided vocational education for business and office occupations is a new venture, it is important that each state business education association specifically indicates to the proper authorities what programs of vocational business education should be federally aided. To this end the state business education association should immediately appoint a committee and give it the responsibility of drawing up specific proposals to submit to the proper authorities. If there is no single association of business teachers in a state, then a joint committee representing the various associations should be formed to do this job.

The professional organizations of teachers and administrators of education for vocational agriculture, home economics, trade and industry, and distribution have had long experience in dealing with state plans for vocational education. They have worked with State Boards of Vocational Education and with citizens groups in developing and carrying out vocational education programs with federal assistance. The American

Vocational Association, whose membership is made up largely of the traditionally federally aided teachers and administrators, has given significant leadership to these older programs. The National League of Nursing and the American Personnel and Guidance Association have operated independently of the American Vocational Association on the belief that they can exert greater influence as separate bodies, but they have cooperated with the American Vocational Association in all matters pertaining to their mutual interests.

The NBEA Legislative Action Committee believes that the National Business Education Association should also operate separately from the American Vocational Association but cooperate with it. This belief is based on the fact that the National Business Education Association with its nine thousand members; its specialized divisions of Research, Administration, International, and Teacher Education; plus the backing of the National Education Association with its eight hundred thousand members; and the close working relationships of NBEA with the NEA divisions of Federal Relations; Research; Press, Radio, and Television Relations; and others, is in a position to exert more leadership and influence than would be possible under any other arrangement.

This means that each business educator must support the leadership of the National Business Education Association to the fullest extent in its efforts to cooperate with such professional organizations as the American Vocational Association, Delta Pi Epsilon, business organizations, and other groups in developing the best possible vocational education in all fields.

BASIC PROVISIONS OF THE VOCATIONAL EDUCATION ACT OF 1963 AS THEY RELATE TO VOCATIONAL BUSINESS EDUCATION

Groups to be Served

The Act provides the following groups shall be served:

1. Students now in high school
2. Persons who have completed or left high school and who are available for full-time study
3. Persons who have already entered the labor market and who need training or retraining
4. Persons who have academics, socioeconomic, or other handicaps
5. Vocational teachers in training
6. Vocational teachers who need to be retrained.

Funds for Construction

Funds will be available for construction of facilities for a high school or post-high school department, division, or other unit; for area vocational schools; and for residential schools.

Ancillary Services

Ancillary services and activities are to be provided to assure quality in all vocational education programs such as teacher education and supervision, program evaluation, special demonstration and experimental programs, development of instructional materials, and state administration and leadership including periodic evaluation of state and local vocational education programs and services.

Grants to Colleges and Universities

Grants may be made to colleges, universities, and other agencies to pay part of the cost of research and training programs and of experimental, developmental, or pilot programs developed to meet the special vocational education needs of youths, particularly those who have academic, socioeconomic, or other handicaps.

State Plans

The Vocational Education Act of 1963 requires that each state that desires to receive its allotment of federal funds shall submit through its State Board to the Commissioner of Education a state plan which, in part, includes the following:

1. Designates the State Board as the sole agency to administer the state plan. If the State Board does not include as members persons familiar with the vocational education needs of management and labor in the state, a State Advisory Council shall be created which shall include such persons.

2. Sets forth the policies and procedures to be followed by the state in allocation of each such allotment among the various services and insures due consideration will be given to the projected manpower needs and job opportunities and to the relative vocational needs of all groups in all communities in the states.

3. Provides minimum qualifications for teachers, teacher trainers, supervisors, directors, and others having responsibility under the state plan.

4. Provides for entering into cooperative arrangement with the system of public employment offices in the state to make available to the State Board and local educational agencies occupational information in determining the occupations for which persons are to be trained.

5. Provides for proposed ancillary services and activities under the provisions of the Act.

IMMEDIATE LINES OF ACTION FOR BUSINESS EDUCATION GROUPS

If vocational business education for business and office occupations is to receive the attention it should under the Vocation Education Act of 1963, the following steps should be taken immediately:

Step 1

If there is a state director of business education in your state, that is, one who is by training and experience specifically qualified to administer and supervise business and office occupational education, the executive committee of your state association of business teachers should immediately appoint a vocational business education committee for the purpose of coordinating all efforts of all groups within the state as these efforts relate to vocational education for business and office occupations. This committee should then call upon the state director of business education and offer the services of your association in helping him and his staff to develop a state plan association in helping him and his staff to develop a state plan that will encompass all phases of vocational education for business and office occupations as outlined under the heading "State Plans."

If there is no single state business education association in your state, then the presidents of the various business education associations should meet at once to organize a joint committee to proceed as indicated above.

(NOTE: Item 1 is of special importance to vocational business education in that the presently constituted State Boards of Vocational Education have members on these boards that represent the traditionally federally aided programs but there is often no one to represent vocational business education.)

Step 2

If there is no state supervisor of business education in your state, that is, one who is qualified in one or more of the business and office occupations other than distributive education, then the committee formed under Step 1 should call on the state director of vocational education, who is responsible for administering all vocational education programs, and offer the services of your association and seek his guidance in helping your committee to draw up a suggested state plan for vocational business and office programs.

This committee should also ascertain from the state director of vocational education what steps your association can take to insure that duly qualified persons in the field of office occupations are selected to administer and supervise the programs in the state. It might be well to suggest that your association would like to submit a list of qualified persons for the position of state director of business education and for assistant directors from which the State Board of Vocational Education can make a selection.

Step 3

The above committee should secure copies of the state plans now in operation in your state for other vocational programs as a framework in which to prepare your own state plans. You should also request copies of the guidelines the U.S. Office of Education is issuing for the various fields. One important point to keep in mind, however, is that the U.S. Office of Education guidelines can only serve as suggestions. Each state has the full right to propose the plans which seem best for it. The Ac specifically states that the U.S. Office of Education has no control over the curriculum. For example, suppose the U.S. Office of Education should suggest that only those vocational students who can typewrite at 30 words a minute can be considered vocational and you want to offer beginning typewriting as a part of a sequence of courses to prepare persons for jobs, then you have the right and responsibility to include beginning typewriting for these students in your state plan.

Step 4

The state committee should enlist the support of business and other groups within the state to secure their support for a sound program of vocational education for business and office occupations. The committee should point out to these groups that even though they may not favor federal aid for any form of education, they should face the fact that funds are available and that business educators and business people should work together to get a sound program so that the needs of the business community and the needs of young people will be met. Other fields of federally aided programs of vocational education already have strong representation of laymen to speak for their programs. We cannot afford to miss this opportunity of getting businessmen and women to speak in behalf of business education.

Step 5

The committee should draw up a list of nominees to submit to the State Board of Vocational Education or to the State Advisory Council for Vocational Education for a person or persons to serve on the State Board or the State Council who can adequately represent the field of vocational education for business and office occupations. This list of nominees should include prominent businessmen and women, who, in your opinion, will be competent to judge the adequacy of a program of vocational education for business and office occupations and who would support and speak authoritatively for such a program.

FEDERAL CONTROL

In seeking the support of laymen, it might be well to provide each person with the following quotation from the Act:

Nothing contained in this part of the Act shall be construed to authorize any department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution or school system.

It will be noted that this provision gives each state the sole right to judge what it shall consider vocational education to be and no one has the power to overrule that right.

SUGGESTIONS REGARDING STATE PLANS

In drawing up state plans these points should be kept in mind:

1. Be sure to provide an adequate number of supervisors at the state level. Check on the number of state supervisors in the other federally aided programs as a guide for what you should request keeping in mind that in most states there are more young people preparing for business and office occupations than any other field.

   If a state director is competent in one of the business or office occupations and not in others, be sure to provide the necessary assistants who are competent in other fields. Also be sure to provide for an assistant state director whose responsibility shall be to promote and develop student clubs as is done in each state for agriculture clubs. In most states there should be an assistant state director for adult business education.

2. Be sure to provide funds for teachers and students to attend courses, institutes, and conferences--local, state, regional, and national--so as to upgrade and update present teaching personnel.

3. Provide for vocational business education in area vocational schools and in residential schools.

4. Provide funds for equipment in newly constructed facilities and update present equipment in high schools, vocational schools, and adult schools. In this category such equipment as computing and other data processing equipment should be provided for in certain schools. Executive typewriters for advanced classes, adding and bookkeeping machines for bookkeeping classes, multiple-listening stations for advanced shorthand classes, transcribing equipment, and the like should all be provided in as many schools as possible.

5. Provide for related business courses for vocational students. Under previous federal acts subjects such as related mathematics, science, and drawing have been federally aided. Many business courses such as general business, applied economics, and others are as much related to vocational education as many of those in the presently federally aided programs.

6. Draw up the minimum qualifications for those who are to supervise and administer the vocational program for business and office occupations. Be sure to state specifically that the supervisors must have had teaching experience in one or more of the office occupational subjects so that we do get supervisors who are qualified as supervisors of business and office occupations.

7. In your state plan, be sure to define what the term "business and office occupations" includes. A suitable definition might be the following:

All those duties performed by individuals in public or private enterprises that serve business management through planning, organizing, recording, communicating, interpreting, and storing the financial and other data about the enterprise comprise business and office occupations.

One very important point to note in terms of the need for immediate action is that the Vocational Education Act of 1963 provides that any of the funds appropriated and spent before July 1, 1964, do not have to be matched by the state. After July 1, 1964, all federal funds must be matched on a fifty-fifty basis by the state.

This means that business educators should present their requests immediately for equipment, for state and local supervisors, and for funds for travel to attend courses and institutes before the states have to match such funds.

The tasks ahead for business educators are enormous. Unless we put aside our concerns about lesser issues and devote our full time and energy to developing a sound program of vocational business education, we shall have only ourselves to blame.

Policy Statement No. 5, 1964

Business Education For The College-Bound Student

The Policies Commission for Business and Economic Education strongly urges all college-bound students in high school to give serious consideration to including certain of the business subjects in their high school program.

HIGH SCHOOL BUSINESS SUBJECTS ACCEPTABLE FOR COLLEGE ADMISSION

When considering the admission of students, most colleges will accept credit earned in high school business courses. In a study of college admission requirements for the 1963-64 academic year conducted by Dr. Russell J. Hosler of the University of Wisconsin, it was found that 52 percent of the 147 colleges and universities studied would permit five or more business or other special subject credits for admission within the usual 16-unit program. Only 15 percent of these colleges required the full 15 or 16 units to be in the traditional college-preparatory subjects. The colleges studied were from all sections of the country, and of all types and sizes.

Even those colleges requiring the full traditional program in high school for admission would accept transfer students from junior or community colleges where high school business subjects may be used for admission.

It is important for students, teachers, and parents to realize that business subjects taken in high school may be used to meet in part the admission requirements of most colleges in the United States.

JUSTIFICATION FOR BUSINESS SUBJECTS FOR THE COLLEGE-BOUND STUDENT

1. High School Business Subjects Have Personal-Use Values. The personal-use values acquired in business courses are important for the college student. Typewriting today is considered a *must* for college students. The personal-use value of shorthand is also being recognized as an important and desirable tool for the college student.

2. Vocational Business Subjects of Great Value for Part-time Employment. The development of vocational competencies in the business subjects is most desirable for the college student who must support himself in part or in full while attendingcollege. Many students with competencies in stenography find opportunities for employment in the offices on the campus or in the business community where the college is

located. A recent survey at a major American university showed that more students were employed part time in the offices on the campus than in any other type of work available to students.

3. Vocational Business Preparation Valuable to College Dropout. A strong preparation in business developed in high school is valuable for the student who may attend college a semester, a year or so, but who does not complete the college program. Over 50 percent of the students nationally who enter four-year colleges today withdraw for any one of several reasons within the first two years. The student who has developed a vocational competency in business while in high school is in a more favorable position to secure employment if he finds that he must withdraw from college before graduation.

Even for the college graduate, business education abilities attained in high school (or from other sources) prove helpful in securing employment in any one of many different types of positions. These abilities are often an integral part of the job itself, such as that of the secretary or a management trainee. For other business positions, the ability may be important but incidental to the primary function of the work involved, as in the case of the accountant.

4. Business Subjects Helpful in Guidance and as a Foundation for College Business Courses. The student who takes high school business subjects may be guided into, and be better prepared for, more advanced study in education for business as a result of his secondary school experiences. The person who has taken bookkeeping in high school, for example, may become stimulated and excited about the possibilities that exist in the accounting field and, as a direct result of having had the high school bookkeeping course, may pursue a program in accounting and other business administration courses in college; or, the person who has taken business courses in high school may become interested in a career of teaching business subjects as a result of his experiences in the high school program.

   High school preparation in the secretarial subjects may serve as a foundation for advanced study in this area in the post-high school institution, whether the school is a one-, two-, or four-year college.

5. Business Subjects Help Students Understand Business-Economic Environment. One of the greatest values of the high school business program for the college student is in giving him a background in economic and business understanding. Many voice the need for more economic literacy for the high school youth of the country. The report of the National Task Force on Economic Education presents much evidence of the need for more economic understandings being taught at the high school level.

   As reported in the Commission's first publication, "A Proposal for Business-Education for American Secondary Schools," such business subjects as general business, consumer economics, business law, economics, business management, and

bookkeeping make contributions to an understanding of our American economic system.

6. Basic Business Subjects Teach Students How To Manage Their Personal Business Affairs. Basic business subjects such as general business, business law, and consumer economics taken in high school will also teach students how to manage money wisely and how to conduct their personal business affairs intelligently.

College Preparatory Course Not Essential For Success in College

As the study of admission requirements shows, a large percentage of the colleges and universities in the country permit electives outside of the traditional college preparatory fields to include business education and other special subjects. In many high schools, however, students who plan to enter college are advised to take only the so-called academic subjects. Actually, there is considerable evidence to show that students who take other subjects do just as well in college as those who take only certain prescribed subjects.

The findings of the Eight-Year Study[1] compared the graduates of 30 high schools that deviated from the traditional curriculum for college-bound students with those who had continued to study a required number of academic courses. The following statement summarizes the findings of the study:

According to the commonly used criteria of success in college, including grades and scholastic honors and participation and success in extra-curricular activities, the progressive school graduates and scholastic honors and participation and success in extra-curricular activities, the progressive school graduates (those students who did not follow any particular pattern of academic subjects) came out ”a little ahead” of a comparison group composed of traditionally trained students of closely similar scholastic aptitude and social and economic background.

Kennedy[2] completed a study in 1963 in which he explored the differences in academic achievement in an undergraduate college of business of students who had a varied background in high school programs that are not limited to traditional subjects may succeed very well at the college level.

After all, scholastic success depends largely upon the industry and native ability of the student--not upon any particular combination of subjects studied.

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[1]Chamberlin, Dean; Chamberlin, Enid; Drought, Neal; and Scott, William. *Did They Succeed in College*. New York: Harper and Brothers, 1942.

[2]Kennedy, Calvin, E. *Differences in Academic Achievement in An Undergraduate College of Business Among Students Having Different Backgrounds of High School Preparation.* Unpublished doctoral dissertation, Lincoln: University of Nebraska, 1963.

Policy Statement No. 6, 1964

Guidelines For Curriculum Planning In Business Education For Secondary Schools

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A PRELUDE

What shall students learn in their formal school experiences? This question is beginning to receive a priority unexperienced in previous eras. There has developed a realization that the school experience must be unique in the total range of experiences students have in the process of growing up in an American community. For the field of business education, which must assume much of the responsibility for preparing students for work responsibilities and for developing understandings of the place of business activity in the total society, the demands for wise selection of school experiences become critical.

There is no single prescription for those charged with the responsibility for the curriculum of a business department in a secondary school. While references are made to "the typical business student" or to "the typical business program," close analysis will reveal that these generalized notions, while conveying an approximation to reality, are not reality. The diversity in a society as complex as the American society demands thoughtful, wise awareness of the uniqueness of the situation in which the program is to be offered. At the same time, there is a commonality of concerns that face all who are to determine the course of the school experiences for students. For example, there would be agreement that the program should contribute to the development of the potential talents of students.

The overriding awareness of those responsible for curriculum must center in the possibilities of human development and in a vision of what the business community can become with better informed citizens and more productive workers. Of necessity, boundaries must circumscribe a discussion of curriculum planning. We shall herein include discussion of these questions: What are the considerations when making decisions about what the school shall provide? What are the considerations that are basic to a well formulated curriculum? What are the major prerequisites for implementing the curriculum determined?

CONSIDERATIONS IN DECIDING WHAT BUSINESS EDUCATION THE SCHOOL SHOULD PROVIDE

Guideline I

Prior experiences of students shall be assessed. Students come to the secondary school with a variety of experiences. It is not wise to assume that students have or have not had particular opportunities to learn. The department will use pretests, for example, to determine the level of understanding of business activities as a basis for deciding what shall be included in general business.

Students who come to a consolidated school in a rural area may have considerable work experience in their homes and on the farms. Such students already may have learned a great deal about "work responsibility," as an illustration, and therefore not need the extensive work experiences in a laboratory that might be designed to teach such an attitude.

Guideline II

Basic abilities of students will influence range of offerings. A range of talents is needed in the business community. Students at varying points in such a range must be accommodated in the school program. The business program need not be for one ability group only; it can be organized to capitalize on the levels of talent evident in the student groups that elect to study business subjects. Highly competent students who wish to prepare for office work should not be enrolled in typical clerical programs; rather, they need a program that not only develops high level skills but also develops comprehensive understanding of the business office. On the other hand, a school with a large population of so-called delayed learners might have several specialized clerical laboratories for the development of some of the simpler skills still needed in business offices.

Guideline III

The demands of the business community are considered in planning areas of specialization. "What kind of workers would improve the efficiency and effectiveness of the business activity in the community?" Possibly, this is one of the most important questions for the business department of a secondary school to raise. Wise assessment of community needs requires considerable vision on the part of the business teachers; it is not sufficient to ask businessmen "what they want in a worker." The future requirements of workers need to be determined and provided for in the school program.

Guideline IV

The values and ethical standards of the community need to be known as a basis for determining the obligations of the school. The values and ethical standards of the community are not necessarily those that should be accepted by the school as it provides experiences for students. However, for the school to do its job well, it must be sensitive

to the values with which students enter the classrooms. The school as represented by its teaching and administrative staff must have a clear idea of what represents "the good life"--realizing, of course, that more than one model is appropriate.

If there are poor attitudes toward work, if there are prejudices toward certain groups in the society, if there is an apathy toward social needs, then the school must assume responsibility here for enlightening and developing understanding on the part of the students. Since the "whole man" goes to work, the business faculty cannot be indifferent to these more elusive aspects of learning.

The school cannot be party to indoctrination of a particular point of view. At the same time the school must make tangible the so-called basic values of American life. An enlightened citizen does not just emerge from the formal school system--such a citizen must be faced with experiences that develop awareness, understanding, and insight. For example, as a society we are committed to the free enterprise system. The theoretical concept is different from the reality; yet through an understanding of what this system means theoretically he not only can appreciate the seemingly needed deviations in the real world but can make judgments about safeguards and further restrictions--which he will do in many ways as he votes, consumes, and produces.

Guideline V

The offerings of other levels of schools available within the community should be considered as programs are developed. Coordination with other levels can make the secondary school offerings more efficient than they might otherwise be. It is important, however, that appropriate offerings are available for individual students or groups of students that may not be following the major trends evident in the school community. If a secondary school were to eliminate a vocational program, for example, because such a program was being offered in the community college, the school might very likely be overlooking the many students who do end their formal education when they earn a high school diploma. At the same time, the presence of a community college to which some students will go should influence the secondary school in the pre-vocational offerings in business education. There are possibilities, for example, of beginning preparation for the growing field of data processing in the secondary school and having it continue, without overlap, into the community college.

CONSIDERATIONS FOR A WELL-FORMULATED BUSINESS EDUCATION CURRICULUM

The business curriculum is developed with full realization of the comprehensive purposes of secondary education for all American youth and, at the same time, with complete awareness of the specific needs for vocational preparation of a terminal nature that some students should secure.

Guideline I

The philosophy of the business education program is consistent with the philosophy of the total school program. No program in the school can have vitality and strength if it is outside the frame of the total school's philosophy. The business program must reflect the objectives that are deemed important in the school. If the school, for example, is committed to as broad a general education as can be planned, then the business program may have to be streamlined considerably for those who choose this sequence for vocational purposes. At the same time the department must see its role in providing appropriate general education offerings.

Guideline II

The vocational preparation provided for students in business will provide for specific occupational opportunities and for long-term career possibilities. The need for the graduate to be prepared to earn his living must not be overlooked as the business faculty prepares its program; however every student should be provided with the vision and experience that will lead to more responsible work. The program must include those courses that provide skills and understanding of basic processes which will be useful regardless of the nature of change in the business office or in the opportunities for progress.

Guideline III

The business program provides for the general education needs of all students in the areas of business and economic understandings. Business as one of the social studies warrants consideration as general education in the secondary school. The well-formulated program reflects the dual responsibility of the department. The economic life of our society is complex; to understand it, torespond to its demands as an enlightened citizen, requires knowledge. The business program must not overlook the business and economic concepts that must be taught to all students.

CONSIDERATIONS FOR IMPLEMENTING THE CURRICULUM DEVELOPED

Guideline I

Teachers are competent in both content and methodology. Teachers teach subjects which they have studied in considerable depth at the undergraduate level and in some instances at the graduate level. One college level course in a given content area is seldom sufficient preparation for secondary school teaching. The teacher has studied professional education; he is fully aware of his teaching responsibilities and understands the nature of the learners who sit in his classes and understands the learning process so that he can make wise decisions about the experiences he provides for his students. A knowledge of his content and a knowledge of the teaching-learning process are so intimately intertwined that it is foolhardy to think of one as first and the other as second in importance.

Guideline II

Facilities appropriate for the curriculum are available. Wise selection of the facilities precedes the writing out of requisitions. The faculty seeks answers to the question: From the array of equipment and devices available, which are those that will best help us realize our objectives?

Guideline III

The total curriculum is continuously evaluated. With the pace of contemporary life comes the imperative to be fully sensitive to the continuing appropriateness of what is provided. A sense of the timelessness of certain learnings, certain skills, certain attitudes will not cloud vision in the areas where rather complete, sweeping reform is needed from one era to another.

The department chairman and his staff must plan for regular assessment of what is being offered. First, they will determine the kinds of evidence that will help them make a wise assessment. "What kinds of questions must be answered?" they will ask themselves. These are illustrations of the kinds of questions that may be asked: To what extent are students *fully* prepared to do the work required on their first jobs? If there is additional training provided before they begin work, does this training reflect inadequacies in the high school preparation? Does it imply that new topics need to be added to specific courses? What assumptions underlie the program that need to be tested? Has the program been developed on the assumption that *everyone* goes to a post-high school institution? Is this assumption valid?

Second, the department will review the evidence with wisdom and assess its implications and relevance for the program.

Third, the department will make plans for modifications and changes that will make the program more meaningful for students. Changes will be planned so that teachers will be fully prepared to handle them and will have the needed materials and equipment to make the changes fully effective.

Policy Statement No. 7, 1965

Suggestions For Regional And State Business Education Organizations

Business education associations should be live, vigorous organizations with definite professional objectives which are being met with a progressive plan of action. Members must be enthusiastic professional persons who are working for the welfare of young people by promoting better business education in every way possible. The day has long since passed, if it ever existed, when an individual can be satisfied to work alone to uphold his profession.

The following suggestions are designed to help business associations become the active, influential organizations for which they have potential:

1. The name of the organization should clearly identify its nature. The words "Business Education" as part of the name is recommended.

2. The purposes of the organization should be clearly understood by all members. A good general statement of purpose might be "to promote better business education." The development of leadership and providing a means of exchanging ideas might be other purposes.

3. If the organization is to be effective, it must have a dynamic program to achieve its purpose. This program should provide for a continuous study of the problems of the profession with particular significance to the area served (10a).

4. Membership requirements should not be overly restrictive and should permit anyone genuinely interested in business education to become a member.

5. For effective action on many professional matters, it is important for a regional or state organization to be affiliated with a national group. The National Business Education Association is the national organization of business teachers which can serve this purpose most effectively (10b).

6. Officers should be chosen on the basis of their a*bility* and *willingness* to carry out the duties of their offices. Individual members should have a chance to suggest nominees to a nominating committee and to vote for officers. A biographical sketch should be prepared for each candidate for office so that members can vote more intelligently. In some cases it may be advisable to have two slates of officers so that choices are available. Voting should be conducted at a regular meeting (10c).

7. The organization must have regular meetings if it is to thrive. These meetings must be held at least once a year. Regional or district meetings are useful when the geographic area covered by the organization is large.

8. A quorum required for action should be a realistic percentage of the members. It need not be a majority of the membership. In some cases, particularly where the geographical area is large, it may be impossible to get a majority of the members to attend any one meeting.

9. The officers and directors of the organization should comprise the board of directors which should have authority to act between regular meetings of the total membership.

10. Several standing committees should be appointed to carry on various aspects of the work of the association. Normally, committees should be appointed by the president with the approval of the board of directors or executive committee. Standing committees should have definite responsibilities and should report regularly on their achievements. The following standing committees are suggested:

    a. **Program**
    The Program Committee should be responsible for planning and executing a dynamic program of meetings for the organization. The wishes of the membership, the trends of the times, and needs of business should be considered. Members attending the meetings should be given an opportunity to evaluate the program by means of a check sheet or other appropriate device. The Board of Directors may exercise some degree of control over the activities of the Program Committee, but the committee should be primarily responsible for the planning and execution of the program. Members should serve more than one year, with staggered terms arranged.

    b. **Membership**
    A well-organized Membership Committee is necessary to solicit new members and to promote the growth of the organization.

    c. **Nominating**
    The Nominating Committee should seek the advice of the membership in as many ways as possible in setting up a slate of officers and directors for presentation to the membership. Although experience in the organization may be important for the top officer, every effort should be made to prevent undesirable monopoly of power by a few members year after year. A policy of nominating some new people to the board of directors each year will help avoid this situation. Active solicitations, by mail or other-wise, of members for leadership suggestions will also be worthwhile.

    d. **Legislative**
    An active Legislative Committee should keep aware of proposed legislation on both state and federal levels and should assist the organization in taking

appropriate action to obtain favorable legislation. The membership of the committee should represent various areas of the state or region. An effective communications system should be adopted so that all members know what is happening and what should be done. The committee should also develop effective communications with national legislative committees. (The National Business Education Association has such a committee.) The committee should be responsible for devising plans of action in support of desirable legislation and against undesirable legislative proposals.

e. **Public Relations**
Liaison relationships should be established with organizations such as State Education Departments, Boards of Education, organizations of businessmen, and other groups in order to get their cooperation and advice. The Public Relations Committee should take leadership in seeing that these relationships are properly developed.

11. The dues should be realistic, but large enough to cover the appropriate expenses of the organization. The association should not have to depend upon individuals or companies to underwrite its expenses.

12. A business education organization should operate on a carefully worked out budget and should provide for payment of all or part of the expenses of delegates who attend national meetings as delegates of the organization. Excessive expenses should be avoided and only duly designated delegates of the organization should be reimbursed for any expenses incurred in attending these meetings.

13. Provision should be made for an independent audit of the books each year. Financial statements in sufficient detail to be meaningful to the members should be published each year.

14. Programs for the meetings should be planned to interest the majority of the association but should be confined to legitimate, professional matters, not just to entertain. Although programs devoted to the demonstration and discussion of specific methods of teaching have their place, there should be other meetings which are devoted to the promotion of business education by way of legislation and other means.

15. Provision for communication with members should be made. A regular newsletter would help perform this function. This is a very practical and inexpensive way for the president of the organization to stay in touch with the membership.

16. Every effort should be made to have each member active in some phase of the work of the organization. One way of accomplishing this would be to prepare a duplicated list of activities and jobs for which the members might volunteer. If each member is urged to volunteer for a least one activity by placing a check mark on this list, a great deal of interest can be developed in performing the work of the organization (10d).

17. A written constitution and a set of bylaws which will serve as guidelines for the operation of the organization should be adopted as soon as possible. A small Constitution Committee might be most effective in the preparation of the first draft of such a constitution. The suggested outline for a constitution and bylaws is contained in the *Handbook for Leaders*, which is available from the National Business Education Association.

The constitution should contain the following information:

a. Name of organization
b. Purpose
c. Membership
d. Officers and board of directors
e. Affiliations
f. Method of amending.

The bylaws should contain:

a. Duties of the officers of the organization
b. Election of officers and length of terms of office
c. Committee structure and appointment of committees
d. Meetings
e. Dues
f. Handling of budget
g. Quorum
h. Method of amending.

Policy Statement No. 8, 1967

The Role Of Research In Business And Office Education

As businessmen learned long ago, the difference between progress and stagnation lies in research; and this is equally true in business and office education. Research provides one of the best means for progress in our field. By means of an improved program of research, business education can attain a position of greater influence in the educational arena.

Business teachers as a group are as research-minded as teachers in any other field. The business teacher recognizes that he can increase his effectiveness in the classroom by incorporating into his teaching the useful findings of research. Unfortunately, the typical classroom teacher cannot keep abreast of current educational research because research studies, as a rule, are not readily accessible to him. Moreover, his ability to apply the findings of research studies to classroom situations is somewhat limited. The problem is further complicated by the varying reliability of research studies. Consequently, research studies have had only limited effect on day-to-day practices in the classroom.

New vexing problem areas in business and office education, along with recent advances in research methodology and design, have placed heavy responsibilities on graduate advisors in business and office education.

In view of the foregoing, the Policies Commission for Business and Economic Education subscribes to an active program that will help to improve research in business and office education and to disseminate the results of sound research. The program should be designed to accomplish at least the following:

STANDARDS FOR RESEARCH

1. *Encourage improved standards for business and office education research.* Research in business and office education should be based on the sound procedures commonly known and accepted by competent research authorities. Examples of procedures include developing an answerable question, using a defensible sampling design for the collection of data, using appropriate statistical tools in the analysis of data, and drawing conclusions that recognize the limitations of the data.

UPGRADING RESEARCH

2. *Stimulate and upgrade research talent in business and office education.* Seminars, clinics, and work conferences should be conducted for the upgrading of research

talent in business and office education. Topics such as advanced statistical procedures, learning theory, research design and procedures, and sampling procedures could be the basis for these conferences. A national conference should be limited to directors of research and others already involved in business education research. Regional and state conferences should include advanced graduate students. In order to maintain high quality in these conferences, they should be limited to persons who have adequate background. Delta Pi Epsilon should sponsor conferences to upgrade consumers of research--the classroom teachers.

3. *Emphasize the interdisciplinary and team approach in research.* Because solving educational problems in business and office education has become extremely complex, it is very important that attention be given to the interdisciplinary and consortium approach which would use the consultative help of authorities in business administration, economics, psychology, statistics, research design, and other areas. In addition, consideration should be given to using consortia composed of other vocational fields when dealing with the vocational aspect of business education.

4. *Encourage and support the development of a major research project in business and office education.* The results of a major research project could modify the program of business and office education and provide the basis for curriculum changes in teacher education. Such a research project might be call "a moon-shot-type of study," similar to those conducted in mathematics and science. It would be a major effort to recognize the role of the office in our economy and to identify forces and trends in administrative management, data processing, data communications, mechanization of office work, records management, information handling and information management, and similar fields and their probable effects on the office of the future. Such a massive type of study might involve expenditure of one to two million dollars over a period of five to eight years. The results might be utilized in developing a new curriculum for business and office education at all levels.

5. *Seek funds for research.* Funds from the U.S. Office of Education should be increasingly used to develop research in the field of business and office education. In addition, funds from other sources should be sought for use in the development of research in this field.

DISSEMINATION OF RESEARCH

6. *Cooperate with Educational Research Information Center (U.S. Office of Education).* A clearinghouse of ERIC for vocational and technical education, including business and office education, is located at The Center for Vocational and Technical Education, The Ohio State University. The clearinghouse at The Center plans to place every doctoral dissertation and certain masters' theses into the retrieval system. The Commission recommends that graduate departments of business education cooperate by seeing that all dissertations and certain masters' theses are made available to ERIC.

7. *Establish mechanism for the continuation of research reviews and synthesis.* The Center for Vocational and Technical Education has commissioned the preparation of a review and synthesis of research in business and office education. This effort should be continued at least once every five years.

8. *Provide a systematic means of reaching the classroom with useful research findings.* It is essential that the time lag between discovery of research results and their use in the classroom be shortened. This can be accomplished through publications and conferences especially designed to assist the classroom practice.

IMPLEMENTATION OF THE POLICIES

This Commission recommends the establishment, by appropriate agencies and procedures, of an Academy or an Institute for Research in Business and Office Education. One objective of this Institute would be to band together the best research talents for the purpose of identifying objectively all of the problems deserving of research in business and office education. Even more important would be a searching analysis of the contribution of business and office education to the growth and vitality of the American economy. This Institute would work to implement the policies enumerated in this statement.

Policy Statement No. 9, 1969

Business Education In The 1970s--A Venture Demanding Cooperation

The following statement, developed by the Policies Commission for Business and Economic Education, is an expression of philosophy concerning the cooperation demanded in order to educate today's young people.

All students are affected by the world in which they live. They, in turn, affect that world. Education is the means by which they are equipped to help shape the world in which they live--and live effectively and harmoniously in that world.

THE WORLD OF WORK IS CHANGING

A decade ago the American economy reached an important milestone. Since that time more people are being employed to provide services than to produce goods--a situation brought about primarily by an accelerated use of sophisticated equipment to produce the increasing output demanded by our growing economy. During this period of increasing reliance upon technological equipment, the margin for human error has been decreasing while occupational mobility and interdependence have been increasing.

WHAT ARE THE IMPLICATIONS OF THESE CHANGES FOR BUSINESS AND OFFICE EDUCATION?

1. An increasing number of students will require preparation in business subjects in order to fill occupational needs that satisfy themselves and society.

2. Refinements in business and office education will be necessary so that students may be effective in the use of advanced equipment and handling of responsibilities entrusted to them.

3. The education of each student should emphasize experiences that help him develop a high degree of responsibility and pride in the work he does.

4. Each student should develop an awareness of the total economic system and its dynamic nature if he is to participate effectively in improving the economic system and maintaining a useful place for himself within it.

THE WORLD OF EDUCATION IS CHANGING

In the past decade, the American people have begun to grasp the full meaning of their responsibility to provide an education for every individual. The demands made by the times in which we live require that each person be equipped with a total general and specialized education that will enable him to meet his responsibilities as a citizen, parent, wage earner, and consumer.

Advancing technology and increasing complexity in our society make it imperative that an increasing number of young people continue their education beyond high school. Exciting advances in the development of instructional methods, media, and materials are available to aid in providing better education to increasing numbers of people. These new methods and materials must be used if education is to keep pace with our country's economic growth and help maintain its vitality.

WHAT ARE THE IMPLICATIONS OF THESE CHANGES FOR BUSINESS AND OFFICE EDUCATION?

1. These changes make necessary an increase in the number of teachers of business subjects.

2. Teachers currently in service must be made more effective in meeting the needs of a changing educational system. The entire curriculum must be reevaluated in order to develop a meaningful coordinated educational program which holds the interest and meets the needs of all students from the elementary grades through the graduate level.

3. Teaching methods must be reevaluated in terms of their success in developing attitudes and skills for effectiveness in problem solving, independent research, and critical thinking.

4. Teachers must incorporate the best methodology, based on responsible research and refined evaluation, and utilize the most advanced tools of teaching and learning.

HOW CAN THE CHALLENGE BE MET?

Creativity and cooperation among all groups with an interest in any aspect of education are urgently needed.

Cooperation is vital within all areas of business and office education to consider the means for meeting the new education challenges of our society. Cooperation can be focused on advances in strategic areas:

1. Between business education and the arts, humanities, and social sciences to bring about a balanced educational program--appropriate to the needs of an advanced technological society.

2. Between business education teachers and the probable employers of their students

3. Between the schools employing teachers and those engaged in teacher education

4. Between business education and guidance counselors

5. Between business education and all government agencies involved with education in any way.

Few areas of life will not be affected by changes in our society. Because of the pervasiveness of these changes, educational planning must keep pace with the accelerated, profound developments in economic and social areas. Education must lead in providing solutions to many problems of our society. Through creativity and cooperation, business and office education has the opportunity to play a vital role in developing solutions to these problems.

Policy Statement No. 10, 1969

The Role Of Business Education In Economic Education

The strong case for economic education has been presented and understood during the past decade. The growing concern of leaders in business, labor, agriculture, government, and education that economic illiteracy be wiped out has resulted in the formulation of effective procedures and the establishment of productive programs to achieve that objective. The Joint Council on Economic Education was founded two decades ago to provide direction and dynamism to the movement.

Business educators have assumed a prominent role of responsibility to improve economic education. The National Business Education Association is formally affiliated with the Joint Council on Economic Education and is represented on the JCEE Board of Trustees. Administrators and teachers of business education are active in the more than 40 state and local affiliated Councils of JCEE. Business educators have served as staff members and speakers in programs to improve the competence of teachers in economic education. The place of economics in business education has been delineated in yearbooks, periodicals, and separate publications. Since 1960 the following publications have been developed cooperatively and distributed by the Joint Council on Economic Education:

1. *Teaching Economic Understanding in Business Courses* is the report of a workshop for California business teachers who had been participants in a national workshop on economics for business teachers.

2. *A Teacher's Guide to Economics in the Business Education Curriculum* resulted from the national workshop.

3. *A Syllabus for Teaching Economics in the High School General Business Course* was prepared by the Oklahoma Council on Economic Education.

4. *Teacher's Guide to Developmental Economic Education Programs, Parts I and II,* contains one section devoted entirely to business education.

It is evident that business education has been making significant contributions to the advancement of economic education. This is as it should be, since business educators have a vital stake in the effectiveness of economic education and are uniquely qualified to help students become effective participants in the economy.

Although opportunities to develop economic understanding exist at all grade levels and in several subject matter areas, business education, more than other fields, deals with the very things that economics is about. An economic system is simply an arrangement for satisfying human wants. In the United States, 90 percent of the goods and services people buy to satisfy their wants are products of business. Business provides employment for seven out of eight workers in this country. Business, therefore, plays a significant role in our economy.

As a group, business teachers are being equipped to handle economic education. Statewide studies in Iowa, Minnesota, and Wisconsin revealed that the preparation of business teachers included more hours of credit in courses in economics and related subjects than was true of teachers in any other subject matter field.

There is reason to take pride in what has been accomplished to advance economic education, but there is much yet to be done in business education. Countless teachers must still be reached through conferences and in-service and summer programs emphasizing economic education; certification requirements and courses for teachers in preparation must be evaluated and improved; courses must be redeveloped, coordinated, and instituted to meet the needs of all students; and materials must be produced for teachers and students.

The Policies Commission for Business and Economic Education, representing the business education profession, has committed itself to a more vigorous program in economic education. The Commission recommended that the National Business Education Association and Delta Pi Epsilon each appoint two members to serve three-year terms on a Joint Committee on Economic Education. This Committee would be available as a special advisory committee to cooperate with the Joint Council on Economic Education. This arrangement would provide for close liaison and give the Joint Council on Economic Education access to counsel with professional business education.

Policy Statement No. 11, 1970

This We Believe About Business Education In The Secondary School

Major statements of the purposes of education in America have identified a need for business education. Business education achieves its goals through:

1. specialized instruction to prepare students for careers in business;

2. fundamental instruction to help students assume their economic roles as consumers, workers, and citizens;

3. background instruction to assist students in preparing for professional careers requiring advanced study.

In an effort to satisfy the needs of all students, secondary schools should provide sound programs of business education that provide instruction for and about business.

WE BELIEVE THAT

1. Business education is an effective program of occupational instruction for secondary students desiring careers in business.

2. Business education has an important contribution to make to the economic literacy of all secondary school students.

3. Business education is desirable for students who plan programs requiring postsecondary and higher education in the field of business.

PROGRAM DEVELOPMENT

Careers in Business

The occupational program should be related to the needs of business. Therefore, the business curriculum must be flexible and sensitive to changes in business.

We Believe That

1. Every secondary school should provide opportunities for students to prepare for careers in business.

2. The time devoted to preparation for business occupations should depend upon the student's abilities, interests, and personal qualities.

3. The sequence of learning experiences should be planned so that the student will achieve his highest occupational competency upon completion of his program.

4. Instructional equipment and facilities should be comparable to those found in the businesses where students are likely to be employed.

5. In-school laboratories that simulate business conditions can be an effective means of providing business education.

6. On-the-job experience through cooperative education can be an additional effective means of providing business education.

7. An advisory committee should be involved in planning programs leading to employment in business.

8. Certificates of occupational proficiency should be awarded to students who develop employable competencies. Proficiency certificates should be recognized as evidence of competency by employers or employment agencies.

9. Every secondary school should have a youth organization for business students.

ROLES AS CONSUMERS, WORKERS, AND CITIZENS

The consumers, workers, and citizens should know how to interpret economic issues which affect them and how to manage their economic affairs efficiently.

We Believe That

1. Opportunities must be provided for secondary school students to develop an understanding of how our business system operates.

2. Programs that develop economic understanding should be planned cooperatively with other departments of the school that are concerned with economic education.

3. Any requirements relating to the development of personal and social economic competencies should be reciprocally recognized by the respective departments of the school.

GUIDANCE

The diversity and comprehensiveness of the business program requires that guidance services be available to all students.

We Believe That

1. Occupational information and assistance in interpreting that information should be available to all students.

2. Every student should be assisted in establishing an awareness of his own interests and capabilities so that he may plan his career.

3. The secondary schools have a direct responsibility to provide occupational counseling, placement, and follow-up of students enrolled in the business programs.

Policy Statement No. 12, 1971

This We Believe About The Expanding Leadership And Planning Role Of Business Educators In Developing A Total Vocational Program In Cooperation With Other Vocational Educators And General Educators

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Historically business education came into existence to provide occupational and career education. Increasingly it has attempted to meet the career needs and economic understanding needs of individuals and in turn meet the needs of the nation. Business education has a major responsibility to complement other fields of occupational education in serving the needs of society. It also has a responsibility to complement other fields of occupational education in serving the needs of society. It also has a responsibility to assist general educators in developing ways to help children and youth explore the world of work.

The major responsibilities are set forth in this policy statement, along with suggested strategies for meeting them. Specifically, we believe that business educators should:

RESPONSIBILITY 1

Discover and analyze the manpower needs and employment status of the nation's work force.

Strategies

1. Establishing local and state advisory committees;
2. Discovering occupational trends;
3. Making occupational surveys such as follow-up studies of students, job analyses, and job performance studies;
4. Cooperating with government agencies concerned with labor and anti-poverty programs.

RESPONSIBILITY 2

Plan programs in cooperation with educational personnel concerned with agriculture, distribution, home economics, trade and industry, health, technical, and newly emerging occupations.

STRATEGIES

1. Developing behavioral objectives common to all employment;
2. Developing behavioral objectives unique to the various types of employment;
3. Organizing instructional patterns to facilitate the achievement of the behavioral objectives;
4. Establishing program priorities.

RESPONSIBILITY 3

Participate in providing common experience for vocational students through a group of coordinated youth organizations or a united organization.

Strategies

1. Developing common objectives for vocational youth organizations;
2. Conducting joint meetings for all vocational youth organization groups.

RESPONSIBILITY 4

Participate in planning common programs of teacher education.

Strategies

1. Developing a core of courses or experiences common to all prospective teachers;
2. Developing a core of courses or experiences unique to all prospective vocational teachers;
3. Coordinating standards for business teacher certification.

RESPONSIBILITY 5

Participate in the development of a common program of administration and supervision of vocational education.

Strategies

1. Coordinating standards for program accreditation;
2. Developing a common systems approach for program planning and budgeting;
3. Planning a total program of leadership and staff development.

RESPONSIBILITY 6

Participate in the assessment and evaluation of a total vocational education program.

Strategies

1. Developing standard instruments for evaluating all vocational programs;
2. Developing standard instruments for assessing student performance.

RESPONSIBILITY 7

Join other vocational services in promoting interests of the total field of vocational education.

Strategies

1. Working through local, state, and national advisory councils;
2. Working through common professional associations.

RESPONSIBILITY 8

Participate with other vocational fields in educational research and development.

Strategies

1. Cosponsoring cross-disciplinary research;
2. Cosponsoring cross-disciplinary publications and dissemination of research findings;
3. Developing procedures for gaining adoption and diffusion of innovations;
4. Implementing and following up research findings.

RESPONSIBILITY 9

Assist in planning a total program of career information and guidance.

Strategies

1. Cosponsoring the development of a career-oriented curriculum (K-12);
2. Coordinating the collection and publication of occupational information and the dissemination of it to guidance counselors and other educational personnel.

RESPONSIBILITY 10

Cooperate with educational personnel in the private sector schools, industry, and non-public organizations.

Strategies

1. Identifying educational efforts of the private sector;
2. Assisting in the implementation of appropriate educational programs of all kinds;
3. Coordinating the educational efforts of public and private agencies.

RESPONSIBILITY 11

Assist in developing effective instructional media and materials to enhance the total vocational program.

Strategies

1. Participating in the development of educational materials, media, and systems for all vocational fields;
2. Assisting in the collection of performance data or such materials, media, and systems.

Policy Statement No. 13, 1971

This We Believe About The Expanding Leadership And Planning Role Of The Business Educator In General Education

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Because of the rapid changes in society today as evidenced in technological advances which influence business activity and personal living, business educators have an expanding leadership and planning role in educational circles. Business teachers are increasingly involved in curriculum planning, in-service education programs, team teaching, and other educational endeavors. Many business teachers are working with other teachers in joint efforts for general education. Today the accomplishment of educational objectives appears to be more important than "what belongs in this subject" or "who teaches it."

In the past, business teachers were primarily concerned with young people of secondary school age. Today they should be concerned with all levels of learners--elementary, secondary, and postsecondary--and with all phases of their growth and development.

The major responsibilities for leadership and planning are set forth in this policy statement with suggested strategies. Specifically, we believe that business educators should:

RESPONSIBILITY 1

Provide opportunities for children, youth, and adults, to learn about career opportunities and the world of work.

Strategies

1. Work with guidance personnel, school administrators, and elementary educators to plan opportunities for elementary school pupils so that pupils will obtain information about and an understanding of the world of work..

2. Work with guidance personnel and students of all levels of learning to provide opportunities for students to acquire information about business occupations.

3. Work with teachers, administrators, and students in all vocational areas in high school to determine the general and specific occupational information that should be included in a study of occupations.

4. Incorporate into general business or introduction to business courses a study of careers in business.

5. Survey graduates to help evaluate the business education (and other vocational) offerings and provide occupational guidance information.

6. Work with libraries and guidance personnel to collect and disseminate occupational information.

7. Develop an occupational information materials resource center for use in the study of occupations.

RESPONSIBLITY 2

Provide opportunities for children, youth, and adults to become competent in analyzing and evaluating the economic policies and activities of government agencies, business, industry, labor, and individuals.

Strategies

1. Make available a course in economics to all students and encourage stressing the application of economic principles to business, labor, personal, and civic problems.

2. Encourage general business teachers to teach the application of economic principles to business, labor, personal, and civic problems.

3. Team-teach general business and economics as an integrated effort at gaining economic analysis skills.

4. Work with social studies and home economics teachers to identify the performance goals in applying economic principles to personal and civic problems.

5. Develop an economic education materials center.

6. Incorporate into general business or introduction to business a unit or units on business and labor policies.

7. Encourage working cooperatively with other teachers for the development of a course which includes a study of business, industry, and labor policies; environmental control; and other related problems.

8. Seek ways to become involved with businessmen and labor leaders in identifying responsibilities of business and labor for promoting public welfare.

RESPONSIBILITY 3

Provide opportunities for children, youth, and adults to learn how to become intelligent consumers of goods and services.

Strategies

1. Initiate or participate in school and community-wide committees and organizations concerned with consumer education.

2. Develop a list of interests, special competencies, and concerns of each business faculty member on consumer education, so that they can be resource persons throughout the school and community.

3. Introduce a course in consumer economics in the business department.

4. Collect, evaluate, and disseminate consumer information and instructional materials

5. Participate in the development of lists of books and media on consumer economics to be added to the school and local libraries.

6. Develop a materials center for consumer information.

7. Initiate, or participate in, team teaching with home economics and social studies teachers in offering consumer economics.

RESPONSIBILITY 4

Provide opportunities for children, youth, and adults to further refine communication, problem-solving, and decision-making skills.

Strategies

1. Encourage all teachers to facilitate learning how to learn, learning how to think, and learning how to make decisions.

2. Become aware of steps that might be taken to improve the skills of listening, speaking, reading, and writing.

3. Make special efforts to assess skills acquired by learners in previous courses.

4. Work with other teachers in reinforcing basic skills.

RESPONSIBILITY 5

Provide opportunities for children, youth, and adults to understand the importance of laws relating to the individual, to business, and to society.

Strategies

1. Encourage teachers to cooperate in emphasizing the application of law to everyday problems.

2. Stress to all educators the critical need to help learners understand the importance of knowing enough about law to determine when one needs legal advice.

3. Collect materials relative to legal problems and make these available in a resource center.

4. Cooperate with legal personnel in disseminating information about legal problems.

RESPONSIBILITY 6

Provide opportunities for children, youth, and adults to refine personal traits necessary for success in occupational and community life.

Strategies

1. Provide classroom opportunities for the development of interaction skills through such procedures as role-playing, class evaluations, case studies, panels, discussions, group processes, and simulations.

2. Provide classroom opportunities for the study and evaluation of business ethics.

3. Initiate or participate in schoolwide committees composed of elementary, secondary, and postsecondary teachers concerned with the development of character and personality traits.

4. Collect, evaluate, and disseminate, as an individual or as a member of a schoolwide committee, the results of research and development in character education.

5. Conduct surveys and follow-up studies, as an individual or member of a schoolwide committee, of the character-related successes and problems of graduates, the results of which are to be used in curriculum and program development.

6. Participate in the development of lists of books on personal development to be added to the school and local libraries.

Policy Statement No. 14, 1972

This We Believe About the Multiple Roles of the Business Educator

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The effective business educator must fill many roles. Continued strength and growth of business education will depend upon the extent to which all business educators accept and fulfill the following roles.

1. As a teacher, the business educator:

    a. *Develops* an instructional plan which includes establishing objectives, identifying instructional media and materials, developing teaching strategies, and providing for evaluation and feedback.

    b. *Serves* as a resource person for students who seek assistance with their learning activities.

    c. *Analyzes* student performance, *diagnoses* learning difficulties, and *prescribes* appropriate learning activities.

    d. *Counsels* students to motivate them toward effective task performance and successful achievement.

    e. *Guides* students in identifying appropriate modes of behavior in their attempts to achieve the learning outcomes.

    f. *Helps* students develop and refine the basic skills of reading, computation, and oral and written communication that are essential prerequisites to successful achievement in job-oriented educational programs.

    g. *Manages* the educational activities in which students participate.

    h. *Measures* progress of students toward the achievement of learning outcomes.

    i. *Evaluates* the effectiveness of both planned and unplanned educational activities in terms of their contributions to expected outcomes.

    j. *Assists* in establishing school competency standards that correlate with employment standards.

k. *Keeps* up to date on and evaluates media, materials, and equipment used in business education.

2. As a developer of instructional materials and media, the business educator:

   a. *Creates* instructional media and materials that produce maximum growth in pupils.

   b. *Develops* appropriate modes of representing subject matter as a means of helping students to learn when they have varying levels of ability, talent, and motivation.

3. As a supervisor of educational activities, the business educator:

   a. *Serves* as a master teacher supervising less-experienced teachers.

   b. *Serves* as an advisor to student clubs and other co-curricular activities.

   c. *Supervises* out-of-class practice efforts of students.

   d. *Serves* as a member of the supervisory staffs of local, state, and national boards and agencies.

   e. *Supervises* paraprofessional personnel.

   f. *Supervises* student teachers.

4. As a job placement adviser, the business educator:

   a. *Keeps* an up-to-date list of job openings and potential employers of students and graduates.

   b. *Advises* students of appropriate places to apply for employment.

   c. *Refers* students for placement where known openings exist.

   d. *Helps* students learn how to apply for a job.

   e. *Obtains* estimates of future personnel needs from state and local employment service offices, employers, and potential employers.

5. As an educational consultant, the business educator:

   a. *Helps formulate* relevant statements of philosophy and objectives.

   b. *Helps plan*, *evaluate* and *modify* curriculums.

c. *Helps identify* trends in business education.

d. *Helps* other business educators *find* and *use* the most appropriate teaching methods and techniques for their individual classes.

6. As a consultant to labor and management groups in business, industry, and agriculture, the business educator:

   a. *Helps find* the most efficient means of performing specific tasks.

   b. *Helps upgrade* the job competencies of employees.

   c. *Helps prepare* instructional materials for employees.

7. As a school-community relations participant, the business educator:

   a. *Communicates* with parents about students' progress.

   b. *Takes* an active part in community activities.

   c. *Invites* the participation of the community in school activities.

   d. *Establishes* and *promotes* the use of advisory committees.

   e. *Prepares* instructional materials for employees.

8. As a guidance resource person, the business educator:

   a. *Serves* on the school guidance committee.

   b. *Provides* the guidance department with the descriptions of business courses offered and the opportunities available to graduates of business programs.

   c. *Counsels* students about the importance of preparation for work and *provides* information concerning business occupations.

   d. *Provides* administrators and vocational counselors with business career materials and data.

   e. *Participates* in in-service vocational guidance and counseling activities.

9. As an administrator, the business educator:

   a. *Advises* in matters of finance, equipment, facilities, and administrative procedures.

b. *Prepares* proposals, reports, and budgets.

c. *Serves* as a department or division chairman.

10. As a research participant, the business educator:

    a. *Learns* to read and interpret the results of research.

    b. *Uses* information reported in research journals.

    c. *Experiments* to upgrade teaching methods and media.

    d. *Cooperates* with others who are conducting research.

    e. *Conducts* follow-up studies and surveys.

11. As a member of the teaching profession, the business educator:

    a. *Holds* membership and actively *participates* in professional organizations.

    b. *Subscribes* to appropriate business and professional journals.

    c. *Contributes* to professional literature.

12. As a coordinator of cooperative education programs, the business educator:

    a. *Becomes* thoroughly acquainted with potential training stations in the community.

    b. *Selects* the training stations that will ensure the best possible work experience for the student.

    c. *Works* closely with the training sponsor to ensure quality training.

    d. *Serves* as a liaison person between the business community and the school.

    e. *Conducts* the related school instructional program.

Policy Statement No. 15, 1972

This We Believe About The Preparation And Certification Of Business Teachers

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WE BELIEVE THAT

1. Business teacher certification standards should be sufficiently uniform in the 50 states of the United States so that business teachers who qualify in any one state also are eligible for certification in the other 49 states.

2. Persons certified to teach in the secondary schools must have completed at least a baccalaureate degree that includes both specialized preparation for teaching business subjects and the professional preparation required of all teachers.

3. he primary emphasis in teacher preparation should be on teacher competencies rather than on completion of specified courses.

4. Competency examinations may be employed to determine the level of attainment and that teacher preparation programs may be appropriately organized on a “competency” rather than a “course-work” basis.

5. Firsthand knowledge of business activities and requirements for employment is essential for all business teachers and that prospective business teachers should be required to obtain this firsthand knowledge.

6. The personal and professional values to be gained from participation in professional business education organizations require that all business teachers be active participants in these organizations. Prospective business teachers should be encouraged to participate in these organizations prior to their initial certification.

7. All business teacher education programs should include supervised professional laboratory experiences. These experiences should enable prospective business teachers to assume responsibility for planning and guiding students through a series of appropriate learning experiences.

8. Business teacher certification should be on a renewal rather than a permanent basis. Certification renewal should be based on evidence of professional growth and development.

9. All prospective business teachers should be encouraged to participate in youth organization work during the period of their preparation so that the knowledge and attitudes necessary for successful organization and supervision of youth organizations will be developed by the time of initial certification.

10. The following minimal competencies are essential for initial certification of business teachers:

    a. The business teacher can show the relationships of individuals, businesses, government, labor and professional groups in the economic decision-making process in our society. This competency may be evidenced by completing course work in such areas as economics, marketing, management, business law, consumer economics, accounting, finance, and political science, or by satisfactory performance on competency examinations.

    b. The business teacher can assess accurately the progress that learners are making, diagnose learning difficulties, and prescribe appropriate study activities, including the use of general and specialized educational technology and resources. This competency may be evidenced by completing course work in such areas as psychology, methods of teaching business subjects, and instructional media and materials, or by satisfactory performance on competency examinations.

    c. The business teacher can plan learning activities that are motivating to the learners and can manage the learning activities in such a way that the maximum amount of learning occurs.

       This competency may be evidenced by performance in actual classroom situations, either through supervised student teaching or through supervised internships.

    d. The business teacher is knowledgeable about career education and the role that business education has in this concept.

       This competency may be evidenced by completion of course work in such areas as principles of vocational education, career planning, vocational guidance, and occupational information, or by satisfactory performance on competency examinations.

11. The business teacher should be qualified and certified to teach in as many as possible of the following areas of business education:

    a. Basic business, economics, and consumer economics. Evidence of competency to teach in this area would include either course work in such areas as economics, management, business law, consumer economics, finance, and marketing, or satisfactory performance on competency examinations.

b. General office and clerical. Evidence of competency to teach in this area would include either the completion of course work in advanced typewriting or satisfactory performance on a competency examination and the completion of courses in such other areas as office procedures and administration, records management, information systems (including data processing), business machines, business mathematics, business communications, and accounting. Satisfactory performance on competency examinations might substitute for formal course work.

c. Stenographic and secretarial. Evidence of competency to teach in this area would include either the completion of course work in advanced shorthand and advanced typewriting or satisfactory performance on competency examinations in these areas. In addition, evidence of competency for teaching in this area would include either the completion of course work in such other areas as office procedures, office administration, information systems (including data processing), business machines, business communications, business mathematics, and accounting, or satisfactory performance on competency examinations in these areas.

d. Distribution. Evidence of competency to teach in this area would include either the completion of course work in such areas as marketing, management, accounting and finance, economics, statistics and quantitative methods, business law, business communications, and information systems (including data processing), or satisfactory performance on competency examinations in these areas.

e. Accounting and data processing. Evidence of competency to teach in this area would include either the completion of course work in such areas as accounting, information systems (including data processing), quantitative methods, office systems, management, and business machines, or satisfactory performance on competency examinations in these areas.

f. Management. Evidence of competency to teach in this area would include either the completion of course work in such areas as economics, labor relations, marketing, personnel management, small business management, quantitative methods, business policy, accounting, information systems (including data processing), business law, business communications, and office management, or satisfactory performance on competency examinations in these areas.

12. The coordinator of cooperative business education has preparation to include either formal course work in the organization and supervision of cooperative education programs and in coordination techniques or satisfactory performance on competency examinations in these areas.

Policy Statement No. 16, 1973

This We Believe About The Role Of Business Education In Career Education

Career education always has been one of the major goals and areas of emphasis of business education. For many years, business educators have promoted the concept of career planning and vocational guidance in junior and senior high schools. For years, too, some business educators have suggested that vocational guidance be extended into the elementary school.

Elementary teachers in past years have involved children and young people in some type of career or occupational awareness and orientation. The current nationwide recognition that career education is an essential ingredient of American education places special responsibilities on all educators who have expertise in career education.

WE BELIEVE THAT

1. Career education is an essential part of all education and can serve as a unifying force for all disciplines.

2. Career education includes career awareness and orientation to work, appreciation for the dignity of work, exploration of career opportunities and requirements, and specialized vocational preparation.

3. Orientation to work is an integral part of education from kindergarten through postsecondary education.

4. Business educators have the responsibility to assist in the development of career education programs and materials at the elementary school level, as well as in secondary and postsecondary levels.

5. Exploration of careers is an important educational experience for all youth in grades 7 through 12 and in postsecondary education. The exploration of business careers should be guided by business teachers.

6. Individual self-assessment is a vital aspect of career exploration.

7. Basic business courses can serve as suitable vehicles for business career exploration.

8. One challenge of the career education concept is the development of adequate educational preparation of disadvantaged youth and adults for work. Business

education should continue its efforts to improve business career programs for these individuals.

9. Specialized preparation for business careers should occur on the secondary, postsecondary, collegiate, and adult education levels.

10. Specialized preparation for many types of business employment can be provided adequately in the secondary school. All secondary schools should provide job preparation opportunities as options for business career development.

11. Specialized preparation at the secondary school level for business careers should provide job-type experience for the work that graduates will perform.

12. Business career education in the secondary school may serve as preparation for advanced study in business.

13. Every business teacher education program should prepare prospective business teachers for an active role in career education.

14. Business educators have the responsibility to acquaint guidance counselors with the career opportunities in business and the competencies needed for employment.

Policy Statement No. 17, 1973

This We Believe About The Role Of Business Education In Consumer Education

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Individuals play three important economic roles in life. They contribute to the production of goods and services as workers, use the results of production as consumers, and make economic decisions as voting citizens. Business education is concerned with the preparation of individuals for all three roles. This policy statement, however, is limited to the preparation of individuals to function effectively as consumers.

Consumer education has been defined by the President's Commission on Consumer Interests as

the preparation of the individual in the skills, concepts, and understandings that are required for everyday living to achieve, within the framework of his own values, maximum satisfaction and utilization of his resources.

As money available for spending increases and as goods and services increase in number and complexity, problems of consumers increase. Not only is the consumer faced with more decisions, but each decision is related to an increasingly complex set of circumstances. The decisions made by individual consumers acting independently affect consumers as a group and, indeed, the entire economic system. Thus, the ability of individual consumers to make informed decisions is important to the total society. Consumer education, therefore, can make an important contribution to the improvement of our economic life.

WE BELIEVE THAT

1. Consumer education should be a part of everyone's general education and every school system should include consumer education in the curriculum.

2. Consumer problems exist throughout an individual's life; therefore, consumer education is relevant for persons of all ages, socioeconomic levels, and educational attainment.

3. Business education can make an important contribution to consumer education without duplicating the efforts of other subject fields.

4. Consumer education can be meaningful either when integrated with existing courses or when taught as a separate course.

5. Every business teacher education program should include preparation for teaching consumer subject matter.

6. Consumer education should help an individual understand the problems of business firms, governments, and other segments of the economy as well as problems of consumers.

7. Federal and state funding for consumer education should be available to all fields of study that have or may develop programs in consumer education.

8. Consumer education should help students to recognize alternatives available to consumers, understand the possible consequences of different actions, and make choices in keeping with their own values. It includes helping students to--

    a. Understand the importance of their role in a private enterprise system.

    b. Plan effectively for the spending of their resources--income, time, and energy.

    c. Understand that skill in buying can increase their effective purchasing power and improve their quality of living.

    d. Become aware of laws and agencies that protect them as consumers.

    e. Use sources of consumer information.

    f. Understand how to use credit effectively.

    g. valuate the advantages and disadvantages of saving for the future as compared to spending today.

    h. Evaluate different ways of investing.

    i. Understand how to protect themselves against the risk of economic loss.

Policy Statement No. 18, 1974

This We Believe About The Role Of The Business Educator In Public Relations

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A public relations program that is concerned with public attitudes and identifies the policies, procedures, and methodology of business education in terms of public interest is one of the major factors in a successful program in business education. Business educators must accept responsibility for developing sound, positive, and well-planned programs of public relations which interpret the many facets of business education in developing social values, economic literacy, and occupational competency.

An Effective Public Relations Program Begins Within the School. Therefore, We Believe That the Business Educator Should:

1. Manage an effective, efficient learning environment.

2. Work with guidance personnel and teachers from other disciplines by providing accurate, timely information about business education.

3. Exemplify strong personal integrity.

4. Accentuate the positive values of business education.

5. Encourage students to use their business skills in their participation in school activities.

6. Encourage students to support and participate in local, state, regional, and national youth organizations.

7. Encourage students to use such in-school media as newspapers, bulletin boards, assembly programs, closed-circuit television, and public address systems in the promotion of business education.

An Effective Public Relations Program Reaches Outside the School. Therefore, We Believe That the Business Educator Should:

1. Arrange open houses, career days, industry and business days, and other similar activities that will create interest between school and community.

2. Use all such public media as radio, television, and the press to publicize business education in the local community.

3. Present the business education interests of the school to various community groups through lectures, presentations, and discussions.

4. Sponsor and participate in workshops and conferences involving business educators, students, and business personnel.

5. Direct youth programs toward public service and community involvement.

6. Arrange and conduct field trips through which school and community information exchanges will take place.

7. Initiate programs for classroom presentation by resource persons affiliated with the community, business, and industry.

8. Join and participate actively in organizations whose membership is composed of representatives from local business and industry.

9. Create and use a representative advisory committee of the school and community to assist in the development, promotion, and modification of the business education program.

10. Develop a means of giving recognition to individuals and groups providing special services to business education.

11. Organize school-supervised programs which allow all business students to apply business education knowledges, attitudes, and skills in business and industry.

12. Assist students in securing appropriate employment.

13. Maintain interest in former students through follow-up studies.

14. Encourage continuing education programs in business education.

Policy Statement No. 19, 1974

This We Believe About Implementing Individualization Of Instruction In Business Education

Business educators have always recognized that providing for the individual needs of students is one of the basic principles of American education. Teachers have been limited in the extent to which they could individualize their instruction because sufficient facilities and equipment have not been available to them; also, many teachers have lacked expertise in how to individualize their instruction to meet students' needs. Recent advancements in educational media and technology, the greater sophistication being achieved in developing instructional materials, and the increased flexibility in utilizing school time have greatly enhanced the opportunities for individualization of instruction.

We Believe That

1. Individualization of instruction is psychologically sound and educationally valid.

2. Individualization of instruction has particular merit for all subject areas in business education.

3. The success of efforts to individualize instruction depends upon the *commitment* and *interaction* of administrators and supervisors, teachers, teacher educators, students, and parents.

ADMINISTRATORS AND SUPERVISORS

Administrators and supervisors influence to a major extent the climate within which educational programs evolve and function. If a system of individualization is to succeed, administrators and supervisors must understand such a system; they must help to promote a school and community environment that will encourage individualized instruction.

We Believe That

If a school system chooses to implement a program of individualization of instruction, school administrators and supervisors have a responsibility

1. To assist in obtaining the resources that will make individualization possible such as physical facilities, personnel, equipment, and instructional materials.

2. To support a policy of continuous student progress with the achievement of learning objectives and performance goals as criteria for student exit from a course in lieu of time spent in a given course.

3. To support a policy of time utilization and flexibility that will encourage the use of individualized procedures.

4. To encourage teachers--through such activities as in-service education and graduate study--to develop a better understanding of and greater expertise in individualized instructional procedures.

5. To develop an effective public relations program that will interpret the school's individualized instructional program to the community served by the school.

TEACHERS

The responsibility for translating any system of individualized instruction into a viable educational experience rests with the classroom teacher. Therefore, business teachers must be aware of the rationale of individualized instruction and must be willing to utilize the methods and procedures by which individualization of instruction can be achieved.

We Believe That

When instruction is to be individualized, business teachers have a responsibility

1. To become informed about the philosophy and appropriate uses of individualization of instruction.

2. To develop, refine, and research appropriate materials, methods, techniques, and evaluation procedures that provide for continuous student progress.

3. To recognize each student's needs, interests, and abilities when formulating appropriate objectives preparatory to individualizing instruction.

4. To provide a variety of learning options, which may be either individual or group in nature, to accommodate individual learning styles of students.

5. To provide learning environments that will encourage and promote student self-management and responsibility.

6. To work cooperatively with teachers representing other areas of instruction to develop a cross-disciplinary approach to individualization of instruction.

7. To provide opportunities for student interaction with others.

TEACHER EDUCATORS

As teachers of teachers, business teacher educators have a continuing responsibility in helping prospective and experienced teachers develop appropriate concepts of individualized instruction as well as methods by which individualization can be achieved. In order to achieve this goal, business teacher educators must become involved in working directly with school administrators, teachers, and students in the local school system.

We Believe That

Teacher educators, through their respective teacher education institutions, have a responsibility

1. To develop an understanding of the merits of individualized instruction and the means by which individualization can be accomplished at all levels of educational activity--elementary, secondary, postsecondary, college and university, and continuing education.

2. To provide a model of individualized instruction in their own classrooms.

3. To exercise leadership in acquainting business teachers with different systems of individualization of instruction and the specific methods of instruction that lend themselves to individualization.

4. To develop among business teachers--through planned programs of undergraduate and graduate study and through programs of in-service and field service activities--an understanding of and skill in the use of multimedia equipment for instructional purposes.

5. To help business teachers--through planned programs of undergraduate and graduate study and through programs of in-service and field service activities--in the preparation, use, and evaluation of instructional materials with an emphasis on individualized instructional procedures.

6. To encourage business teachers to work cooperatively with guidance counselors and other personnel in developing a schoolwide or systemwide program of individualization.

STUDENTS

Much of the success of individualized instructional procedures depends upon the student's enthusiasm for the learning system and his ability and willingness to accept greater responsibility for his own educational growth and development.

We Believe That

Under the guidance of parents, teachers, and others, students in schools that are committed to individualization of instruction have a responsibility

1. To develop self-management skills concerning utilization of time such as meeting deadlines and selecting learning activities that can be completed within the available time.

2. To develop such self-assessment skills as selecting appropriate learning objectives, analyzing and determining effective learning styles, and determining quality of performance.

3. To work cooperatively with others in situations that will contribute toward meeting the learning objectives.

4. To contribute to the learning environment by being considerate of others and by utilizing the instructional equipment and materials in a respectful manner.

PARENTS

As underwriters of the educational program in a community with vested interests in their children's educational well-being, parents play a key role in determining whether or not a program of individualized instruction will be successful.

We Believe That

Parents have a responsibility

1. To attend and participate in meetings with administrators, teachers, and students to plan, implement, and evaluate individualized instructional procedures.

2. To assist their children in making realistic decisions concerning such matters as the selection of learning objectives, the utilization of time in the learning process, and the progress made toward achievement of the objectives.

3. To provide input to school administrators and teachers concerning students' reactions to and experiences with individualized instructional procedures.

4. To understand their role and function as parents in relation to the educational program goals of the school and community.

Policy Statement No. 20, 1975

This We Believe About Professionalism In Business Education

We Believe That a Profession

1. Requires that its content be based on a theoretical structure and defensible principles, with a continuous effort to extend and validate content and methodology in the field;

2. Exists for the common good of its members and those it serves;

3. Is organized to disseminate a unique body of knowledge for its members and to act as an agent of change in the field.

Business Education as a Profession

Business education is a profession that has been organized for those engaged in educating students *for* business and *about* business.

1. Business education encompasses subject matter content about its field; theories related to learning, instruction, and evaluation; theories related to curriculum and program development; and theories related to teacher preparation.

2. Business education engages in research to extend and validate continuously the content, methodology, and theories of the field.

3. Business education is served through efforts by individuals and groups acting as agents of change at the local, state, regional, and national levels and/or organizations such as the American Vocational Association, Delta Pi Epsilon, and the National Business Education Association.,

4. Business education is promoted and improved through professional publications such as newsletters, journals, yearbooks, and other resources which disseminate new research and other information of value about the field.

We Believe That a Professional Teacher

1. Understands youth and adults and the significant values of business and economic concepts which contribute to the development of an informed and effective member of society.

2. Brings to the program valuable education and experience in matters concerning the profession.

3. Through preparation and experience identifies and organizes a body of knowledge into concepts, units of study, and learning experiences.

4. Counsels and guides students in the process of making occupational choices and preparing for a career.

The Business Teacher as a Professional

1. Is recognized for mastery of the content, theory, structure, and methodology of the business education field.

2. Demonstrates a commitment to continuing study.

3. Believes in the intrinsic potentiality of *all* learners and recognizes their desire to know, their desire for competence and mastery, and their purposes in life.

4. Exhibits high standards of personal achievement and conduct.

5. Makes contributions, based on experience and personal views, to the improvement of the profession and respects the contributions that others make.

6. Demonstrates a commitment to the profession as evidenced by the quality of teaching, by growth in learning, and by participation in professional activities of the field.

7. Places the status and development of business education above personal or specialized professional interests.

8. Is respected by students, parents, colleagues, and the business community.

9. Has a perspective for the *total* area of business education and an understanding of and respect for the interrelatedness of the various parts.

10. Has a substantial understanding of the role of state and federal governments in education and accepts responsibility for being an active agent for endorsement, refinement, and/or change in matters related to business education.

Policy Statement No. 21, 1975

This We Believe About The Meaning Of The American Work Ethic

The traditional American work ethic, which embraces a belief in both the intrinsic and extrinsic values of work, has its roots in biblical and medieval history as well as in local and national ideals of American life. From these sources, through our social, economic, and educational systems, we have developed and maintained the ideas that work provides us with opportunities to share in the human task of developing and sustaining the universe and its inhabitants; that work identifies and fosters cultural values; and that, through work, we utilize our environment and determine the circumstances under which we live.

In a society which makes business education possible and where the quality of individual and national life is enhanced through work, it is the responsibility of business educators to develop and support programs which will foster positive attitudes and behavior toward work.

The Meaning of Work

Work should be viewed as any productive human activity which has purpose and use, with or without monetary compensation, and whether imposed or voluntary.

We Believe That

1. Work behavior is learned from the educational process of work experiences in the home, in the school, and in the community and through the individual's evaluation of these.

2. Business educators need a broad understanding of the origin and evolution of the American work ethic.

3. Concerns about the role of work in our lives are as valid today as they were at any time past in our nation's history.

4. There is a need to help young people acquire the kinds of work values which will help them to cope with the problems and demands of a technological economy and a rapidly changing culture.

5. There is a need to help learners clarify for themselves the role and meaning of work, ethical behavior at work, and the nature of an appropriate American work ethic in today's society.

About Work and Human Needs, We Believe That

1. Members of society must engage in work in order for the society to survive.

2. Work that is performed by individuals for monetary rewards is essential because it enables them to be economically independent, to procure the necessities of life, and to support their own style of life.

3. Work is essential in meeting psychological and emotional needs. Work helps to fulfill a need to be productive, contributing, and respected members of a social order; work helps to fulfill a need to be active, challenged, and creative; work is one means by which individuals assess personal identity and self-worth; work contributes to self-esteem; and work influences life-styles.

About Work and Ethics, We Believe That

1. All persons engaged in socially acceptable work are deserving of dignity and respect; to bring this about, some jobs may require a more equitable distribution of monetary rewards and/or overt expression of appreciation.

2. There is a need to improve the quality of human relations in the work place. Members of management and labor need to have concerns for the rights of each other and to assume responsibility for working together to do what is best for the general public.

3. Both labor and management must have knowledge and common understanding as to what is acceptable in business practice. They must develop and abide by rules and standards of conduct. Both labor and management need to evaluate and revise when appropriate their understandings and relationships so as to promote optimum performance and mutual respect.

4. A relationship exists between work and ethical responsibility: It includes competence, teamwork, dependability, and loyalty. Work should be performed with commitment, concern, and pride in the product or the service to satisfy the standards of the worker, employer, and consumer.

About Work in a Technological Society, We Believe That

1. A technological society requires high levels of skill, intelligence, and creativity. It is possible through education and guidance to provide individuals with the skills necessary to achieve these high levels.

2. A concept of work is important to capitalize on basic resources and to achieve a standard of living that meets the needs of all people. A technological society depends upon cooperation with other nations in the use of resources and in the work to be performed.

3. With education, skills, and guidance, it is possible for individuals to select the kinds of work which will enable them to satisfy economic and psychological needs.

4. In a democratic and dynamic society, individuals have increasing opportunities to decide when, where, and at what to work. This requires that individuals be flexible and mobile in their approach to work opportunities.

5. Technology affects both the form and content of work, in that machines change the nature of many jobs. Workers in increasing numbers are engaged in providing services rather than in producing goods.

6. Some workers are engaged in tasks that are tiresome, boring, and impersonal and that result in damage to physical, emotional, and psychological well-being. Management must be sensitive to the needs of workers in such situations.

7. To assure the availability of work, the capacity for consuming the output of a technological society must equal or exceed the growth in production for such a society.

Policy Statement No. 22, 1976

This We Believe About Competency-Based Education

Competency-based education focuses on the mastery concept, which assumes that each student is capable of achieving a stated goal if relevant learning experiences and a flexible time frame are provided. A statement of competency is comprised of a description of the task plus a standard of performance.

Competency-based education is established on the assumption that tasks and standards can be identified and validated. Competencies may be classified as dominantly cognitive, affective or psychomotor. Most exit competencies in business education are either cognitive or affective.

Competency-based education provides a twofold benefit to the business student. First, instructional programs are planned to develop (a) common competencies essential for effective functioning in a dynamic economic and social environment and (b) competencies required for successful job performance. Second, implementation of the systematic approach required by competency-based education focuses on the needs of each student.

About Competency-Based Education, We Believe That

1. Studies in business education support the thesis that tasks can be identified through research.

2. Identification of tasks performed by business workers and by consumers is the first step in the formulation of competencies. Determination of the standard or range of standards is the second step in order to convert each task to a competency.

3. Continuous research is needed to identify and modify competencies relating to the total business education program.

4. Continuous validation of competencies is essential to verify applicability.

5. Competencies should provide the basis for program articulation, which will facilitate student progress.

About Competency-Based Teacher Education, We Believe That

1 Preservice and in-service teacher education programs should be based upon identified teaching and technical competencies.

2. A continuous effort is needed to validate existing competencies for teacher education and to formulate additional teaching, technical, personal adjustment, and attitudinal competencies.

About Implementation of Competency-Based Education, We Believe That

1. A continuous-progress program should be considered as a viable alternative to the administrative units such as semester and year.

2. Program development should employ the systems approach, the general scheme of which includes:

    a. using identified tasks as the basis for competencies on which to build goals;
    b. constructing appropriate process and product criterion-referenced measures to determine the attainment of goals;
    c. pretesting to identify the learner's initial performance in relation to a given goal and to prescribe successive actions;
    d. offering a variety of instructional resources to enhance student learning;
    e. posttesting to determine student achievement;
    f. using feedback emerging from the evaluation to reroute students and to evaluate the effectiveness of the system.

3. Inputs into the system include

    a. the identified competencies;
    b. the student (with multiple individual characteristics);
    c. the teacher (with multiple individual characteristics);
    d. the instructional resources requiring multiple student interactions--reading, writing, listening, speaking, discussing, observing, and performing.

4. Identified competencies should be scrutinized to determine

    a. whether each is sufficiently important to become part of an instructional program;
    b. whether each is to be a primary or secondary goal;
    c. whether in-school instruction is the most appropriate delivery system.

5. Concentrated attention should be given to include affective competencies which focus on the development of characteristics essential to successful interpersonal relations and to a positive self-image.

6. Learners should be provided opportunities to structure some individual goals which are mutually agreed upon.

7. The systems approach should be expanded to encourage students to analyze and modify attitudes; to formulate and redefine values; and to make decisions.

8. Ongoing efforts should be made to develop, test, modify, and validate criterion referenced measures.

9. Continuous efforts should be made within teacher education--preservice and in-service--to enable the classroom teacher to plan and implement competency-based programs.

Policy Statement No. 23, 1977

This We Believe About The Mission Of Business Education

Business education represents a broad and diverse discipline that is included in all types of educational delivery systems--elementary and secondary schools, one- and two-year schools and colleges, and four-year colleges and universities. Business education can begin at any level; it can be interrupted for varying periods of time; and it can be continued throughout the life span of an individual. Business education includes education for office occupations, distribution and marketing occupations, business teaching, business administration, and economic understandings. It is imperative, therefore, that business education be uniformly conceived, promoted, evaluated, and improved.

We Believe the Mission of Business Education is

1. To educate individuals for and about business.

2. To provide a continuous program of planned learning experiences designed to equip individuals to fulfill effectively three roles:

   a. to produce and to distribute goods and services as workers;
   b. to use the results of production as consumers;
   c. to make judicious socioeconomic decisions as citizens.

3. To provide career information that helps students relate their interests, needs, and abilities to occupational opportunities in business.

4. To provide educational opportunities for students preparing for careers in fields other than business to acquire business knowledges and skills needed to function effectively in those careers; for example, to handle effectively both oral and written communications and to develop effective interpersonal and human relation skills.

To Accomplish the Mission of Business Education, We Believe That

1. Business education must be recognized as both vocational and general education.

2. Basic business education must be perceived as making a contribution to the education of all students regardless of occupational and educational goals and must be regarded as an integral part of all vocational business programs. (Basic business education is that component of the business education program that provides information *about*

business. Basic business education includes such areas as the private enterprise business system, financial services provided by business, legal aspects of business, risk sharing, and management.)

3. State supervisors of business education need to assure that the dual objectives of business education (education *for* business and education *about* business) are implemented.

4. Business educators (teacher educators, administrators, supervisors, and classroom teachers) must have significant input into the formulation of the state plan for vocational education.

5. Coordination must exist among business educators, business representatives, and national, state, and local administrators who are responsible for making decisions on programs and funding that affect business education.

6. Program goals and instruction at the varying levels at which business education is offered must be coordinated to determine the contribution that each should make in meeting students' educational needs. A well-articulated program must be implemented to facilitate entry to and exit from appropriate levels.

7. Cooperation must exist among business education professional organizations at the national, state, and local levels.

8. Opportunities must be available for students to participate in a business-related student organization that is representative of the total program of business education.

9. Business educators (teacher educators, administrators, supervisors, and classroom teachers) and professional business education associations must be involved in formulating the requirements for business teacher certification to assure that business teaches are qualified to plan and teach *for and about* business.

10. Business teacher educators must design programs that will enable teachers to develop a commitment to effecting the dual objectives of business education.

11. Business educators have a responsibility to develop programs that respond to current societal issues such as education for improving basic and computational skills, for meeting the needs of the bilingual and bicultural population, for eliminating occupational stereotyping, for assisting students with special needs, and for functioning effectively in the private enterprise system.

12. Business educators must develop alliances with business firms, business and professional associations, labor organizations, legislative groups, and boards of education whose members share interests in developing programs about business.

Whereas we strongly support business education *for business* which provides potential for making citizens financially self-sufficient and which contributes to career development, and

Whereas we strongly support business education *about business* which provides instruction for learning how the private enterprise business system functions and how to manage efficiently one's personal, business, and economic life,

We Believe that these two dimensions are complementary and that a commitment to this belief by every business educator will lead to a stronger profession that will meet the needs of all students.

Policy Statement No. 24, 1979

This We Believe About The Role Of Work Experience In The Preparation/Education Of Business Teachers

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The role of work experience in the preparation/education of business teachers is an issue that has concerned business educators for many years. Early business teachers in the United Stated lacked formal education to prepare them for classroom teaching--they were recruited directly from business for the classroom. As programs developed and grew, demands were made for business teachers to receive academic preparation more in conformity with teachers of other disciplines. Ultimately, the baccalaureate degree with defined educational experiences became the major requirement for certification of business teachers. The issue gradually changed from "Should formal educational preparation be required for business teachers?" to "In addition to formal educational preparation, should work experience be required of business teachers?"

Although the four-year academic degree is the basic requirement for entering the teaching profession, work experience is generally recognized as one means of reinforcing and enhancing the academic preparation of business teachers. It provides opportunities for pre-service and in-service business teachers to perform tasks in actual work environments through pragmatic applications of academic preparation. Work experience can update and extend teachers' skills and knowledge of business procedures and practices; it can also provide students the necessary background to show the relationship between classroom instruction and job performance.

We Believe That

1. Work experience acquired at any level contributes to the preparation of business teachers, whether or not it is acquired for that specific purpose.

    a. At the high school, undergraduate, or graduate level, work experience may be obtained through part-time jobs which may or may not be related to the academic program.

    b. During the periods between formal educational programs, work experience may be obtained through part-time and full-time jobs.

2. While work experience obtained at any level contributes to the preparation of business teachers, the most meaningful experiences evolve from well-planned and supervised work experiences which

    a. Are related to undergraduate and/or graduate business teacher education programs.

    b. Occur at a time closest to beginning the teaching career.

    c. Occur at reasonable intervals throughout the teaching career.

3. Work experience in business occupations contributes to effective, realistic business teaching.

We Believe That The Purposes of Related Business Work Experience in the Preparation/Education of Business Teachers Are to Enable the Teacher To

1. Develop human relations skills for effective associations with fellow workers, supervisors, and clients

2. Promote confidence in the business skills and abilities of the teacher

3. Obtain information about current business practices, standards, and equipment

4. Evaluate and modify business curriculums correlated with up-to-date business practices and equipment

5. Develop, improve, apply, and integrate technical competencies

6. Promote an understanding of the business community and responsibility for building good community relations

7. Relate classroom instruction to job performance

We, Therefore, Believe That

1. Teacher education programs should include related business work experience for credit at the undergraduate and graduate levels. The work experience should be planned and supervised jointly by the business community and the institution of higher education responsible for the preparation. Hours of credit should be awarded according to the length of the work experience and the academic requirements connected with the work.

2. Curriculum planners and student advisers should consider each individual's needs in planning the related business work experience. To determine whether or not work experience should be include in the academic program of an individual, consideration

should be given to past work experience--recency, type, duration, and tasks performed.

3. State teacher certification agencies should include related business work experience as a requirement for the certification of all business teachers and for renewal of certificates.

Policy Statement No. 25, 1979

This We Believe About Free Enterprise*

Free enterprise constitutes the system through which people in America function as producers, consumers, and citizens. The system is characterized by freedom to pursue the production, distribution, and consumption of goods and services according to individual decisions and judgments. Free enterprise functions at its most effective level when there is minimal government regulation and an educated citizenry who understand how it works. Maintenance and facilitation of the system are assured through individual efforts and choices made by qualified citizens who exercise the right to vote.

As critical as the impact of free enterprise is to the American way of life, it is misunderstood and not understood by the general populace. Most citizens have difficulty understanding, describing, or appreciating how the economic system functions. This widespread lack of understanding and appreciation frequently is the result of free enterprise concepts and principles not being taught or being taught ineffectively.

Business educators, because of their experience in the world of work as well as their academic preparation in business, are well qualified to teach in this area.

We Believe That Business Education Should

1. Convince school officials of the importance of business educators teaching free enterprise concepts and principles.

2. Identify and clarify essential free enterprise concepts and principles and present them effectively.

3. Teach free enterprise concepts and principles objectively--including a study of the historical development of the free enterprise system.

4. Assume the responsibility for including instruction in free enterprise in every business curriculum at all educational levels.

5. Provide opportunities for students to develop the incentive, skill, and knowledge to produce goods and services needed and wanted by society.

6. Strive to prepare students to be intelligent consumers.

7. Encourage clarification of personal and societal values related to free enterprise.

8. Maintain continual contact with and/or engage in work experience within the business community.

9. Assure that every individual graduating from a business teacher education program is qualified to teach free enterprise.

We Also Believe That Instruction in Free Enterprise Should

1. Affirm the human dignity of all individuals and their contributions to society as producers, entrepreneurs, consumers, and citizens.

2. Stress the relationship between societal values and economic development and the ethics and values involved.

3. Develop analytical skills which help students identify problems and systematically weigh evidence and alternatives.

4. Emphasize higher-order objectives through student activities and instructional procedures which are varied and imaginative.

5. Stress the positive and negative impact which government may have on free enterprise.

6. Incorporate world consciousness systematically into the free enterprise curriculum with particular emphasis on
   a. economic interdependence
   b. international trade and its impact on import quotas, tariff barriers, and monetary exchange rates
   c. the relative advantage of specializing in production.

In Addition, We Believe That

1. All persons can profit from instruction in free enterprise concepts and principles. Such instruction is a vital part of the contribution of business education to the general education of every student.

2. Assistance and resources should be available to students to help them become aware of occupational choices in the free enterprise system, including those opportunities in small business management and entrepreneurship.

3. Technology and the economy can be volatile and can change rapidly. These factors should underlie all instruction about free enterprise. Basic economic principles that have remained stable should also be stressed.

4. Students need to be made keenly aware of the natural environment and the short- and long-term effects of business and consumer activity upon nonrenewable resources.

5. Articulation should be effected in the progression of free enterprise concepts and principles from elementary school through postsecondary programs.

6. Free enterprise concepts and principles can be taught as a separate course as well as be integrated into existing business courses.

7. Student organizations should incorporate free enterprise concepts and principles into their activities.

We believe that for America to continue to have the highest level of living in the world our citizenry must understand, appreciate, and participate in the free enterprise system.

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*The term "free enterprise" may be used interchangeably with "private enterprise" and "American enterprise."

Policy Statement No. 26, 1980

This We Believe About The Role Of Business Education In The Teaching Of Basic Skills To Meet Graduation Requirements

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Education in the basic skills of reading, writing, and computation is essential for individuals to function effectively in our competitive, democratic society. Application of these basic skills to life situations enhances effective consumership, economic survival, and quality of life. These basic skills are the foundation of economic, vocational, and academic proficiency.

A national concern is that schools must do a more effective job in teaching reading, writing, and computation. Many school districts and states have recently established minimum high school graduation requirements relative to basic skills. All disciplines share responsibility to improve the teaching of these skills. Business education has both an opportunity and an obligation to continue to support the development of these competencies.

General education objectives including these basic skills are an important integral part of the business curriculum. Business educators are uniquely positioned to contribute to the teaching and application of basic skills.

We Believe That Business Educators Should

1. Emphasize commitment to the three primary goals of business education: vocational, economic, and personal-use proficiencies.

2. Communicate to school administrators, other teachers, potential and current students, the home, and the community business education's continuing contribution to the development of basic skills.

3. Prepare matrices showing the business courses and programs in which these basic skills required for high school graduation are taught.

4. Utilize methods, materials, and systems of basic skills instruction in preservice and in-service programs.

5. Emphasize improved basic skills instruction by such means as professional literature and conferences.

6. Focus attention on basic skills development in student organizations.

7. Promote integrated interdisciplinary instruction in basic skills.

8. Evaluate instructional materials in relation to basic skills and provide feedback to producers.

Further, We Believe That Business Educators Should

1. Teach both basic skills theory and application.

2. Articulate basic skills instruction within business education at secondary and postsecondary levels.

3. Develop educational materials needed for basic skills instruction.

In Addition, We Believe That Business Educators Should

1. Assess business students to determine levels of competency in the basic skills required for graduation.

2. Encourage students to attain basic skills competencies through increased awareness of the importance of such skills in school, business, and personal life.

3. Communicate to potential business education students the importance of possessing basic skill competencies.

4. Include in student recruitment attention to the fact that business courses and programs include instruction in basic skills.

We Believe That Business Education Courses And Programs, Because Of Their Unique Purposes, Content, And Design, Make Significant Contributions Toward Student Mastery Of Basic Skills And Their Application To Life Situations.

Policy Statement No. 27, 1980

This We Believe About The Role Of Business Education In Adult And Continuing Education

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Business education historically has played an important role in adult education. From their inception in the nineteenth century, independent business schools offered evening and weekend instruction for adults. Public institutions demonstrated interest in education program for adults as early as 1916 by forming the National University Extension Association.

While adult education in this country experienced considerable growth between 1916 and 1945, innovations and social change since 1945 have accelerated the need and demand for lifelong learning opportunities. Many adults now seek structured continuing education experiences to prepare for entry and re-entry into the work force, for occupational change and advancement, and for personal enrichment. Additionally, many secondary students who were unsuccessful in traditional school settings now seek to enroll in adult and continuing education programs.

Education *for* and *about* business* will continue to play a major role in adult and continuing education.

We Believe That Adult and Continuing Education Programs Should

1. Reflect previous education and experience, career needs, learning goals, and personal aspirations of all adult students.

2. Provide career guidance to adult students to increase awareness of varied job opportunities and changing requirements for career entry and advancement.

3. Provide training which reflects changes in business brought about by technological advances.

4. Give special attention to the development of human relations skills.

5. Meet the needs of *all* adults, including the handicapped, disadvantaged, limited English-speaking and non English-speaking, and gifted.

6. Prepare individuals for work in local businesses and other organizations as well as for regional and national job opportunities.

Business education should provide for the wide-ranging interests, abilities, and goals of adult learners.

We, Therefore, Believe That These Goals Can Be Met Through

1. Use of local advisory committees to assist in planning, implementing, maintaining, and evaluating programs.

2. Assessment of prior education and/or experience to facilitate entry-level placement and early exit from the program.

3. Provision for formal and informal learning experiences and, when feasible, credit and noncredit program offerings at non-traditional hours and locations.

4. Use of varied delivery systems.

Business educators are responsible for preparing teachers to interact with adult learners harmoniously and effectively.

We Further Believe That Through Preservice And In-Service Activities Business Educators Must Prepare Teachers To

1. Plan and utilize multiple teaching-learning strategies.

2. Use appropriate student and program evaluation techniques.

Business education is and will continue to be an integral part of adult and continuing education. Business education is well prepared to accept the challenge.

*Education *for* business involves initial job preparation, upgrading job competencies, and retraining; education *about* business involves knowledge, attitudes, and skills needed by every citizen for a satisfying life as a consumer, producer, and economic decision maker.

Policy Statement No. 28, 1980

This We Believe About The Rights And Responsibilities Of Business Educators In Mainstreaming

Respect for the rights, equality, and dignity of all citizens is a basic American Philosophy. For nearly two centuries the United States has provided a system of public education. Not always has the system been of equal quality for all, but educators and legislators have continued to work toward this end. Integration, special education, head start, remedial education, accountability, performance objectives, and individualized instruction are a few examples of efforts to provide opportunities to maximize educational achievement. Public Law 94-142 was a special effort by the U.S. Congress to improve educational opportunity for a segment of the student population--the handicapped.

Public Law 94-142 and many state laws specify that education for the handicapped be provided in the "least restrictive environment" and that handicapped persons be educated along with nonhandicapped peers, when possible, in the mainstream of education. Many business educators have taught physically handicapped students in classes with nonhandicapped students. Specialized instructional materials and various physical adaptations to the classroom environment often have been necessary to meet the needs of physically handicapped students.

Public Law 94-142, however, includes in its definition of handicapped the mentally impaired, the learning disabled, and the emotionally disturbed. Accommodating these forms of handicaps in regular classrooms presents new challenges for many business educators.

About The Concept Of Mainstreaming We Believe That

1. All mainstreamed handicapped students should be encouraged to elect courses in basic business/economic education the same as nonhandicapped students.

2. Many handicapped students can achieve competencies for business employment and should have the opportunity to acquire the knowledge and skills needed to become employable.

3. Some handicapped students may be emotionally, intellectually, or physically unable to benefit from conventional vocational business programs.

4. Daily association between nonhandicapped and handicapped students can reduce the stereotyping often attached to handicapped individuals.

About The Rights Of Business Educators In Mainstreaming, We Believe That Business Educators Must

1. Receive ongoing administrative support (national, state, local) to enable them to work effectively with the handicapped.

2. e provided quality preservice and ongoing in-service training to assist them in adapting business programs to the needs of the handicapped.

3. Receive continuous assistance from special education teachers and specialists in managing each IEP (individualized education plan).

4. Receive paraprofessional assistance and/or an adjusted load in class size, number of classes, and other assignments.

5. Receive assistance from professional and honorary associations and the business community in refining job descriptions so that realistic occupational objectives can be established for various handicapped students.

About The Responsibilities Of Business Educators In Mainstreaming, We Believe That Business Educators Will

1. Accept the challenge and moral obligation to assist handicapped students to fulfill their educational objectives to become more effective members of society.

2. Solicit cooperation from the business community in training and employing handicapped students.

3. Develop cooperatively with the business community appropriate programs, objectives, and entry-level occupational requirements and share such information with special education teachers, specialists, administrators, counselors, parents, and handicapped students.

4. Work as members of teams composed of special education teachers, specialists (speech and physical therapists, physicians, and psychologists), administrators, and parents in developing and implementing IEP's.

5. Utilize the regular classroom curricula and materials insofar as possible and develop related (intervention) strategies based on these materials.

6. Engage in continuous professional improvement to develop skills in working with the handicapped.

Finally, We Believe That Business Educators

Will provide those handicapped mainstreamed students the opportunity to achieve their potential and to become fully participating members of society.

Policy Statement No. 29, 1981

This We Believe About The Value Of A Business Education

The American educational system is a reflection of numerous forces at work at any one time--social, political, economic, and cultural to mention a few. In recent years the educational programs of schools have been particularly affected by a changing birthrate, population shifts, equal employment opportunities, a reduction in sex role stereotyping of occupations, a continuing and rising rate of inflation, an increasing percentage of high school graduates continuing into some form of postsecondary education, and an emphasis on lifelong learning with the resultant increase in educational programs for nontraditional students.

Today's men and women have unlimited career opportunities. The greater freedom of occupational choice for women is having a marked effect on enrollments in office occupations education. Where once enrollments in the secretarial and general office skills courses were substantial, today enrollments in those areas are often declining.

This situation prevails in spite of a critical shortage of competent secretaries and other office personnel and in spite of a predicted continuing need throughout the 1990's for employees for this occupational area. In addition, there is ample evidence to show that not only do people lack the skills, knowledges, and understandings to manage effectively their own personal economic affairs, but also they do not understand the economic system of the nation in which they live.

With the nature of the economy causing boards of education and school administrators to search for ways to economize, numerous measures are being taken to reduce educational costs. Should those measures include such considerations as increasing minimum class size, eliminating block-time activities, and reducing classes involving high-cost equipment, business education programs would be adversely affected.

Business Education Is a Significant Part Of The American Education System. There Are Forces On The Contemporary Scene That Indicate Business Education's Contributions Can Become Even More Effective In The Future. We Believe That

1. The emphasis on basic educational skills will result in increased interest and competency in written and oral communications.

2. The back-to-the-basics movement carries implications for increased emphasis in the business subjects on such basic skills as mathematics, penmanship, and reading.

3. The concern for the economic well-being of individuals should result in assurance that students will leave school with personal economic competence.

4. The typewriter keyboard has become universally accepted as a communications tool; every student should develop a basic keyboarding skill.

5. The computer touches the lives of all individuals; every student should develop computer literacy.

6. The concern for individual financial independence should result in greater assurance that every person will leave high school with a salable skill.

7. The frequency of small business bankruptcy and failure indicates the need for education in entrepreneurship while students are forming their philosophies about private enterprise and learning basic principles concerning business ownership and management.

8. The importance of positive interpersonal and leadership skills in the lives of men and women in business employment has been proved and the conditions to develop these abilities and skills should be provided by all business education programs.

9. The shortage of skilled office workers, especially administrative support personnel, represents a charge to secondary and postsecondary business education curriculum planners to promote these vocational programs.

Since Business Education Affects So Many Aspects of Society, We Believe That

1. Every secondary and postsecondary institution should have a strong, comprehensive, well-articulated business education program that is characterized by flexible delivery systems.

2. The dual mission of business education--to provide education FOR and ABOUT business--should be promoted in every secondary and postsecondary business education program so that

    a. The vocational objective can be accomplished by providing programs which will prepare people for employment in business or as owners and managers of business enterprises; and

    b. The basic business and economic education objective can be accomplished by providing courses and experiences which will equip students with foundational knowledges about business enterprise, personal economics, money and banking, and the like, while at the same time strengthening their basic reading, writing, mathematical, and interpersonal skills.

Because We Believe That Business Education Can Improve The Quality Of Life Of Every Individual, Vigorous Steps Should Be Taken To Promote Business Education Programs. To Best Meet The Needs of Students, We Further Believe That

1. Business education programs and course offerings must be kept current and relevant to meet the needs of a mobile and diverse society.

2. Business education curricular offerings must provide the opportunity to improve basic skills by offering such content as business English, business communications, and business mathematics and by emphasizing reading, penmanship, oral communication, and computer literacy.

3. Basic business content must be well planned, well taught, and made available to all students.

4. Business education occupational sequences and programs must be realistic in terms of employment opportunities; skill levels attained by students should be sufficient to assure their success in a competitive employment market.

5. Business education curriculums must provide numerous opportunities--through in-class, cocurricular, and extracurricular student activities--for students to develop positive interpersonal and leadership skills.

Finally, We Believe The Provision Of Instruction *For* And *About* Business Education Is The Collective Responsibility Of

1. *School administrators, boards of education,* and *legislators,* to assure that the proper climate prevails and funds are available for comprehensive, well-planned, well-equipped, and well-staffed business education programs.

2. *Business* and *lay people,* functioning as advisory councils for the business program, to assure that the needs and interests of the community are being considered and that the accomplishments of the program are being communicated to the public.

3. *Students,* individually or as groups through classes and student organizations, to respond with an enthusiasm that will cause other students to see merit in the business education programs and activities.

4. *Guidance counselors,* to actively and objectively portray the vocational and college preparatory opportunities in business education and the preparation for business and other careers as well as the values of personal use and economic understandings available from business education.

5. *Business teacher educators,* to prepare teachers who fully understand the purposes of business education and the characteristics of quality business education programs.

6. *Business and education professional organizations*, to communicate the career potential and the personal and economic values of a business education.

7. *Secondary and postsecondary faculties and administrators*, to promote and encourage enrollments in business education at all levels to facilitate a reasonable and fair articulation of students among programs.

8. *Business educators*, to take the initiative to assure that promotional and informational efforts are formulated, implemented, coordinated, and evaluated.

We Believe That Business Education Programs Are Vital To The Personal And Economic Success Of *All People* And That Systematic, Aggressive, Persistent Promotional Procedures Are Needed To Increase Awareness Of The Value Of These Programs.

Policy Statement No. 30, 1982

This We Believe About The Role Of Student Organizations In Business Education

For many years education in the United States has concerned itself with the preparation of young people for worthwhile roles in society. However, an inherent weakness has been that educators, parents, and others have viewed the traditional classroom atmosphere and emphasis on the three R's as the only way to obtain "life preparation." Classroom experience alone is not sufficient to assure the development of competent, aggressive leadership in tomorrow's business world.

The growing gap between what business and industry need and what education produces could be resolved by direct, continuous involvement with business and industry in education. One means for such involvement is through student organizations, which, by supplementing classroom activities, offer the dual benefits of providing a laboratory for learning and adding individuality to education.

Classroom instruction is generally in a structured nature and directed to the entire student population, with only limited unstructured opportunities for reaching students. Through student organizations, teachers can motivate and inspire students by building on each one's needs and interests. The disadvantaged and handicapped, for instance, can be brought into the mainstream of student life and, at the same time, develop the confidence needed for career success.

Student organizations provide an excellent means for localizing learning experiences and highlighting the challenges and opportunities that are most meaningful to students, whether they be in an urban, suburban, or rural setting. Likewise, organizational activities can be easily adapted to the age level and educational background of the group involved.

Although an understanding of our free enterprise system is important for all Americans, such comprehension is imperative for business students. Competition, which is a basic element of free enterprise, encourages initiative and vision. Students preparing for careers must learn to win and to lose as the true essence of competition may not be in the actual winning or losing but in motivating one to make a great contribution to society. Student organizations provide their members valuable and numerous opportunities in learning to compete.

The involvement of the business community in student organizations typifies the cooperation between education and the private sector that is so urgently needed. Such a partnership is a neglected resource which can make great contributions toward expanding options available to the nation's students.

Although often categorized as extracurricular activities, student organizations serve a cocurricular purpose, with projects correlated closely to classroom instruction. In addition to the more obvious general and academic values, participation in student organizations provides business students with opportunities for leadership training, personal development, and social responsibility, as well as the further development of specific business skills.

Classroom teachers, in promoting student participation, must have the support of their administrators, professional organizations, teacher education programs, and governmental agencies charged with improving instruction.

BENEFITS

General

We believe that student organization activities

- < strengthen the business education program
- < enhance the curriculum with practical experiences through projects and activities which contribute to individual growth
- < improve knowledge and skills through practice and application
- < provide role models through student leaders, alumni, teachers, advisers, and business people
- < develop vocational and related competencies
- < operate as an integral part of the school program
- < promote social and economic awareness
- < develop character, citizenship, and patriotism
- < provide information about employment opportunities
- < facilitate intelligent career choices
- < facilitate the transition from school to work.

Academic

Student organizations as an integral part of the instructional program serve as a vehicle for facilitating learning. Therefore, we also believe that student organization activities

- < provide opportunities for practical application of classroom theory
- < improve communication skills--written, oral, nonverbal, and listening
- < teach organizational skills

< provide experiences for application of economic concepts
< develop problem-solving and decision-making competencies
< promote an understanding of the American business system
< encourage scholarship
< promote school loyalty.

Personal

Student organizations facilitate and encourage personal development. Therefore, we believe that student organization activities

- develop poise, self-confidence, and personal responsibility
- provide opportunity for self-expression
- develop positive work attitudes
- teach the value of competing rather than emphasizing winning or losing.

Societal

In developing well-rounded individuals, we believe that membership and participation in student organizations provide opportunities to

< develop positive attitudes toward social responsibility
< learn to respect the rights, abilities, and dignity of others
< engage in services to the community
< develop the qualities of civic leadership
< instill a sense of business ethics and moral responsibility
< learn to work together as a team
< strengthen student-teacher rapport.

Skill

Student organizations serve to stimulate learning and advancement and allow members to demonstrate acquired skills. Therefore, we believe that student organization activities

< provide an avenue for individual, team and/or chapter achievement and recognition
< emphasize job performance standards
< improve employability
< provide for the establishment of occupational goals.

Leadership

We believe that student organization membership and participation develop leadership skills by enabling students to

< direct activities of the office to which elected
< preside at meetings and conferences
< work effectively within committees
< lead and participate in group discussion
< learn when to follow and when to lead as a part of a team.

RESPONSIBILITIES

Teachers

The responsibility for developing student organization activities into viable educational experiences rests with the classroom teacher. Therefore, business teachers must understand the rationale of student organizations and utilize the methods and procedures to achieve organizational goals. This effort must be supported by supervisors and administrators.

Student organization activities are an integral part of classroom instruction. Therefore, we believe that business teachers should

< understand the philosophy and goals of student organizations
< develop, refine, and evaluate materials, methods, techniques
< be adaptive, innovative, and creative
< stimulate intellectual curiosity as well as generate knowledge
< be a contributor from behind the scenes
< enlist the support of colleagues and administrators
< promote business education through student organization activities
< provide a learning environment supportive of self-management and responsibility
< work cooperatively with teachers representing other disciplines in developing leadership skills
< permit students to learn from failures as well as successes
< provide a model of moral and ethical standards from which the students may develop their own standards

Professional Associations and Governmental Agencies

Leaders in business education associations and officials in governmental agencies involved with business education influence to a major extent the climate within which educational programs evolve and function. For student organizations to succeed, these leaders must promote a school and community environment that will encourage student activities. We believe that district, local, state, regional, and national leaders and governmental officials are charged with the responsibility to

< attend and actively participate in local, district, state, regional, and national activities
< provide workshops for both new and experienced advisers
< plan a program of visitation for new advisers to active chapters

- seek financial support and personal involvement from business and industry
- organize and conduct local, district, and state conferences
- develop a public relations program
- provide an ongoing evaluation system
- coordinate internships and/or summer practicums to strengthen business/education relationships.

Teacher Educators

Business teacher educators have a continuing responsibility to help prospective and experienced teachers develop appropriate concepts and methods related to student organization activities. Therefore, we believe that business teacher educators should

- know about business student organizations
- sponsor a model collegiate organization to which all prospective business teachers belong
- develop an understanding of how to organize and operate student organizations for instructional purposes
- place student interns/teachers where they will serve as adviser interns
- attend and actively participate in student organization activities at all levels
- encourage business teachers to cooperate with other student organizations to develop mutual understanding
- seek inclusion of student-organization experiences as a part of certification.

Position Paper, 1982

Information Processing In Business Education

The office environment has undergone a transformation in the past decade. Systems changed, procedures changed, attitudes changed; and equipment not yet designed in 1970 had gone through several generations by 1980. Changing concepts are expanding the roles and responsibilities of those involved in office work. Technologies are emerging. Information processing is emerging from data processing and word processing and becoming a part of a total integrated communications network, which continues to advance with telecommunications technology. The benefit of information processing is in the decreased length of time from the conception of an idea until the delivery of the finished product, which is the measured productivity of an individual.

The key challenge of office systems is the recognition that the growing trend toward the interconnection of technologies through telecommunications imposes a requirement for coordinated educational planning. As the primary purpose of office technology is to increase productivity of office personnel, they need to learn not one, but a number of technologies, at least on a conceptual level. A major challenge to business education is the development of a curriculum to reflect the rapidly changing technology and its impact on society.

In the critical task of budgeting for information processing, it is imperative that education keep pace with technology. Administrators and boards of education will need to consider information processing for at least three areas: (1) instruction in business education, (2) computer-assisted instruction, and (3) administrative decision making. This paper deals only with information processing within a comprehensive business education program.

Information processing is defined as a collection of word and data processing equipment, procedures, software, data, and people that integrates the subsystems of the organization and provides information for the user. Information is processed data. Data are input facts and figures; whereas, information is the output for decision making.

From a practical viewpoint, information processing can be thought of as performing two functions: (1) It provides management information for decision making (i.e., sales, production, and financial records and reports), and (2) it furnishes a mechanism for processing and communicating transactions.

The functions of information processing may be further clarified as follows:

Data processing: handling alphanumeric data
Word processing: putting ideas into readable form
Reproduction: duplicating narrative or data information
Distribution: disseminating information
Records maintenance: storing and retrieving of recorded information

These functions occur in an office. Technology speeds the process and makes the processing of words and data more efficient than was heretofore possible.

The three basic elements in an information system are: (1) input/output, (2) information-based storage, and (3) communications/distribution. Different technologies or different approaches within the same technology can perform similar functions, depending upon the size and operation of an organization.

Input/output includes such functions as data entry, text-word processing, optical character recognition (OCR)/code scanning, computer output microfilm (COM), phototypesetting, dictation/voice input, photographic/micrographics. Included in information-based storage may be hard-copy documents, micrographics, and magnetic storage. Communications/distribution may include such methods as facsimile, telex/TWX, microwave/satellite communicating facilities, voice-level communications, fiber optics, laser technology, and reprographics.

A distributed information processing system in an automated office represents a confluence of technologies. These may include interconnecting networks of microcomputers, intelligent terminals, and central computers.

STUDENTS

All students should develop literacy skills. They should acquire computational skills, be able to merge computational and language skills, and obtain a knowledge of economics as it relates to the work function within a company and within the free enterprise system. Information processing is important to every business student. Keyboarding is a basic skill needed for individuals who will be using information processing equipment. Other vocational competencies, including career decision making, incorporated into an information processing curriculum will help them to perform effectively in the continuously changing business office.

The human factor becomes more important as inevitable changes in systems and equipment affect attitudes and emotions. The curriculum should include how to deal with change. There is a tendency to overemphasize the significance of technology at the expense of the forces of change. Managers, as well as curriculum planners, may become too impressed with equipment and forget the function to be performed by the process which utilizes the equipment. Students in business courses should be made aware of the potential of information processing and its effects on related fields and on human factors.

Men and women who acquire information processing competencies can increase their employment potential, both on a part-time basis and in full-time employment.

CURRICULUM

Three alternatives for information processing education include (1) the integration of information processing--either for personal or vocational use--within existing courses; (2) a course providing introduction to information processing concepts; or (3) a full curriculum model in which a progressive series of information processing courses is available, including a capstone unit.

The needs of the students, needs of the labor market, availability of financial resources, current curriculum structure, and the general policies of the school system dictate which model is most appropriate. An advisory committee should be utilized both in establishing the program and in its operation and evaluation.

Great care must be taken in purchasing equipment to ensure that the system matches student and community needs in business education. The equipment selected also should be of a design that can be used for multiple purposes--word processing, data processing, and for computer-assisted instruction. Because there are so many products on the market related to information processing, it is essential that all users of the equipment be involved in selecting hardware and software so that equipment, maintenance, and servicing is integrated and cost effective. A planning team may be considered when selecting equipment for multiple use.

SEQUENCE OF INSTRUCTION

The prerequisites to an information (data and word) processing sequence of instruction are basic computational, language, and keyboarding skill. Continued emphasis must be placed upon the development and application of language and computational skills.

Whether information processing is designed as a full curriculum, offered as an independent course, or integrated within existing courses, the suggested sequence of instruction is (1) introduction to office functions and the role of information processing, (2) information processing concepts and careers, (3) information processing skills (basic and advanced), and (4) information processing supervision and management.

INSTRUCTIONAL OBJECTIVES

The instructional objectives for an information processing curriculum encompass information processing concepts, equipment operation, supervisory and managerial skills, and systems analysis and design concepts.

Competencies needed by information processing personnel include (1) knowledge of the functions and procedures involved in any office; (2) understanding of concepts, processes, and careers made possible by information processing; (3) use of effective oral and written communications; (4) development of equipment-related skills including keyboarding, dictation and transcribing, and reprographics; (5) development of planning, organizing, and decision making skills; (6) development of supervisory skills; and (7) development of attitudes and interpersonal skills acceptable in business.

SUGGESTED COURSE CONTENT

Specific units and topics selected for instruction will be based upon the learning objectives appropriate for particular students and community needs.

The following areas may be included in the instructional program: (1) overview of office functions and place of information processing in increasing productivity; (2) feasibility of information processing systems within an organization; (3) organizational structure and patterns, including process analysis; (4) input and output procedures and equipment; (5) reprographics; (6) micrographics; (7) use of computers; (8) records management; (9) control and measurement of techniques and procedures; (10) career opportunities; (11) a preview of information processing in the future; and (12) capstone experience-based unit to integrate concepts and skills.

LEVELS OF INSTRUCTION

Although certain components of information processing instruction are necessary regardless of the level of instruction, emphasis given to particular components will depend upon the educational level of the institution.

Secondary level instruction should include an introduction to the concepts of information processing and its effect upon offices, jobs, and skills. Emphasis should be on language and computational skills, computer literacy, specialized equipment operations, and interpersonal relationships.

Two-year college and other postsecondary vocational instruction should include not only those areas taught at the secondary level but also the introduction to and application of advanced information processing and production. The development of supervisory skills and application of management techniques should be included in postsecondary instruction.

Four-year college and university level instruction should include all the areas previously referred to and, in addition, emphasize management systems design and analysis. Students should be made aware of expanded career opportunities related to information processing.

At the continuing education level of instruction, emphasis should be on those areas which meet the needs of the community for upgrading, retraining, and/or enrichment.

BUSINESS TEACHER EDUCATION

Business teacher education has the responsibility for preparing both preservice and in-service business teachers to plan, implement, and integrate information processing educational programs. Because of the acute need for keeping aware of changing technology and the office environment, it is especially important that business teacher education provide in-service programs related to new office technology.

SUMMARY

To meet general and vocational educational needs of students, it is imperative that the educational system enable students to attain a working knowledge of information processing.

Information processing is a collection of word and data processing equipment, procedures, software, data, and people that integrates the subsystems of the organization and provides information for user decision making. Functions include data processing, word processing, reproduction, distribution, and records maintenance.

Three basic elements in an information system are (1) input/output, (2) information-based storage, and (3) communications/distribution.

Students. Students should develop computational and language skills as well as a knowledge of economics. Students should be made aware of the potential of information processing and its effects on related fields and on human factors.

Curriculum. Needs of students, labor market, and financial resources influence the pattern of instruction.

Three alternatives of information processing include (1) the integration of information processing into existing courses, (2) an introductory course, and (3) a full curriculum.

Regardless of the curriculum pattern, the suggested sequence of instruction is (1) introduction to office functions, (2) information processing concepts and careers, (3) basic and advanced skills, and (4) information processing supervision and management.

Business teacher education. Business teacher education has the responsibility of preparing both pre-service and in-service teachers to plan, implement, and integrate information processing educational programs.

The opportunities for business education to serve are unparalleled. New tools are available to help teachers and administrators to be more efficient, effective, and creative than ever before. Business education is providing the leadership

Policy Statement No. 31, 1983

This We Believe About Word Processing

Technological advancements continue to contribute to environmental changes in the office. These advancements result in more efficient methods of processing information, making it more cost-effective, complete, accurate, readily available, and useful. The efficient processing of information contributes to increased productivity in American business and industry. Word processing is a component of information processing.

According to the American National Standards Institute, word processing is the "transformation of ideas and information into a readable form of communication through the management of procedures, equipment, and personnel." The procedural flow of word processing includes origination, production, storage, retrieval, reproduction, and/or distribution.

CURRICULUM

Word processing instruction is necessary in the business education curriculum. **We believe word processing concepts and applications should be integrated into existing business education courses. In addition, we believe that an introductory course(s) or a progressive series of courses should be offered to provide for occupational preparation.**

In the task of budgeting for equipment, it is imperative that business education keep pace with the technology being used in business. **Therefore, we believe that it is essential to have up-to-date word processing equipment so that students may acquire employable skills.**

LEVELS OF INSTRUCTION

Although certain components of information processing instruction are necessary regardless of the level of instruction, emphasis given to particular components will depend upon the educational level and philosophy of the institution.

Secondary-level instruction should include an introduction to work flow processes and procedural word processing concepts. Also, the effects of word processing upon offices, jobs, and skills should be included. Emphasis should be on business communication skills, specialized equipment operations, and interpersonal relationships.

Two-year college and other postsecondary vocational instruction should include not only those areas taught at the secondary level but also the introduction to and application of advanced word processing applications. Supervisory skills and application of management techniques should be emphasized in postsecondary instruction.

Four-year college and university-level instruction should include and build upon all the areas previously referred to and should emphasize management systems design and analysis. Students should also be made aware of expanded career opportunities related to word processing.

At the continuing education level of instruction, emphasis should be on those areas which meet the needs of the community for training, upgrading, retraining, and/or enrichment.

BUSINESS TEACHER EDUCATION

We believe business teacher education programs must provide preservice and in-service education in word processing. The preservice and in-service business teacher should be able to:

1. Understand and apply the concepts of word processing as they relate to information management.

2 Evaluate, select, and justify word processing hardware/software.

3. Demonstrate proficiency in operating word processing equipment.

4. Modify instructional programs based on continuous research and evaluation.

We believe that all students must have an opportunity to acquire an understanding of and competency in word processing technology.

Policy Statement No. 32, 1983

This We Believe About Business Data Processing

The efficient processing of information contributes to increased productivity in the office. Computers and other electronic units are changing the office rapidly. Because of these changes, it is imperative that all business students have a fundamental knowledge of computer technology and data base concepts. Data processing is a component of information processing that contributes to the task of handling the computational and comparative functions of business for decision making.

Business data processing functions include arranging, filing, sorting, adding, subtracting, recording, and storing alphanumeric data for future use. Data are defined as facts and figures.

Students who acquire business data processing competencies utilizing the computer can increase their employment potential. Data processing or computer-related careers are in the areas of data conversion and entry, data processing operations, systems analysis, programming, systems maintenance, marketing of computers and computer-related services, and data processing management.

CURRICULUM

Because we believe that data processing instruction is necessary to the business education curriculum, we believe that data processing concepts and applications should be integrated into the existing business education courses. In addition, we believe that a progressive series of courses should be offered to provide for occupational preparation. A teacher planning team and advisory committee should be utilized when selecting equipment and when establishing the instructional program.

SEQUENCE OF INSTRUCTION

The prerequisites to a business data processing sequence of instruction are computer literacy, basic computational, communication, and keyboarding skills. Whether data processing is designed as a full curriculum or offered as an independent course, the suggested sequence of instruction is:

1. Introduction to office systems and the role of data processing in the flow of information,
2. Basic and advanced data processing machine operation skills, and
3. Supervision and management of operations and/or systems.

INSTRUCTIONAL OBJECTIVES

Business data processing personnel should:

1. Know the basic functions, procedures, and work flow involved in the office,
2. Demonstrate equipment-related skills including keyboarding and data entry,
3. Apply data base management concepts,
4. Utilize hardware and software for business applications,
5. Demonstrate supervisory management skills,
6. Demonstrate interpersonal skills, and
7. Understand the careers existing within business data processing.

LEVELS OF INSTRUCTION

Certain components of business data processing instruction are necessary regardless of the level of instruction. Emphasis given in particular areas will depend upon the educational level and philosophy of the institution and the occupational objectives of the students.

Secondary-level instruction should include an introduction to work flow processes and procedures, data processing concepts, and their effects on offices, jobs, and skills. Emphasis should be on data entry, business applications, equipment operations, programming, and operation of computer systems, as well as interpersonal relationships. Students should be made aware of expanded career opportunities related to data processing.

Two-year college and other postsecondary vocational instruction should include or build upon those areas taught at the secondary level and also include the introduction to and application of advanced data processing skills in equipment and computer operations, systems analysis and design, and programming. The development of supervisory skills should also be included at the postsecondary level.

Four-year college and university-level instruction should include all the areas previously referred to and should emphasize management information systems design and analysis. At the continuing education level of instruction, emphasis should be on those areas which meet the needs of the community for training, upgrading, retraining, and/or enrichment.

BUSINESS TEACHER EDUCATION

We believe that business teacher education must provide preservice and in-service education in business data processing. The preservice and in-service business teacher should be able to:

1. Demonstrate proficiency in the operation of electronic data processing equipment and understand how computers process data.
2. Apply data processing concepts as they relate to information management.
3. Evaluate data processing hardware and software.
4. Apply the concepts of data processing as they relate to office procedures, accounting principles, and business management.
5. Modify instructional programs based on continuous research and evaluation.

The business data processing teacher should be able to understand and apply advanced data processing concepts. We believe that all students must have an opportunity to acquire an understanding of and competency in business data processing technology.

Policy Statement No. 33, 1983

This We Believe About Personal Finance

We Believe That Business Education Plays An Important Role In Consumer Economics And Economic Education.

One of its important contributions is providing instruction in the area of personal finance--that is, teaching people how to manage their financial resources effectively.

Business education contributes to personal finance through courses offered at several levels of education. At the high school level, personal finance is addressed in general business, consumer education, consumer economics, applied economics, recordkeeping, business/consumer mathematics, and cooperative education related classes. At the postsecondary, collegiate, and adult levels, instruction is provided through courses in personal finance, money management, or consumer economics as well as specialized short-term courses, such as estate planning and investment opportunities.

The economic fact of scarcity increasingly demands that individuals become wise managers of their financial resources. In addition, the many changes taking place in financial institutions and related investment markets challenge those who wish to maximize the benefits which they can receive.

The study of personal finance and money management is more than just developing spending and savings plans. It involves analyzing one's own values and goals in relation to the characteristics of various spending and savings options. This includes looking at the trade-offs of short-run objectives, which may provide instant short-lived gratification, against long-run objectives where the gratification is not only delayed but also generated over a longer period of time. Personal finance and money management is a positive activity, which assists individuals in gaining optimal satisfaction from existing resources. Skills and knowledges developed relative to personal finance are inherent in the basic life competencies needed for all people.

We Believe That Instructional Program Business Educators Are Uniquely Qualified To Provide Relevant Experiences And Substantive Teaching In Personal Finance.
Business educators, with their backgrounds in business and economics, provide a practical focus on issues and content that should be part of personal finance teaching. In particular, business educators are especially well prepared to deal with such areas as taxation, insurance, investments, law, and financial planning.

Instruction in personal finance should include generic elements which are common to all of the specific topical elements. **We Believe That The Following Should Be Included In The Personal Finance Instructional Program:**

GENERIC ELEMENTS

1. The role and importance of personal financial planning in our market-oriented economy;

2. The interrelationships among the individual's various roles--namely, consumer, worker, and citizen--and how they affect personal financial decisions;

3. The analysis of one's values and goals and their influence on personal financial decisions including how values and goals change during one's life cycle;

4. The use of the decision-making process in dealing with personal financial problems and issues;

5. The application of measurement and computational skills needed to make personal financial decisions;

6. The impact of federal and state legislation on financial markets and institutions; and

7. A world economic perspective in understanding and dealing with personal financial issues.

SPECIFIC TOPICAL ELEMENTS

1. The interrelationships among education and training, occupation, income, and lifestyle;

2. The use of money management strategies considering income, expenses, values, goals, and wants;

3. The development of sound buying practices and procedures for both routine and major purchases of goods and services;

4. The roles and effects of various types of taxes and tax policies on personal financial decisions;

5. The roles, types, and costs of credit in our economy along with the rights and responsibilities of debtors and creditors in credit transactions;

6. The roles and types of savings and investment plans in our economy with an emphasis on how to compare options according to safety, liquidity, growth potential, and return;

7. The roles, types, costs, procedures, rights, and responsibilities of owning or renting shelter in our economy;

8. The roles, types, costs, and benefits of life, health, property, and other insurance;

9. The roles of organizations and agencies which provide personal financial assistance including credit and investment counseling;

10. The roles of public or private agencies and programs which help provide personal financial security such as social security and retirement planning.

We Further Believe That Electronic Media, Including Electronic Funds Transfer (EFT), And Futuristic Dimensions Of Computer Technology Will Have A Continuing Impact On The Consumer And The Operation Of Financial Markets. The need for sound personal finance during all stages of the life cycle, including retirement years, is further underscored by changing economic conditions which impact individuals and families.

Preservice and in-service programs which prepare business educators must include an appropriate emphasis in this area of instruction. Opportunities must be provided for business educators to keep their knowledge and skills in personal finance up to date.

Finally, We Believe That Teaching Personal Finance Must Be Done--And Done Well--At All Levels Of Instruction And That Business Educators Must Increase Their Leadership Roles In This Important Area of Education.

Policy Statement No. 34, 1984

This We Believe About Computer Literacy

High-quality, affordable computers affect information processing tasks at home, school, and work. It is imperative, therefore, that all students be computer literate.

We Believe That a Computer Literate Person Should Be Able To:

- Understand the computer's capabilities and limitations
- Demonstrate a fundamental knowledge of computers and their effects on society
- Communicate with others using computer vocabulary
- Operate the computer effectively
- Access information in the computer
- Input information with speed and accuracy using keyboarding skills

Use the computer as a tool for solving problems.

We Believe That Computer Literacy Is Attained In Three Progressive Levels Of Instruction:

1. Awareness Level

At the awareness level of computer literacy, students develop a computer vocabulary and become aware of the computer, its development, and its effects on society, including its capabilities and limitations.

2. Operations Level

At the operations level, students work on the computer with developed software programs. The complexity of these computer applications depends upon each student's educational level and learning objectives. Keyboarding skill should be developed prior to student's use of the microcomputer at the operations level.

3. Advanced Level

At the advanced level, students study more complex computer applications. It is at this level that the students should use the computer as a tool for solving problems.

COMPUTER LITERACY IN BUSINESS EDUCATION

In addition to the computer literacy requirements for all students, **We Believe That Business Students Should Know How The Use of Computers Can Improve Decision Making In Business.** Business students should demonstrate the ability to use the computer as a tool in performing such information processing applications as accounting, word processing, data processing, and records management.

IMPLEMENTING COMPUTER LITERACY PROGRAMS

We Believe That all administrators and educators within an educational agency should be made aware of the role and special qualifications of business educators in providing computer literacy instruction for all students.

We Believe That keyboarding should be required of all students and that business educators should develop these courses at all levels.

We Believe That local educational agencies should develop a policy for the use of computers. Business educators should be involved in planning, purchasing, and evaluating computer hardware and software used for instruction.

We Believe That educational agencies should provide in-service training to develop computer-literate teachers.

We Believe That business teacher educators should take a leadership role in providing preservice and in-service training in computer literacy.

We Believe That Business Educators Must continuously assess computer literacy programs as technology advances and users become more knowledgeable.

We Believe That Business Educators Should Be The Prime Deliverers Of Computer Literacy Courses To All Students.

Policy Statement No. 35, 1984

This We Believe About Keyboarding

The dramatic increase in the use of computers affects our personal and professional lives. The keyboard is and will continue to be the most widely used input device in communicating with computers. Whether an executive uses a keyboard as a means of communication or a student interacts with a computer for drill and practice, the skill of keyboarding shortens input time and increases productivity.

Keyboarding is defined as the act of placing information into various types of equipment through the use of a typewriter-like keyboard. *Typewriting and keyboarding are NOT synonymous.* The focus of a keyboarding course is on input rather than output.

STUDENTS

We Believe That Keyboarding Should Be Required Of All Students. With the rapid expansion of computer usage, primarily microcomputers, educational institutions should require that all students develop keyboarding skills. Keyboarding skills will allow students to interface more efficiently with microcomputers in educational, personal, and/or future employment settings. The keyboard, as used on typewriters, word processors, microcomputers, and computer terminals, serves as the primary device for inputting information (words, numbers, and symbols) into electronic information processing systems (word processors, computers, or integrated systems). Students should develop keyboarding skills just prior to the time they will apply the skill. Therefore, it is critical that keyboarding instruction be provided over a wide range of grade levels.

CURRICULUM

We Believe That Keyboarding Curriculum Should Be Developed To Reflect Appropriate Instructional Objectives and Contents. Instructional material should provide ample practice on alphabetic and numeric characters, symbols, and control and function keys. Copy should be similar to the material which students will input after developing their keyboarding skill.

INSTRUCTIONAL OBJECTIVES

We Believe That After Successfully Completing 25 to 45 Hours Of Instruction In Keyboarding, Students Should Be Able To:

< Demonstrate the correct “touch” method for operating alphanumeric keys

- Demonstrate the correct “touch” method for operating a ten-key numerical pad
- Demonstrate a straight-copy speed of 25 to 40 words per minute (2.5 to 4 lines per minute) on 1- and 2-minute timed input exercises. Errors should be unacceptable since electronic corrections are part of the “touch” method on an electronic keyboard. (This objective assumes that keyboarding will be taught on an electronic keyboard, and the speed expectations are dependent upon the grade level and the number of hours of instruction).
- Demonstrate the ability to work from straight-copy and rough-draft material
- Demonstrate the ability to proofread both alphabetic and numeric data
- Demonstrate the ability to follow oral and written instructions
- Demonstrate the ability to compose at the keyboard.

LEVELS OF INSTRUCTION

Elementary schools should focus on the development of the “touch” method of inputting on an electronic keyboard. This can be accomplished by combining the business educator’s competence in keyboarding and knowledge of psychomotor skill development with the elementary teacher’s knowledge of the learning patterns of this age student.

Middle/junior high schools should focus on the development of the “touch” method with the addition of formatting skills. An introduction to business applications will provide a realistic reinforcement of the need for a personal and occupational skill of keyboarding. This course can also serve a guidance function as an introduction to the business education program at the secondary level.

Secondary schools should require keyboarding skills for graduation. For students entering high school who have not acquired these skills, a keyboarding course should be provided. The same objectives from the elementary and middle/junior high school courses would apply with greater emphasis given to personal and business applications.

Postsecondary institutions, including colleges and universities, and continuing education programs should utilize the secondary level objectives with instructional material appropriate for postsecondary school students. Instructional material should be relevant to the area of concentration of each student.

RESPONSIBILITIES

We Believe That Business Educators Should Promote And Assist In The Teaching Of Keyboarding At All Levels Of Instruction.

We Believe That Business Educators Should Equip Their Keyboarding Classrooms With Microcomputers.

Business Education Teachers

Business education teachers have the responsibility of:

< Promoting keyboarding courses in their institutions
< Communicating to students, teachers, counselors, administrators, parents, legislators, and businesspersons the need for this course
< Developing curriculum consistent with the identified objectives
< Providing instruction for this course
< Working cooperatively with elementary teachers to provide keyboarding instruction at the elementary school level.

Business Teacher Educators

Business teacher educators have the responsibility of:

< Providing keyboarding instruction to *all* students at their institutions.
< Assisting in development of curriculum
< Assisting in evaluation of hardware and software appropriate for keyboarding instruction
< Providing keyboarding instruction to all students at their institutions.

Business Education Supervisors

Business education supervisors at state and local levels have the responsibility of focusing upon the broad issues associated with keyboarding by:

< Recommending and approving the acquisition of microcomputers
< Assisting in development of curriculums
< Expanding certification to include keyboarding instruction at the elementary school level
< Promoting keyboarding to administrators
< Providing in-service for teachers.

We Believe That All Business Educators Should Work To Insure Business Education's Role In Keyboarding Instruction.

Policy Statement No. 36, 1984

This We Believe About The Teaching Of Business Communication

Employers are demanding higher levels of skill in business communication because every function in the business world depends upon effective communication. While many variations exist in definitions of business communication, the following serves as the premise for this statement: **Business Communication Is The Interchange Of Verbal And Nonverbal Information Within The Business Environment.**

Students need a solid educational foundation in the total communication process to function effectively in their professional and personal lives. This foundation can be achieved through separate business communication courses and/or units in other business courses.

We Believe That the best way of achieving this foundation is to offer separate business communication courses taught by business teachers. In addition to separate courses, business communication instruction should be integrated throughout the business curriculum.

CURRICULUM

We Believe That instruction should address the development of skills in all phases of business communication including writing, listening, speaking, reading, and interpreting nonverbal cues.

We Believe That content areas at the introductory level of instruction in business communication should include:

< Communication theory
< Basic language skills, such as grammar, spelling, and punctuation
< Reading comprehension
< Written communication, such as letters, memorandums, reports, resumes, and minutes
< Oral communication, such as telephone, dictation, and conference techniques
< Interpersonal communication, such as listening, interviewing, and interpreting nonverbal cues
< Problem solving and decision making.

We Believe That at the advanced level of instruction in business communication students should further develop and refine those skills related to the content areas identified above.

In Addition, We Believe That students should:

< Understand organizational theory
< Be able to select appropriate media and channels for communication
< Know how to evaluate their own communication efforts
< Develop reference/research skills utilizing business and industry resource materials.

INSTRUCTIONAL STRATEGIES

We Believe That business educators should use a variety of instructional strategies and the latest technology when teaching business communication. Team teaching, simulation, programmed instruction, individualized instruction, and independent study can be used separately or in combination to teach business communication. Business educators must consider their personal strengths and weaknesses, student capabilities, budgets, and facilities and other ergonomic factors when determining instructional strategies.

EVALUATION

We Believe That student performance should be evaluated in terms of competencies specified by business and industry. Evaluation should evidence mastery of these communication skills: oral, written, listening, nonverbal, problem solving, and decision making.

RESPONSIBILITY OF BUSINESS EDUCATORS

We Believe That the development of communication skills should be included in all instruction preparing students for the business world.

We Believe That business educators are uniquely qualified and have a responsibility to teach business communication skills. In addition to their specialized educational background, business educators maintain an awareness of the changing needs of business through:

< Business advisory committees
< Business internships
< Cooperative office education programs
< Professional organizations in education and in business
< Ongoing business and education seminars and workshops
< Requests from business for consultative services

We Further Believe That business educators have an opportunity and a responsibility to use their expertise in helping to solve communication problems in business and industry through training programs or other consulting arrangements.

We Believe That when business communication is taught as a separate course, it should be recognized as meeting one of the language arts/English graduation requirements.

We Believe That Business Educators Must Accept The Challenge of Developing Students' Business Communication Skills.

Policy Statement No. 37, 1985

This We Believe About The Role Of Business Education In The Comprehensive High School

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The purposes of the comprehensive high school are to provide:

1. A sound general education for all students as citizens in a democracy.

2. Elective programs for students to develop useful knowledge, skills, and attitudes.

3. Preparation for students who will seek further education.

Therefore, **We Believe That Business Education--**

1. Has a responsibility to help all high school students develop business, economic, and computer literacy.

2. Must provide needed leadership experiences through its student organizations.

3. Must provide occupational preparation for those students who will enter the work force upon completing high school.

4. Provides courses which should be accepted as meeting specific general education high school graduation requirements.

5. Provides courses which should be recognized as appropriate electives for college-bound students and should be accepted by colleges and universities as meeting part of their entrance requirements.

GOALS OF BUSINESS EDUCATION

We Believe That The Goals Of Business Education Are To:

1. Educate individuals for and about business.

2. Provide opportunities for nonbusiness students to acquire business knowledge, skills, and attitudes needed to function effectively in their careers.

3. Provide a continuous program of planned learning experiences designed to help students effectively fulfill three roles:

    a. Make intelligent socioeconomic decisions as citizens
    b. Produce and distribute goods and services as workers
    c. Use the results of production as consumers.

4. Provide career information which will help students relate their interests, needs, and abilities to occupational opportunities in business.

CONTRIBUTIONS OF BUSINESS EDUCATION TO GENERAL EDUCATION

General education is designed to help all students attain the basic knowledge, skills, and attitudes which enable them to become contributing members of society. Therefore, **We Believe That Business Courses, Such As Business Communication, Business Economics, Business Management, Business Mathematics, Computer Literacy, Consumer Economics, General Business, Keyboarding, And Occupational Program Sequences Contribute Greatly To Meeting The General Education Needs of High School Students.**

Since many business courses develop competencies included in courses mandated in other general education areas, **We Believe That Those Business Courses Should Be Accepted And Applied Equally Toward Graduation.** Clearly such action depends upon all high school courses having well-described objectives and effective competency measures on the knowledge, skills, and attitudes to be developed.

CONTRIBUTIONS OF BUSINESS EDUCATION TO THE COMPREHENSIVE HIGH SCHOOL

We Believe That Business Education Must Be An Integral Part Of A Balanced Program Of Study In The Comprehensive High School. Through the business education program, students experience the practical applications of basic skills to real world and real work situations. The public demand for students to have improved competencies in basic skills can be met through comprehensive business education programs where communication, computation, and computer skills are applied.

We Believe That The Diverseness Of The Business Education Curriculum Allows The Creative Teacher To Incorporate The Development Of Concepts And Values That Are Needed By Students, The School, Business, And The Community.

Business occupations represent the area of greatest potential for most communities in terms of both employment demand and student interest. Therefore, **We Believe That Because Business Education Serves A General As Well As A Documented Occupational Need, It Is One Of The Most Essential Programs In The Comprehensive High School.**

CONCLUDING STATEMENT

We strongly support—

- **Business education for business** which provides potential for making citizens financially self-sufficient and contributes to career development.
- **Business education about business** which provides instruction for learning how the private enterprise system functions and how one's business and economic life can be managed more efficiently.
- **Business student organizations** which provide a supplement to classroom learning and an opportunity for leadership development.

Further,

We Believe That These Three Dimensions Are Complimentary And That A Commitment To Them By Every Business Educator Will Help Achieve The Purposes Of The Comprehensive High School.

Policy Statement No. 38, 1985

This We Believe About Linkages With Business

Business education historically has maintained a close involvement with the business world. The realities of the business world are reflected in course content, teaching strategies that incorporate current business practices, and the professional activities of business teachers. An effective involvement with the business world results when certain linkages are in place--linkages which provide desirable avenues for interaction among business persons, educators, and students.

BENEFITS

We Believe The Benefits Of a Linkage With Business Are Three Dimensional:

1. **For the business educator:** opportunities to communicate positively the mission of business education, sources of upgrading and updating the knowledge of teachers, and opportunities for consulting and interacting with employers.

2. **For the businessperson:** improved entry-level employees who possess useful and needed knowledge and skills, opportunities to utilize and blend the theoretical knowledge of educator consultants with the practical knowledge of businesspersons, and opportunities to exchange technical information and research results between business and education.

3. **For the student:** internships and cooperative education program opportunities, increased levels of relevancy in course work and other learning experiences which help lead to successful careers, and contacts and resources for future full-time employment.

COOPERATION

Specific areas of cooperation with business include the use of advisory committees, the development of cooperative education or internship programs, and the utilization of student organizations as cocurricular activities.

Advisory committees at all levels of education provide for a formal interaction between education and business. Research indicates that effective liaison requires considerable care in constituting the advisory group. Committees which operate with well-defined member roles, established goals and objectives, and active assignments for members are the most effective and provide a desired linkage.

Cooperative education or internship programs provide experiences which integrate actual business experience with classroom learning. When such programs are based on carefully selected work stations, on well-developed training plans, and on supervision and evaluation provided by both the educator and the employer, this interface results in well-qualified and well-trained workers who enter the work force with realistic understandings of work and the responsibilities and opportunities of an employee. The interface also provides a constant feedback in terms of classroom and curricular needs.

Student organizations provide experiences which take students beyond the classroom and bring businesspersons into the educational setting. Such linkages with business open opportunities for students to visit places of business and to interact with businesspersons about employer expectations and career opportunities. These personal contacts provide practical reinforcement of what has been learned in the classroom.

Cooperation is promoted through the observation of special events, such as "Education for Business Week," "Professional Secretaries Week," "Vocational Education Week," and "National Consumers Week." Through these special observances, attention is called to the mutual interests and concerns of business and education. An appropriate focus on what business education does in each of the targeted areas should be promoted.

MEMBERSHIPS

Business educators at all levels should hold active memberships in professional organizations for secretaries, accountants, information processors, office managers, computer programmers, sales and marketing personnel, and other business occupations for which students are prepared. Contacts and expertise acquired through these memberships should be used to enrich and update instruction.

Businesspersons should be encouraged to hold active or associate memberships in appropriate business education organizations. Through such memberships, businesspersons gain an understanding of educational matters. In addition, contact with businesspersons helps teachers add realism to the classroom and develop better-prepared employees for business.

PLACEMENT

Business educators have a unique opportunity to utilize their linkages with business to provide students with personalized career counseling and to help locate jobs for their graduates. Whether graduates seek placement immediately upon completion of a program or seek further education, such career counseling is a significant benefit to the student.

Business educators must work closely with school counselors, placement personnel, and others involved in career guidance and placement. The input of business teachers

must be substantive and reflective of their expertise in communicating the realities of the world of business.

CONTINUING EDUCATION

An increasing demand exists for business courses at the adult level which can be offered in all types of institutions by teachers dedicated to meeting the training and retraining needs of society. Employees should be encouraged to enroll through company tuition reimbursement or other incentive plans. In some instances, training needs are served best by teaching courses on the employers' premises. In addition to offering traditional courses, business educators should participate in the development of courses tailored to meet the needs of particular groups.

Business educators also play a major role in solving the problem of unemployment through government-sponsored training programs such as the Job Training Partnership Act (JTPA).

Assisting employed professionals with the attainment of desired certification such as the Certified Public Accountant (CPA), Certified Professional Secretary (CPS), Certified Administrative Manager (CAM), or Certified Records Manager (CRM) further enhances the stature of business education and establishes additional linkages with business and professional groups.

FUNDING

Business educators must use their influence to encourage businesses to fund scholarship and grant programs that enable students to receive an education for business. Likewise, business educators as well as business leaders should contribute to the funding of research needed to improve business education. Funding should also be provided for faculty development and endowed chairs in business education.

EVALUATION

Business educators must consider answers to the following questions in evaluating linkages:

1. Do linkages provide for a broad range of contacts?
2. Do linkages result in desirable educational content of benefit to students?
3. Do controls stay in the hands of educators who are best prepared to make decisions concerning the teaching-learning process?
4. Do linkages allow the educator or the educational institution to maintain a neutral, objective position on issues?

When the answers to these queries are positive, desirable linkages have been established.

Therefore, We Believe That Business Students, Teachers, Programs, And Businesspersons Benefit Significantly From Linkages Which Help Accomplish The Mission And Goals Of Business Education.

We Also Believe That Business Educators Must Assume Responsibility In Establishing Needed Linkages.

We Further Believe That Linkages Already In Place, As Well As Those To Be Established, Need The Leadership of Business Educators To Assure That The Linkages Are Properly Established And Operate So That Both Business And Education Benefit And The Overall Program Of Business Education Is Improved.

Policy Statement No. 39, 1986

This We Believe About The Future Of Business Education

As technological advances continue to revolutionize education and the workplace, business educators face one of the most exciting and challenging periods in the history of business education! Never have business educators had such a tremendous opportunity to move in new directions. These directions include:

< Expanding areas of teaching expertise
< Preparing students and retraining workers for changing work requirements
< Incorporating new course content
< Developing new educational delivery systems
< Creating new strategies for teaching traditional courses
< Maintaining a human perspective in a technological environment
< Establishing communication networks
< Expanding and diversifying research projects and activities

FUTURE DIRECTIONS FOR BUSINESS EDUCATION

A futuristic approach to the development and/or revision of the business education curriculum is essential at every educational level. Therefore, We Believe That the business education curriculum must:

< Reflect emerging technology such as voice-reproduction systems, electronic mail, networking, teleconferencing, and voice-activated equipment.
< Include such concepts as the electronic cottage, ergonomics, robotics in the workplace, satellite communications, and expert systems and artificial intelligence.
< Incorporate concepts that teach workers to function effectively in a high-tech environment.
< Reflect the ethical dimensions of such issues as computer security, software rights, copyright protection, information integrity, and invasion of privacy.
< Incorporate input from business and other community sources.
< Reflect the findings and implications of relevant research.

In addition,**We Believe That** business education curriculum must reflect the impact of computers in the world of work and society in general. Therefore, **technology literacy and keyboarding must be required of all students and must be taught by educators who are well trained in the specific methodology.**

Since the “information explosion” and industry’s demand for increased productivity require workers to meet higher expectations, **We Believe That** the business education curriculum should include increasing emphasis on:

< Refining traditional communication skills of writing, speaking, listening, and reading
< Expanding and improving computational skills
< Identifying and solving problems
< Developing critical thinking, reasoning, and decision-making skills
< Improving and refining interpersonal skills

Besides capitalizing on emerging trends and technologies and emphasizing basic skills, **We Believe That** the business education curriculum must continue to provide a strong foundation in such traditional areas as accounting, basic business, business communication, business law, consumer economics education, data and information processing, economics, management, marketing, and office support systems. These areas will continue to be an important part of the curriculum, although some will need to be presented using different delivery systems such as microcomputers, modular course offerings, interactive video, and software simulations.

Because of the very rapid growth of entrepreneurship, **We Believe That** the business curriculum must provide more opportunities to develop the knowledge and skills needed to establish and manage a business.

Further, **We Believe That** business student organizations must remain an integral part of the business curriculum because these organizations provide opportunities for students to develop leadership skills.

We Believe That the business curriculum should be based upon recognized standards of excellence and the findings of current research so that

< Quality programs can be assured
< Accountability can be demonstrated
< Articulation can be achieved

As we move in new directions, business educators must identify components of the business education curriculum that can be integrated into the total curriculum. **We Believe That** business educators have many opportunities to develop new courses and enrich existing ones by using an interdisciplinary approach. Business educators can become more active participants in the total academic process and thus improve the overall image of business education.

Finally, **We Believe That** business teacher education programs must meet national standards of excellence. The business teacher education curriculum must be structured to include new developments in subject matter, emerging applications of instructional technology, and meaningful opportunities for work experience and internships.

ROLES AND RESPONSIBILITIES

The following groups have a responsibility to ensure that business education programs respond effectively to these challenges:

< **Business educators** must become involved in planning and developing curriculum based upon research; learn the technologies appropriate to their teaching responsibilities; maintain an awareness of change and its impact on careers; become involved in local, state, and national issues; participate actively in business, community, and professional organizations; and emphasize the interdependence of business and economic institutions around the world.

< **Teacher educators** must provide leadership in conducting and applying research to assure that all instruction is based on valid knowledge about teaching and learning, new concepts, and technological and cultural developments in the workplace. Teacher educators must demonstrate competencies in operating equipment and teaching new technological skills; develop methodologies that parallel the growth of emerging and changing directions of business; provide leadership for all business educators; and become aggressive advocates for maintaining business teacher education programs.

< **School administrators** must provide professional development opportunities for business educators, provide adequate financial support to business education programs, support the expeditious approval of needed business education curriculum change, and encourage and support flexible scheduling and innovative course offerings.

< **Professional organizations** must provide leadership to identify and address concerns of business education; develop, communicate, and promote the organization's position on those concerns; foster research in business and business education; establish and participate in communication networks for the dissemination of information; and sponsor conferences, seminars, and meetings for the professional growth of members.

< **Business personnel** must support business educators by providing input on existing programs. In addition, they should serve on advisory committees, participate in faculty loan or exchange programs, provide faculty and student internships, and support programs and research through funding.

< **Publishers** must demonstrate an awareness of the changing business environment, work with teachers to identify educational needs, and respond to those needs.

Business education must respond rapidly to change, and all groups must work cooperatively to face the new challenges and opportunities with optimism. We believe in the future of business education and our ability to respond positively!

Policy Statement No. 40, 1986

This We Believe About The Role Of Business Educators In Influencing Legislation

Criticism of public education in recent years has had a dramatic impact on the educational programs in the United States. The "back-to-basics" movement, reports from national and state commissions, and criticisms by media have caused society to take a serious look at educational institutions and their effectiveness in providing quality education.

The concern for excellence in the schools has forced legislators to become more actively involved in educational matters and to introduce legislation to ensure quality education. Legislators have expressed the concern that many graduates cannot read, write, or speak effectively and cannot perform basic mathematical computations. In addition, some legislators believe that funds appropriated for educational purposes have not been expended effectively.

In their efforts to ensure quality education, legislators have introduced bills mandating additional courses in English, mathematics, and science. Generally, the legislation makes no reference to content or performance standards, apparently based on the assumption "more is better."

The need to provide students with a solid foundation in basic academic skills is strongly supported by business educators. Business education courses have always emphasized such basic skills instruction. Followup studies and commentary from students indicate that they learned the "basics" in business education courses.

Yet the "back-to-basics" movement and the actions to improve education have had an adverse effect on business education programs in many states. Business education courses have been deleted from the curriculum or are in jeopardy of deletion.

Since legislators play a very significant role in educational funding and decision making and because certain legislation has had an adverse impact on business education, **We Believe That** business educators must consider legislation and the legislative process a major concern to be addressed.

BUSINESS EDUCATION PROFESSIONALASSOCIATIONS

We Believe That national, state, and local business education professional associations must take a proactive stance regarding legislation. They must pursue an aggressive legislative plan of action to deal with issues that affect business education, and they must coordinate the efforts and actions of their members. The legislative plan should include the following:

- Strategies for aggressive action to support or reject proposals that affect business education
- Annual plans of action to address identified legislative issues
- On-going legislative committees to develop the association's positions, strategies, and plans of action on all legislative matters
- Networks to provide communication on legislative matters and to elicit appropriate unified action

To accomplish the legislative plans most effectively, **We Believe That** professional business education associations should contract with business education advocates to (1) keep members up to date on the events taking place in the fast-moving legislative arena; (2) advise the associations and their members on legislative matters; and (3) promote business education to business, legislators, and state and federal education agencies.

We Believe That business education professional associations must take a leadership role in bringing together associations representing other educational groups to present a unified front to legislators on matters of mutual concern.

Consequently, business educators must establish procedures for communications with these groups so that we all may speak with one voice and become a greater force in influencing legislation.

We Believe That business education professional associations should initiate and support legislation that provides adequate funding for curriculum development, faculty development, instructional equipment and supplies, and research projects.

We Believe That business education professional associations as well as members must involve the business community in obtaining support in legislative matters.

STATE LEVEL BUSINESS EDUCATION PERSONNEL

We Believe That business education representatives from agencies, such as state departments of education, should become actively involved in providing information to business educators concerning legislative matters. One way of accomplishing this involvement is to have business education representatives from agencies serve on boards and committees of state business education professional associations.

BUSINESS EDUCATORS

Since legislators are more sensitive to the needs of their own constituents, We Believe That business educators must become actively involved at the local level in developing positive relationships with their legislators. These relationships should provide opportunities to:

< explain the goals and purposes of business education
< enumerate the benefits of business education to the students and to the community
< cite the contributions of business education to the economy
< describe the needs of business education and suggest ways of meeting them
< seek support on legislative issues
< influence educational policy

We Believe That business educators must work closely with business personnel to convince them of the importance of business education programs and the support needed from the community. In addition, they should involve business personnel as advocates for legislative action to improve the effectiveness of the business education program.

Education IS legislated! Therefore, business educators must become actively involved in the legislative process to effect actions that lead to the improvement of business education.

Policy Statement No. 41, 1987

Business Teacher Education: A Commitment To Excellence

Since business organizations are dependent on well-prepared workers, the strength of the nation's economy lies in the work force. With qualified, productive employees, business can function effectively, and the country can maintain a competitive posture. Because business educators are charged with the responsibility of educating a large segment of the work force, the quality of business education at all educational levels directly impacts the well-being of the business community. Business teacher education, therefore, is inherently involved as an important part of the foundation of the nation's economy. Because of this major role, business teacher education must remain strong and responsive to the changing requirements of the work force.

The importance of business teacher education to business demands that urgent attention be given to strengthening this component of business education. As educational reform sweeps the country, business teacher educators must take this opportunity to implement an orderly, effective, and comprehensive plan of action designed to strengthen business teacher education.

The purpose of this action plan is to provide suggestions for strengthening business teacher education through program improvements, professional liaisons, and student recruitment. In addition, this plan provides recommendations to business education leaders at the national level.

RECOMMENDATIONS TO BUSINESS TEACHER EDUCATORS

Program Improvements on the Local and State Levels

Business teacher educators should:

1. Use NBEA's Standards for Excellence in Business Education; the AACSB Accreditation Council; Policies, Procedures and Standards; NBEA's Business Teacher Education Model Curriculum Guide; and other sources to update the business teacher education curriculum.

2. Provide graduate business teacher education based on emerging content for teachers who need to update their skills and knowledge.

3. Require high-quality, business-related work experience as a component of the business teacher education curriculum.

4. Work with business and industry to provide business teachers with periodic internships and inservice work experiences for which graduate or recertification credit is awarded.

5. Provide undergraduate business teacher education students with opportunities to observe and/or teach at various levels of education--elementary, secondary, vocational-technical, and private business schools.

6. Design business teacher education laboratories based on state-of-the-art offices in business and industry, and locate funding sources for equipping the laboratories.

7. Include strategies in the business teacher education curriculum for working with special needs students--gifted, multicultural, disadvantaged, and handicapped.

8. Work with educators and administrators at all levels to ensure that business teacher education is perceived as a professional, technological, and management-oriented program.

9. Seek opportunities to expand technological and business knowledge through leaves of absence, sabbaticals, internships, and work experience.

10. Work with local and state policymakers to secure funds to strengthen the business teacher education program.

11. Conduct research in new as well as traditional areas relevant to business education to develop new methodology and curriculum, and disseminate meaningful findings through presentations and publications.

Professional Liaisons on the Local and State Level

Business teacher educators should:

1. Work with state department personnel in providing courses, workshops, and other services to strengthen business education.

2. Demonstrate a commitment to professionalism by taking an active role in business education and other related organizations.

3. Integrate professionalism as part of the business teacher education curriculum by actively involving future business teachers in local, state, regional, and national professional organizations.

4. Involve representatives of business and industry in developing business teacher education programs, exploring sources of funding, and locating intern/employment placement sites.

5. Sponsor and conduct staff development activities for educators.

6. Promote the accomplishments of qualified business educators by nominating them for awards that recognize outstanding performance and by publicizing their achievements at local, state, regional, and national levels.

7. Promote the accomplishments of students by publicizing their achievements through appropriate media.

Student Recruitment on Local and State Levels

Business teacher educators should:

1. Use creative marketing strategies such as the following to tap identified sources of students (secondary schools, technical and community colleges, and private business schools) for business teacher education programs.

   < Invite business educators and their students to the campus. Provide information on admissions, financial assistance, and the business teacher education program.
   < Sponsor competitive events and leadership activities on campus for business students, allotting time on the program for recruitment.
   < Sponsor a Business Teacher Education Day to focus attention on business teaching as a career.
   < Visit secondary schools and community colleges to promote business teacher education.
   < Include business teacher education students on recruiting visits.
   < Recruit students from nontraditional educational programs.
   < Involve advisory councils and other support groups in soliciting funds for business teacher education scholarships.
   < Utilize public service announcements in conjunction with recruitment and other professional activities.
   < Invite campus and local media representatives to feature the business teacher education program.
   < Publish a promotional newsletter for distribution to business education teachers at all levels.
   < Develop a quality video production for recruiting purposes.
   < Circulate attractive informative brochures to guidance counselors and business educators at all levels.

2. Establish a “Replace Yourself Campaign” where each business educator is asked to recruit, encourage, and serve as a role model and mentor for at least one student interested in becoming a business educator.

3. Establish short- and long-range plans to recruit promising candidates for business teacher education programs. Sources include undeclared university majors as well as individuals in community colleges, technical colleges, private business schools, secondary programs, and business firms.

4. Articulate with two-year and postsecondary schools so students can transfer to business teacher education programs with maximum credits.

RECOMMENDATIONS TO NATIONAL LEADERS FOR EFFECTING CHANGE AT LOCAL AND STATE LEVELS

National leaders of business education professional organizations can assist in strengthening business teacher education programs by implementing the following strategies:

1. Plan and implement a national marketing campaign that portrays business teaching as a profession that directly impacts the nation's economy.

2. Organize and implement a national "Replace Yourself Campaign."

3. Feature articles in professional publications where business teacher educators are encouraged to share their successful recruitment models, new and innovative teaching methodology, and curriculum changes.

4. Advocate and lobby for legislation that provides funds for the improvement of business teacher education programs.

5. Develop a national network of business partners who depend on the public education system for workers, and seek their support in promoting the need for strong business teacher education programs. Involve this network in securing financial support for lobbying efforts and the national marketing campaign.

6. Provide leadership in developing a plan which can be used to develop a network of small businesses to support business teacher education at the local level.

7. Encourage business student organizations to support national projects designed to increase interest in business teacher education.

8. Encourage professional organizations to develop state or chapter projects that promote outreach programs to locate promising students who are interested in becoming business education teachers.

9. Gain support for business teacher education programs from such organizations as the National School Board Association, National Association of Chief State School Officers, National Association of School Administrators, National Education Association, and National Association of State Directors of Vocational Education.

10. Develop short- and long-range research plans which ensure that business teacher education programs are current and relevant.

11. Develop, promote, and disseminate national standards related to business teacher education on an ongoing basis.

12. Develop a national foundation for business education which would have funding for promoting and strengthening business teacher education programs.

CONCLUDING STATEMENT

A new era in education is being ushered in with the twenty-first century. This era is a time for reflection, a time for growth, a time for change, and a time for action. Business education must maintain its important place in the overall reform of education by strengthening its position as a relevant, dynamic, and visionary profession. As we work to strengthen our position and to effect positive change at all levels of business education, we must remain aware of the fact that we, as a profession, are only as strong as our business teacher education programs.

Let every professional business educator resolve to make a contribution to the preservation and strengthening of business teacher education. Let businesses add their strength and financial support. **Together we can achieve educational excellence; together we can make a difference by strengthening business teacher education and assuring continued availability of a competitive, productive work force.**

Policy Statement No. 42, 1987

This We Believe About The Role Of Business Education In Teaching Entrepreneurship

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Entrepreneurial venture is immensely important to the American economy.

Over 600,000 small businesses are created annually.
Small businesses have grown in number from 5.4 million in 1954 to more than 15 million in 1987.
Small businesses comprise 97 percent of the nation's companies.
By 1990 the small-business sector will be responsible for more than 50 percent of the nation's gross national product.
Since 1969 small-business enterprise has created over 80 percent of the new jobs in the work force.
More than two-thirds of the entry-level jobs are in small businesses.
The small business sector employs 56 percent of all employees.
One of eight persons is self-employed.

Current data indicate a continuing and accelerating shift to a more entrepreneur-driven economy.

Despite the positive impact of small business ventures on the nation's economy, some negative aspects have hindered economic progress. Two-thirds of new businesses fail within their first four years of existence. These failures are a severe blow to the nation's economy and cause personal trauma and loss to entrepreneurs. This attrition affects both employment and general economic growth, and ultimately, the consequences are borne by society. A significant reduction in the attrition of small business ventures can enhance dramatically our nation's economic productivity and competitiveness.

THE MISSION OF ENTREPRENEURIAL EDUCATION

We Believe That entrepreneurial education is essential in preparing students to promote and market new ideas, products, and services needed to ensure our nation's continued economic growth. Since 90 percent of all business failures are caused by managerial incompetence and inexperience, the development of entrepreneurial skills is vital to the success of new businesses. Entrepreneurial education is a means of increasing productivity and revitalizing the nation's economy. By offering education and training for small business ownership and management, business educators support economic development.

Therefore, **We Believe That** a greater emphasis must be placed in the business education curriculum on the development of knowledge and the specialized skills necessary to establish and manage a business. Business educators at the national, state, and local levels must promote and encourage the development of entrepreneurial education.

ENTREPRENEURSHIP IN THE BUSINESS EDUCATION CURRICULUM

We Believe That the business education curriculum should include the following elements of entrepreneurial education:

Awareness of the small business environment.
Consideration of small business ownership as a career.
Exploration of varied business opportunities.
Preparation in specialized knowledge and managerial skills, such as creating the business plan, solving problems, making decisions, managing financial resources, keeping records, and minimizing risk.
Development of values and attitudes required for successful business ownership.
Curriculum content should be verified by research as being necessary for successful small business ownership.

THE ROLE OF BUSINESS EDUCATORS IN PROMOTING ENTREPRENEURIAL EDUCATION

We Believe That business educators should provide entrepreneurial education to the following client groups:

Students who are considering small business ownership as a career option.
Persons who are potential entrepreneurs and are ready to become self-employed.
Individuals who currently are operating small businesses.
Persons who are, or will be, employed in the small business sector.

Further, **We Believe That** business educators should:

Ensure that entrepreneurial programs are accessible to all client groups.
Articulate entrepreneurial programs among all educational levels.
Promote the concept that entrepreneurial opportunities should not be limited by factors such as age, gender, race, or handicap.
Give special assistance to those populations under-represented in entrepreneurial endeavors.
Share information about exemplary practices in entrepreneurial education.

BUSINESS EDUCATORS PROVIDE THE FOUNDATION FOR ENTREPRENEURIAL SUCCESS

To preserve our country's economic system, dedicated leadership is needed in teaching and promoting entrepreneurial ventures. **We believe that business educators must assume major responsibility for providing this leadership.**

Policy Statement No. 43, 1987

This We Believe About Research In Business Education

The expansion of business to worldwide markets, the changing technology, and innovative approaches to business enterprise require business education to respond quickly to the need for change.

We Believe That change, however, must be supported by valid research findings. Research is essential for fostering continuous progress in the field of business education.

Research in business education must be designed to seek valid answers to questions of content as well as the process of instruction. Faced with far-reaching changes in the economic, technological, and cultural environment in which education for business occurs, we are being challenged to re-examine what we teach and how we teach it. Sound research, both qualitative and quantitative, can make substantial contributions to the improvement of business education by providing a knowledge base that is credible and powerful.

Research is a form of careful, critical, and disciplined inquiry. Research varies in technique and method according to the nature and conditions of the problem identified, yet it is directed toward the clarification or resolution of the problem. Research is distinguished from other forms of disciplined inquiry in the methods by which data are collected, evidence marshaled, arguments presented, and opportunities afforded for verification, refutation, and replication.

We Believe That research should be based on sound, accepted procedures. These include developing researchable questions, using a defensible sampling design for the collection of data, applying appropriate techniques in the analysis of data, and drawing conclusions that recognize any limitations of the data.

We Believe That research must be interdisciplinary. Business educators must work directly with individuals in other disciplines whose findings may complement and strengthen research in business education. In turn, business educators must communicate to other disciplines findings that would be of benefit to them in such areas as communications, interpersonal relationships, problem solving, applied technology, and professional development.

Also, **We Believe That** research must be approached from a global perspective. Business operations now include international involvement. Research, therefore, should

examine training methods, production means, and employee attitudes as well as economic and cultural values of other countries.

We Believe That findings of significant research affecting business education must be disseminated in ways that will enhance their utilization by a larger number of business teachers and by other practitioners. The gap between the producers of research and the users of research must be bridged. Similarly, the time span between what research is conducted and when it is available to users must be shortened so that findings can be applied more quickly.

ROLES AND RESPONSIBILITIES

We Believe That Business Educators must become more effective users of research and should:

Foster a positive attitude toward research and its findings.
Acquire the knowledge essential for understanding the potential and limitation of research and for distinguishing between sound and poor research.
Re-examine ideas, beliefs, and practices in view of knowledge discovered and supported by research.
Apply knowledge advanced by sound research to improve business education.
Participate in research-oriented meetings, conferences, and activities; share ideas and experiences; disseminate research results.
Strengthen research skills and understanding by conducting research projects.

We Believe That Business Teacher Educators must provide leadership in conducting research and disseminating and applying research findings. Business teacher educators must assist classroom teachers in appreciating and understanding the role of research. A primary goal must be to help teachers become more competent in conducting research and in applying research findings to the development of curriculum and instruction. In addition, business teacher educators should encourage other teachers to seek funding from those agencies which support and sponsor research.

We Believe That research is the responsibility of many. Professional organizations, state departments of education, publishers, business and industry, and government agencies all have a responsibility to encourage, initiate, support and disseminate research. When feasible, joint research projects and joint dissemination of results should be undertaken.

We Believe That the Delta Pi Epsilon society has played an important role in the development of research in business education. The society must continue to provide a forum for business education research through the publication of the *Delta Pi Epsilon Journal*, the continuation of the biennial research conference, and the support of chapter research projects.

We Believe That the Delta Pi Epsilon Research Foundation, Inc., must continue to be promoted and strengthened to meet the increasing need for quality research in business education. The Foundation provides a unique opportunity for **all** business educators to support research through gifts to the Foundation and to obtain needed financial assistance through its grant program. Continued progress of business education research requires both.

Research has played an important role in the development of business education and must continue to provide a solid foundation of knowledge for change. **All who are interested in the future of business education must assume responsibility for increased emphasis and involvement in research activities so that business education can respond appropriately and effectively to the challenge of economic and technological change.**

Policy Statement No. 44, 1988

This We Believe About Business Teacher Education

Two major themes, excellence and future directions, underlie the current reform movement in American education. Numerous recent publications on schools and schooling in America have focused attention on accountability and excellence. The impetus for this focus comes from the Carnegie Forum, the Holmes Group, the National Business Education Association (NBEA) Task Force on Business Teacher Education Model Curriculum, the National Council for the Accreditation of Teacher Education (NCATE), and the National Governors' Association. All of these groups advocate improving the quality of teacher education.

Business teacher educators must continue their quest for excellence in teacher education. This policy statement provides a framework for achieving such excellence.

CONCEPTUALIZATION

We Believe That teaching is a learned profession characterized by high educational, ethical, and moral standards. Professional development of teachers requires rigorous teacher education that includes a common body of knowledge associated with teaching.

We Believe That business teacher education is an integral part of the total teacher education enterprise in higher education. Business teacher educators must demonstrate commitment to discovery and dissemination of knowledge that constitutes the primary mission of higher education.

COMPONENTS

We Believe That effective instruction is the major responsibility of a business teacher. Therefore, the business teacher education curriculum must emphasize the following elements:

1. Subject Matter Mastery

The subject matter knowledge base for business teachers must be developed around key concepts in the common body of knowledge as defined by the American Assembly of Collegiate Schools of Business (AACSB). These components include production, marketing, finance, economics, legal environment, ethics, accounting, quantitative methods, management information systems, organization theory, interpersonal communications, and business policy. In addition, business teachers must have a

comprehensive understanding of other business subjects necessary to prepare students for careers in business.

2. Professional Knowledge

All business teachers must understand the fundamental concepts of human growth and development; principles and theories of learning, instruction, and evaluation; historical and philosophical development of business education and its contributions to both general and specialized education; and the nature and scope of professional development.

Methods courses in teaching business subjects must emphasize the intrinsic relationship between content and method since subject matter mastery must include an understanding of how learning occurs in that content area.

3. Professional Experiences

Professional experiences must be designed to help business teachers to relate the knowledge acquired in teacher education to the actual teaching experience, to apply the principles of learning to the organization of instruction, and to develop effective teaching skills. Related field experiences, such as student teaching, must be planned and supervised by business teacher educators.

4. School-to-Work Transition

Business teachers must be aware of, and sensitive to, the reality and demands of the workplace. Specifically, they must recognize current and emerging technological developments in the world of work, understand the implications for interpersonal relations, make informed decisions about what is learned most effectively in school and what is best left for on-the-job learning, and evaluate and modify the content and pedagogy of their courses accordingly.

To effect a transition from school to work, business teacher educators also must maintain close working relationships with business, periodically renew theirwork experience, engage in the conduct and dissemination of research, and provide students with meaningful opportunities for practical experiences in business.

5. Multicultural and International Dimensions

Education for and about business must be approached from a global perspective when preparing business teachers for the classroom. With changing needs of business and the growing cultural and ethnic diversity of many communities, it is necessary to acquire knowledge of the worldwide dimension in order to understand, appreciate, and work with other peoples and cultures.

6. Professional Organizations and Accrediting Agency Guidelines

Business teacher education curricula should be developed using the guidelines and standards established by such organizations as the National Council for the Accreditation of Teacher Education (NCATE), the National Association of State Directors of Teacher Education and Certification (NASDTEC), the National Association for Business Teacher Education (NABTE), and the American Assembly of Collegiate Schools of Business (AACSB). These groups engage in identifying the common body of knowledge and professional competence that graduates of business must possess. The NBEA *Business Teacher Education Curriculum Guide* should be a basic resource in evaluating teacher education programs.

RESEARCH

We Believe That research contributes significantly to the improvement of the content and process of business education. Research must be an integral part of business teacher education. Business teachers must develop an understanding of the research process, become familiar with research-based knowledge relevant to their teaching, and be willing to modify practice in the light of powerful research evidence.

These outcomes are facilitated when significant findings of research in business education and related fields are integrated in the teacher education curriculum and when business teacher educators encourage critical review of research and its implications for practice.

ORGANIZATIONAL STRUCTURE

We Believe That the substance of an educational experience is more important than the route followed in obtaining that experience. Regardless of its placement in the organizational structure of the institution, business teacher education must receive its full share of support and resources from all faculty and administrators.

CHALLENGE TO BUSINESS TEACHER EDUCATORS

We Believe That business teacher educators must continually evaluate their programs, develop and implement effective strategies for attracting quality students to teacher education, and be proactive in recommending changes that will strengthen their academic mission. In addition, linkages should be developed with such relevant groups as alumni, business, educational institutions, legislators, professional organizations, state departments of education, and other government agencies.

Therefore, we believe that business teacher educators must be committed to a continuing renewal of their intellectual and professional skills and a reaffirmation of their central role in preparing competent business teachers for the nation's classrooms.

Policy Statement No. 45, 1988

This We Believe About The Promotion Of Business Education

Business education provides the opportunity for students to acquire business skills and knowledge necessary for functioning in society. As an essential component of the educational mainstream, business education focuses on education for and about business.

Therefore, **We Believe That** business educators must plan and implement a promotional program that stresses the relevance of business education and its importance to the American economic system.

NEED TO PROMOTE BUSINESS EDUCATION

The educational reform movement has resulted in fewer opportunities for students to enroll in elective subject areas. To preserve the *quality* of each program area and to ensure *continued opportunity* for student participation, business educators must aggressively promote the value and benefits of their programs.

Therefore, **We Believe That** business educators at all levels must plan and implement promotional programs that are designed to inform students, parents, policymakers, and other members of the community regarding the importance of business education.

Business education provides the skills and knowledge needed by an information/service society. An expanding business education curriculum with a myriad of opportunities for students has created a need to be assertive in promoting a program for and about business.

All educators and counselors must be made aware that the business education curriculum is constantly changing and can provide challenges for all students as they develop life management and basic skills.

Business education must be promoted as a comprehensive program that complements and supports general education through such content areas as keyboarding, computer applications, personal finance, economic systems, and employability skills. Business educators must assume an active role in identifying and promoting the contributions that business education can make at all levels of instruction.

Administrators, school board members, instructional leaders, legislators, and employers can make informed decisions about the allocation of resources when they are aware of the

impact being made by business education. These decision makers should know that business education has a dramatic and positive effect on the nation's economic competitiveness. Business education supplies the largest segment of the job market--business occupations--with qualified employees.

TARGET AUDIENCES

We Believe That each audience for the business education promotional effort must be identified. Activities and materials must be developed which are closely associated with the specific audience to be contacted.

The following groups comprise the focal point of the business education promotional program:

Students and parents
Guidance counselors, faculty, and staff
School administrators and vocational directors
School board members and members of governing boards
Business and industry leaders
Members of civic, community, and professional organizations
Legislators and other elected officials

PROMOTIONAL RESPONSIBILITIES

We Believe That business teachers have primary responsibility for promoting the business education program at the local level. They should create an image that will attract students to business education courses and that will influence decision makers to support business education. The department head, as the instructional leader in business education, should assume a major role in organizing and implementing the promotional program designed to achieve the goals for both the business department and the individual school.

Professional organizations and state departments of education should provide leadership in developing promotional materials for business education. In addition, they should initiate national and state efforts to promote business education.

PROMOTIONAL STRATEGIES

We Believe That the key elements of a well-organized promotional plan include purpose, goals, outcomes, strategies, and activities with assigned responsibilities and time lines.

Avenues for disseminating information include such communications media as slide tapes, videos, brochures, booklets, decals, posters, displays, advertisements, radio, television, newspapers, and community bulletin boards.

A key factor in program promotion is making presentations to a variety of audiences such as governing boards, parent-teacher organizations, student groups, faculties, counseling personnel, advisory committees, civic organizations, and accrediting agencies.

Students and successful graduates should be involved in promoting business education. The program of work for student organizations should include activities to promote business education and to recognize outstanding student achievement. Endorsements by business representatives who employ students and graduates should be used to enhance the image of business education.

Advisory committee members and employers of graduates should be asked to promote the business education program. They should identify resource persons in the business community, assist in presenting needs to decision makers in the school system, and speak to business, education, and parent groups.

BENEFITS

We Believe That an effective promotional program for business education will provide the following benefits:

Students and parents will have the information they need to make informed choices and to evaluate personal needs as they review business education program offerings.
Counselors will be better prepared to provide career information to individuals for program planning and decision making.
Policy makers and community leaders will understand and support the contribution being made by business educators.
The business community will support the efforts of business educators to develop basic skills which include skills in personal employability, critical thinking, problem solving, and decision making.
Informed legislators, public officials, and boards of education will provide financial, legislative, and policy support for business education.

We believe that an effective public information program benefits both the educational and business community and is critical to the future of business education.

Policy Statement No. 46, 1989

This We Believe About The Impact Of Change Due To Information Technologies

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CHANGE AND OUR SOCIETY

America is a high tech, information, and service society with growing multicultural and international dimensions. This environment creates an opportunity for educational systems to prepare people to adapt to change. Thus, due to advances in information technologies and the information explosion, business educators must define the appropriate action needed to develop knowledge and skills required to handle change effectively.

Society and today's job market are filled with continuous and unpredictable change. When we focus on changes in the work environment, we no longer find discrete jobs within categorical classifications. Information always has been processed, stored, and communicated; however, technology has greatly changed how these functions are performed. We now deal with "administrative systems" and "information systems," which are areas primarily concerned with management of text and quantitative data. As a result, educational leaders--teachers, teacher educators, supervisors, and administrators--and students must recognize and respond to demands created by information technologies. With tasks becoming more sophisticated, emphasis must be placed on strengthening the "new" basics.

CHANGE AND THE "NEW" BASICS

Students must be prepared to deal effectively with expanding technologies under the leadership of up-to-date educators. For our educational system to reflect the emerging technologies and "new" basics, it is necessary for educational leaders and students to be active participants in the change process. Therefore, **WE BELIEVE THAT** all educational leaders and students must develop an acceptance of change and a commitment to the "new" basics: technological skills, decision-making and problem-solving skills, and related employability skills.

Often we hear the cry, "Teach the Basics." But what exactly are the basics that will provide opportunities for success for individuals in our educational systems as we approach the 21st century? **WE BELIEVE THAT** it is important to expand the traditional basics--reading, writing, and computation--to include the "new" basics, skills

that are transferable. These skills provide the background to cope with new technology in a variety of settings.

One of the roles of business education is to prepare individuals to function successfully in our society, a society filled with unpredictable change. We can no longer continue to prepare individuals for only one career. Instead we must emphasize "career flexibility" and provide individuals with the skills and knowledge necessary to be productive citizens in an ever-changing technological environment. Their success depends on their ability to adapt to a variety of opportunities in today's rapidly changing society.

TECHNOLOGICAL SKILLS

Just as smoke signals were once used to communicate, information technologies--particularly the integration of the computer and software applications--are currently serving that role. **WE BELIEVE THAT** emphasis should be placed on these technologies as a tool--a means to an end rather than an end in itself--because technology is outdated so rapidly. The specific technology we teach today may not be the technology students will use in the future. Therefore, we must teach for transferability of skills so that individuals will be able to cope with and use technological innovations as they become a part of the work environment.

Students require an understanding of concepts, rules, and procedures related to the operation of technology. In addition, they must be able to apply the technology when performing business tasks. Therefore, **WE BELIEVE THAT** the primary emphasis should be on developing a conceptual understanding of technology. Students should be provided with realistic instructional activities so they can learn how business employees actually apply these tools. Such realism helps students develop decision-making and problem-solving skills that are transferable to a variety of technical and nontechnical situations.

DECISION-MAKING AND PROBLEM-SOLVING SKILLS

WE BELIEVE THAT decision-making and problem-solving skills are best taught by presenting a balance of "how" and "why" in instruction. The "how" will undoubtedly change as technology changes, but the "why" will generally remain constant.

Technology provides opportunity for selecting alternative solutions to problems. For example, there may be more than one way to complete a task, but students need the decision-making and problem-solving skills to be able to determine the best solution for a given situation. Their success in the workplace may be measured by how well these skills are applied in arriving at a solution. By developing decision-making and problem-solving skills (rather than role memorization), students are able to apply the concepts they learn to situations they will encounter in the work environment.

RELATED EMPLOYABILITY SKILLS

WE BELIEVE THAT students need to develop related employability skills so they will be able to work effectively with other people. These skills include--but are not limited to--following directions, communicating (oral and written), accepting responsibility, setting goals, working independently, respecting others, resolving conflicts, and demonstrating initiative.

Productivity requires an investment in technology as well as in collaborative communications. Students who spend the majority of their school day working independently may have difficulty working in an interactive environment. By participating in group activities, individuals can develop these employability skills and be capable of working as part of a team which makes decisions and solves problems.

THE CHALLENGE OF CHANGE

WE BELIEVE THAT business educators must become effective change agents by:

*Fostering a positive attitude toward change
*Acquiring knowledge essential for understanding the potential of change.
*Reexamining ideas, beliefs, and practices in the presence of change.
*Participating in activities which contribute to change.
*Providing leadership to meet the challenge of change.

WE BELIEVE THAT change requires integrating the development of technological skills, decision-making and problem-solving skills, and related employability skills into the business education curriculum. Furthermore, WE BELIEVE THAT dealing with change, due to information technologies, is the responsibility of many individuals. Thus, business educators must work with other faculty, administrators, school board members, government officials, business representatives, and parents to prepare for, implement, and evaluate the impact of change.

Policy Statement No. 47, 1989

This We Believe About The Role Of Business Education As A Component Of General Education

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The education reform movement, heralded by a series of national reports on the status of education, is generating a period of radical change. The search for quality and excellence in education has been translated by many states to mean additional graduation requirements.

Most states have attempted to legislate quality by requiring students to spend increased class time studying the traditional academic subjects such as English, science, math, and social studies. Policymakers have often assumed that the increased emphasis on traditional academic subjects will prepare all students for whatever life's work they wish to pursue. Mandated changes generally have focused on required class time in these academic subjects rather than on student competencies. Moreover, the educational process by which the results are to be attained has been virtually ignored.

Unfortunately, the teaching of these required academic courses historically has been limited to "academic" departments. This institutional practice has not adequately met student needs as evidenced by the continuing call for better instruction.

The traditional approach to education is often given credit for preparing students to enter postsecondary education institutions. At the same time, however, employers continually complain that too many students exiting the secondary schools are not prepared to enter the work force as productive employees. The reality in today's information/service society is that all students must have a general education that emphasizes both academic and employability competencies.

WE BELIEVE THAT the most productive solution for achieving excellence can be found by first identifying the competencies that are essential for both personal and occupational success. Educational strategies should then be employed by all faculty to ensure that academic content and employability content are integrated into a balanced curriculum throughout all levels of education. Through this integration, educators can ensure that students will be prepared to meet the challenges of career preparation and life-long learning in our changing society.

A balanced curriculum requires an academic core that is reinforced and supported by all disciplines. Implementing such a balanced curriculum has major implications for business education. Therefore, **WE BELIEVE THAT** business educators must integrate

the teaching of both academic and employability competencies throughout the business curriculum. Achievement of such competencies will enable students to:

*Communicate effectively using reading, writing, speaking, listening, and nonverbal skills.

*Apply mathematical knowledge and methods to solve problems.

*Apply economic concepts to work-related functions within the business environment.

*Use technology to solve work-related problems.

*Make informed value judgments.

*Make rational decisions using critical thinking and problem-solving techniques.

*Develop productive work habits.

*Take responsibility for and exhibit pride in one's work.

*Develop a positive work ethic.

*Prepare for working and living in a changing environment.

*Transfer and apply those skills learned in one setting to another setting.

*Prepare for learning throughout one's life.

The effective integration of these competencies into the business education curriculum requires that business educators embrace and become full partners in the reform effort.

WE BELIEVE THAT school systems should accept business education subjects such as business English, business math, and economics to fulfill academic graduation requirements. To achieve this outcome, business educators should work with other faculty, counselors, administrators, school board members, government officials, business representatives, and parents to implement a balanced curriculum consistent with the content and rigor set forth in the goals of the educational institution. To ensure credibility, business educators must be prepared to teach the academic competencies that are to be included in the business education curriculum.

In addition to identifying the competencies to be taught, business educators should determine the most effective delivery systems. Since many students master competencies more effectively through applied learning, **WE BELIEVE THAT** business educators should teach basic academic skills as they apply to work-related functions. As a result, students will appreciate the need to develop the strong basic skills required to compete

and succeed in today's society and work force. This incentive should motivate them to achieve higher levels of performance in all subject areas. Business education thus becomes a powerful vehicle for motivating and educating a vast number of students, including those who have been unsuccessful in learning the traditional academic subjects.

Implementing a balanced curriculum is the responsibility of all faculty. In this partnership, business educators give students purpose for learning academic content. Therefore, **WE BELIEVE THAT** business education is a critical component in the general education of all students.

Policy Statement No. 48, 1990

This We Believe About The Role Of The Business Education State Supervisor

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The business education state supervisor* provides the link between local programs and state education agencies. Serving as the catalyst for change to enhance the quality of business education, the state supervisor has the responsibility to ensure the availability of comprehensive business programs. In addition, the supervisor ensures that directives of the state board of education are implemented.

WE BELIEVE THAT the state supervisor serves as the state department liaison with all entities involved with business education. This liaison responsibility includes initiation, development, improvement, and implementation of ideas and programs to better meet the needs of students and the business community. The supervisor strives by example to shape and promote the values of business education.

The business education state supervisor's role should focus on three primary areas: (1) curriculum, (2) leadership, and (3) public relations.

CURRICULUM

WE BELIEVE THAT the state supervisor's role is to coordinate an effective statewide business curriculum, including scope, structure, and sequence. The supervisor should:

*Plan, organize, and coordinate the development of business education materials and curriculum guides that will enhance the quality of instructional programs.

*Encourage the integration of academics and business content to help prepare students for life-long learning.

*Assist in developing courses that meet high school graduation requirements, that are appropriate electives for college entrance requirements, and that articulate among various levels of education.

*Support pilot curriculum projects and programs for new and emerging business occupations.

*Provide technical assistance to administrators and instructors for the improvement and expansion of business programs.

*Provide leadership for integrating technology throughout the business curriculum to develop and reinforce knowledge and skills required for employment and personal application.

*Promote and coordinate vocational student organization activities and support the integration of leadership development into the business curriculum.

*Maintain and share data about services and instructional materials available to business educators.

*Promote equity in business programs through the use of nonbiased instruction and provide information regarding options for students to enter nontraditional occupations.

*Encourage the use of a variety of instructional strategies to meet the needs of all students.

LEADERSHIP

WE BELIEVE THAT the state supervisor's role is to provide business program leadership, establish linkages, secure and manage financial resources, and monitor and evaluate programs. Thus the supervisor should:

*Engage in personal growth and professional development by participating in continuing education activities such as reading professional literature and attending conferences, workshops, and seminars.

*Serve as a role model and mentor for business educators.

*Establish, interpret, and monitor standards for approving programs in business. These standards should include, but not be limited to, specifications related to curriculum, equipment, facilities, evaluation, guidance, promotion, and teacher certification or licensure.
*Evaluate program effectiveness through on-site visits, employment-readiness testing, placement statistics, and follow-up data to ensure quality and up-to-date programs.

*Identify funding sources, develop grant applications and proposals for business programs, monitor progress on grants, process funding claims, and write reports.

*Work with teacher educators to identify preservice and inservice needs and assist in delivering content that meets those needs.

*Assist instructors and administrators with short- and long-range planning to ensure state-of-the-art business programs.

*Analyze, interpret, and communicate polices and regulations to instructors and administrators.

*Promote communication and establish linkages with business and industry, associations and organizations, advisory groups, and government entities.

*Encourage business instructors to become active members of professional associations at all levels.

*Promote careers in business teaching among underrepresented groups.

PUBLIC RELATIONS

WE BELIEVE THAT the state supervisor's role in public relations is to establish a system of communication among agencies dealing with business education to assimilate current, relevant information and to assist in marketing business programs. Thus the supervisor should:

*Work with business and industry, advisory/consulting committees, governmental regulatory agencies, and professional associations to promote and enhance the image of business education.

*Be knowledgeable regarding legislative issues and encourage business instructors to become involved in those issues affecting business education.

*Promote articulation efforts among local agencies (K-12 and adult), postsecondary institutions, and the business community.

*Produce and disseminate newsletters, association and state department reports, videotapes, slide presentations, brochures, displays, radio spots, and television presentations that provide information about quality programs and trends in business education.

*Disseminate information such as enrollments, new courses, academic relationships, and trends to instructors and administrators.

*Publicize the role of business education in career education and in the development of consumer and personal-use skills.

WE BELIEVE THAT the leadership of the state supervisor must be dynamic and futuristic to meet the demands of a rapidly changing business world. Therefore, the role of the state supervisor is crucial in strengthening the image of business education and ensuring quality programs that will prepare students to engage in successful business careers, pursue further education, develop personal-use skills, and become productive members of society.

*NOTE: The term "state supervisor" refers to state department personnel responsible for business education, including such titles as chief, director, coordinator, consultant, or specialist.

Policy Statement No. 49, 1990

This We Believe About At-Risk Students In The Business Education Program

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The term "at-risk" describes students who are in school but in danger of dropping out because they are alienated, are performing poorly, or have other personal problems. Society is increasingly concerned about the number of students who are not attaining a high school diploma.

There is no question that the school dropout crisis poses a threat to every American citizen in the form of reduced productivity in the workplace; reduced contributions toward taxes that finance our local, state, and federal governments; and reduced numbers of qualified workers for the ever-changing workplace.

The costs to society as a result of the dropout crisis are high. Increased crime rates, increased costs for judicial and penal systems, and increased demand for public assistance are repercussions of the at-risk student population. High costs of health programs to combat drug and alcohol abused by many at-risk students are paid for by society. Also, business and industry are confronted by increased costs for training because unskilled workers, many of whom are high school dropouts, must be trained before they can become productive employees.

The costs of at-risk students are also high because changes in technology and organization of work now demand higher level skills. Individuals with minimal basic skills and not technical job skills will have difficulty obtaining meaningful employment. Therefore, costs to at-risk students may be reduced lifetime earnings, poor self-esteem, possible drug and alcohol dependency, and a lowered standard of living.

At-risk students are from all socioeconomic and ethnic groups. Researchers have identified over 45 separate factors that could cause students to be at risk. Among the more common factors are:

*Low or negative self-esteem;
*Limited English skills;
*Standard of living at or below the poverty level;
*Teenage pregnancy or parenting;
*Family status of one parent, divorced parents, large families, or extended;
*Special needs such as physical or mental disabilities, poor socialization skills, and alternative learning styles or environments;

*Below grade level standardized test scores;
*Poor attendance history;
*Nonparticipation in school or extracurricular activities;
*Perception that school has little or no practical value;
*Alcohol or drug abuse within the family unit;
*Problems in school such as suspensions, discipline referrals, and counseling referrals;
*Low achievement;
*Low educational level of other family members.

Effective solutions to the at-risk youth problem must involve various sectors of society if positive changes are to result. Because business education has a major responsibility to at-risk students, business educators at all levels must become involved in programs for these youth.

K-12 BUSINESS EDUCATORS

WE BELIEVE THAT K-12 business educators have a unique vantage point from which to assess the at-risk problem and work toward providing viable solutions. They should:

*Demonstrate to at-risk students that knowledge and skills gained in business programs will assist them in pursuing higher educational goals, earning sufficient income, and improving the quality of their lives;

*Emphasize to at-risk students the value of a high school diploma which serves as an entree to careers, to advancement in society; and to personal satisfaction with life;

*Recognize and reward at-risk students who have made progress in coursework, attendance, and extracurricular activities;

*Establish a positive classroom climate through implementation of successful model programs which invite student input into the learning process;

*Establish classroom rules with student participation and enforce agreed-upon rules fairly and consistently;

*Integrate basic skills throughout the business curriculum.

POSTSECONDARY INSTITUTIONS

WE BELIEVE THAT postsecondary institutions should:

*Establish articulation programs that would encourage at-risk students to continue in specific high school courses in preparation for entering postsecondary institutions to earn a degree;

*Provide information to at-risk students about available technical and occupational programs;

*Provide information to at-risk students on careers and occupations accessible upon completion of a postsecondary program;

*Serve as a local resource to provide speakers, advisory committee members, and field trip sites.

TEACHER EDUCATORS

WE BELIEVE THAT teacher educators should:

*Provide staff development for business educators about at-risk students;

*Provide prospective teachers with a variety of field experiences to sensitize them to the problems of at-risk students;

*Prepare teachers to assess learning styles and use a variety of teaching techniques such as peer teaching, tutoring, cooperative learning, and concept teaching/learning;

*Develop research-based strategies to help at-risk students;

*Familiarize prospective teachers with programs targeted for at-risk students;

*Recruit individuals of diverse ethnic and cultural backgrounds to enter the teaching field in an effort to represent all populations in schools.

STATE DEPARTMENTS OF EDUCATION

WE BELIEVE THAT state departments of education should:

*Coordinate programs with educational institutions and business and industry to address at-risk student problems and to develop interventions and solutions;

*Provide funds for educational institutions to develop facilities, projects, and programs to serve at-risk students;

*Provide leadership in recruiting and retraining administrators, teachers, and counselors with diverse ethnic and cultural backgrounds;

*Provide funds, leadership, media, and personnel for research and in-service activities to prepare business educators to work with at-risk students;

*Address curriculum changes, learning styles, and alternative programs to assist at-risk students.

STUDENT ORGANIZATIONS

WE BELIEVE THAT student organizations are a key factor in motivating at-risk students to remain in school until graduation. Therefore, business student organizations should:

*Recruit at-risk students for membership;

*Develop peer-tutoring programs in which ALL students have opportunities to use their knowledge and skills;

*Invite former at-risk students to serve as speakers, mentors, and role models;

*Provide avenues for students to develop social skills and self-confidence.

BUSINESS AND INDUSTRY

Business and industry profit from a well-educated and stable work force. Therefore, business and industry must become partners with education in solving the at-risk problem.

WE BELIEVE THAT business and industry leaders should:

*Serve on business education advisory councils to provide guidance for job success for at-risk students;

*Emphasize the need for students to stay in school to become better prepared employees and citizens;

*Provide expertise and serve as mentors for at-risk students to stimulate career planning, develop a positive self-image, and expand knowledge and skills;

*Participate in career awareness activities to explain job requirements and distribute information about career opportunities;

*Support at-risk programs for business students through partnerships, grants, on-the-job experiences, and adopt-a-program or adopt-a-school activities.

GOVERNMENT

Federal, state, and local governments, through their various agencies, should support efforts to reduce factors that contribute to students being at-risk.

WE BELIEVE THAT federal, state, and local governments should provide resources to:

*Create support services to identify at-risk students at an early age and make positive changes toward overcoming problems that result in students becoming at-risk;

*Develop media campaigns targeting at-risk groups which apprise them of the advantages of earning a high school diploma;

*Research, design, test, and implement model programs and other strategies to reduce the number of at-risk students.

WE BELIEVE THAT business education has a major responsibility to provide programs of excellence and a learning environment that will promote academic achievement and personal growth in meeting the needs of at-risk populations. Through concerted efforts among business educators and representatives from business and industry and government, at-risk students can become productive and responsible citizens.

Policy Statement No. 50, 1991

This We Believe About Valuing Cultural Diversity In Business Education

Demographic changes and projections make quite apparent the challenges business education faces into the twenty-first century. At all levels of education, business educators will be teaching students who are more culturally diverse than at any other time in the history of American education.

GROWTH OF CULTURAL DIVERSITY

The number of individuals who are culturally diverse from the traditional majority is increasing significantly. According to the Commission on Minority Participation in Education and American Life, more than 50 percent of the public school students in the largest cities of the United States is made up of culturally diverse groups. Demographic data indicate that within 15 years over half of the school-age population in the United States will be culturally diverse.

In a 1988 publication entitled *One-Third of a Nation*, the American Council on Education and the Education Commission of the States reported that one of every three persons who enter the work force in the next decade and who contribute to the productivity of this nation will be nonwhite.

These individuals enter the school system with varied educational, social, and economic backgrounds. Their presence in the classrooms and work force will have a profound effect on our economy. Communicating among and between the components of this diverse population will become a vital link to the success of educational endeavors and business's ability to compete in a world market.

As Dr. Dean C. Barnlund, professor at San Francisco State University, states, "When people communicate between cultures, where communicative rules as well as the substance of experience differ, the problems multiply. But, so, too, do the number of interpretations and alternatives. If it is true that the more people differ the harder it is for them to understand each other, it is equally true that the more they differ the more they teach and learn from each other."

Education and business must be aware of and sensitive to the many elements of cultural diversity that exist within the population. Among the diverse populations are many subgroups that differ in social class, ethnicity, religion, language, and culture.

There are many variables in the lives of culturally diverse students. Because of these differences, business education programs cannot be planned for our diverse population as if it were homogeneous, with a single set of needs.

ROLE OF BUSINESS EDUCATION

Business educators have a vital interest in the social and economic growth of our nation; therefore, they must take an active role to ensure that all students have equal access to and equal opportunity for a meaningful education.

Business educators must define their position and responsibilities as they prepare students to enter and become productive in a diverse work setting. Therefore, **WE BELIEVE THAT** business educators at all levels should:

*Attend conferences, seminars, workshops, and networking groups to learn about different cultures and ways to remove barriers that interfere with effective learning.

*Provide role models and mentors for students from culturally diverse backgrounds.

*Recruit diverse student populations into the business education program.

*Recruit and retain culturally diverse faculty and staff.

*Use specific teaching strategies that will accommodate the different learning styles of students.

*Involve culturally diverse groups of parents and other citizens in establishing school-community-business partnerships.

*Establish an environment that promotes respect for cultural diversity.

*Integrate cultural experiences and activities into business classes.

*Publicize the accomplishments of culturally diverse populations.

*Encourage and provide opportunities for diverse populations to participate in instructional and extracurricular activities related to building communication, interpersonal, and leadership skills.

ROLE OF BUSINESS

In *Megatrends 2000* John Naisbitt states, "As the world moves to a global economic society, human resources become the competitive edge for countries." Because demographic data indicate that the work force in our nation will be more diverse in the coming years, Naisbitt's statement becomes a guiding force for education as well as for

business. If the United States is to remain a world competitor, business must invest in human resources.

Therefore, **WE BELIEVE THAT** business should:

*Establish a workplace in which employees value diversity and build positive working relationships.

*Recruit and develop support networks for workers who are culturally diverse.

*Create an environment that provides development and advancement opportunities for culturally diverse workers.

*Cultivate partnerships with schools to provide a smooth school-to-work transition.

America's greatness is a result of the contributions of its diverse populations. Using this diversity to achieve a compassionate, cohesive, and economically sound society is a constant challenge for our nation--a challenge which education and business must embrace.

Note: For the purpose of this statement, culturally diverse populations include such groups as African-Americans, Asian-Americans, Hispanic Americans, American Indians, and recent immigrants.

Policy Statement No. 51, 1992

This We Believe About Teaching Ethics For Business

Ethics may be defined as rules or standards governing the conduct of members of a profession. Ethical behavior dealing with what is fair and just imparts duty and trust in conducting business as well as personal activities. Personal integrity, honesty and fairness, and respect for the rights of others are measures of ethical behavior. Evolving technology and the expanding global economy intensify the need for ethical business practices.

NEED FOR TEACHING ETHICS FOR BUSINESS

WE BELIEVE THAT high ethical standards in business are essential. Societal concerns about unethical practices in business mandate the teaching of ethics and ethical decision making in business.

Reports of fraudulent and questionable operating and financial practices in business support the need to teach ethical decision making at all levels and in all subjects. In addition, changing family structures and social settings place increased responsibility on the schools to teach ethical decision making. Business education must assume a share of this responsibility by teaching how to make value judgments and how to practice ethical behavior.

FOCUS OF INSTRUCTION

WE BELIEVE THAT teachers should create an environment that encourages students to recognize ethical problems, analyze issues, formulate alternatives, and arrive at decisions using problem-solving skills. Ethics instruction should center on theoretical and philosophical principles and include practical applications.

The current focus on business ethics provides an opportunity for business educators to assume a leadership role in addressing ethical issues confronting business. Inclusion of ethics instruction provides a positive approach encouraging responsible professional behavior and ethical standards of business practice. Ethical problems typically arise not because the circumstances that generate them lack clear definition of right and wrong but because the solutions to these problems are unclear and difficult.

FORMULATION OF INSTRUCTION OUTCOMES

WE BELIEVE THAT business ethics must be integrated into all business education courses at all levels in such a way that there is transference from one level to the next and from the classroom to the workplace.

Business education has a responsibility to incorporate content that contributes to an awareness of the need for ethical conduct in the business world and, ultimately, the practice of ethical behavior by students in their personal lives, in the classroom, and in the workplace. Students must be aware of their ethical responsibilities as consumers, workers, and citizens. In addition, they should:

1. Develop an awareness of and sensitivity to ethical issues common in the business environment.
2. Recognize potential ethical problems in business.
3. Understand basic arguments frequently used in ethical reasoning.
4. Reason through ethical dilemmas and identify appropriate courses of action.
5. Develop a philosophy of ethical conduct.
6. Develop an awareness of the organizational culture in which ethical decisions are made and implemented.
7. Transfer ethical decision-making and problem-solving skills from the classroom to the workplace.

IMPLEMENTATION OF INSTRUCTIONAL STRATEGIES

WE BELIEVE THAT business educators must facilitate an interactive learning environment that focuses on student participation to enhance values clarification and to develop skill in ethical decision making. To accomplish this goal, business educators should use a variety of strategies:

1. Cooperative Learning
   Implement small group activities to help students develop basic social skills and strengthen group interaction skills.

2. Case Studies
   Analyze situations that present ethical dilemmas and formulate alternative solutions.

3. Guest Speakers
   Relate a variety of ethical issues that confront businesspersons.

4. Role Play
   Stage ethical dilemmas that arise from conflicts of interest.

5. Debate
   Argue positions on issues to arrive at responsible, ethical decisions.

6. Surveys
   Identify codes of ethics adopted by organizations within the business community.

7. Ethical Analysis Models
   Utilize decision-making models to develop critical-thinking skills.

8. Role Model
   Demonstrate ethical behavior and values both in and out of the classroom.

9. Guided Discussions
   Raise questions about difficult ethical dilemmas and discuss business values in relation to organizational cultures.

COMPETENCIES FOR TEACHING ETHICS FOR BUSINESS

WE BELIEVE THAT to teach business ethics effectively, educators must use a variety of competencies such as listening, questioning, and providing feedback.

Further, **WE BELIEVE THAT** educators should possess personal traits that include sensitivity to ethical issues, awareness or perception of ethical problems and decisions, and analytical ability to guide students in formulating ethical beliefs.

Teachers develop these competencies through formal and informal educational experiences. These experiences should be included in teacher education programs and through in-service activities sponsored by state departments of education, teacher education institutions, business, and professional organizations.

CONCLUSION

Business ethics frequently involves interpersonal behavior and conflict resolution within the business enterprise. Factors that influence ethical conduct of individuals in the workplace include attitudes and values held by society; local, state, and federal laws; role models provided by business leaders; company policies and practices; and personal values.

Educators should emphasize that the study of ethics in business does not seek to convey a set of truths but rather to encourage critical thinking and analyses of complex ethical issues. The ability to reason and analyze ethical issues rigorously enables students to understand that, given fundamental ethical principles, often problems do have rational, clearly defined solutions.

Therefore, **WE BELIEVE THAT** business education should develop graduates who are versed in a content specialty and skilled in the application of consistent, sound value systems. Further, **WE BELIEVE THAT** business educators must provide students with relevant, practical learning experiences that lead to a secure sense of ethical values and the ability to react to situations in the business environment that require choices based on high ethical standards.

Policy Statement No. 52, 1992

This We Believe About The Role Of Business Education In The Global Marketplace

The United States of America, a leader in international commerce and trade, has witnessed the erosion of its global market share during the past two decades. To reestablish their position in the global economy, business and government sectors of the United States must respond to international competition in the marketplace.

The competitiveness of the United States lies in a skilled, adaptable, and innovative workforce that responds with an expanding vision to a shrinking world. Where global education is a priority, institutions educate learners for the world they are entering rather than for the one they are leaving. A purpose of global education is to prepare a workforce with competencies to support a better quality of life for all human beings. Both the characteristics of the global marketplace and the contributions of education for that environment must be considered when formulating a model for business education with a global emphasis.

CHARACTERISTICS OF THE GLOBAL MARKETPLACE

International business is accomplished through effective communication. Because international trade involves people from different cultures and countries, cross-cultural dimensions of business communication become increasingly important. These dimensions must be addressed to avoid adverse effects on both the communication process and the transaction of business. **WE BELIEVE THAT** awareness and understanding of and sensitivity to the many cross-cultural dimensions of international business communication are crucial to business success in the global economy.

As business expands across national boundaries, understanding the dynamics and constraints of international trade becomes vitally important. Comparative advantage is the economic principle through which countries attempt to maximize their economic resources and to balance the distribution of natural, human, and monetary resources through trade. **WE BELIEVE THAT** understanding the related economic and social systems of countries and their use of factors of production allows business to function more efficiently in the global economy. Recognizing the increasing interdependence among trading nations and the existing and emerging trading blocs further contributes to efficient business operations within the global economy. Since business functions in a global society, it is imperative that business graduates understand the position of the United States in the world economy.

Marketing high-quality goods and/or services does not ensure success in the intensely competitive international marketplace. Even desired goods or services must be marketed in a culturally sensitive manner that fulfills the needs and wants of consumers in other countries. Business firms must operate in a manner acceptable to customers, employees, owners, and governments in countries where they transact business. **WE BELIEVE THAT** the development of international business skills and sensitivity to cultural conditions in both domestic and foreign markets are essential for long-term success in the global economy.

Of all the resources in the emerging global society, human resources are the most important. To compete internationally, business must have culturally aware employees who can communicate with persons of their countries. **WE BELIEVE THAT** business employees need to understand other cultures, including social, economic, legal, and political systems. They must become managerially competent and linguistically fluent to function effectively in the international marketplace.

In addition, technological resources are rapidly changing how goods are designed and manufactured, how services are developed and marketed, and how information is received and processed. Technology is a major factor influencing changes in the workplace, and employees must implement the beneficial aspects of technology to facilitate international business.

Instantaneous transfer of information via satellites enables business to respond rapidly to changes in intensely competitive global markets. **WE BELIEVE THAT** to be successful, international businesspersons must demonstrate high-level communicative, conceptual, analytical, and technological skills.

EDUCATION FOR THE GLOBAL MARKETPLACE

Business educators have primary responsibility for providing the necessary business-related education and training for full participation in the global economy. This responsibility extends to working with other educators planning curricula and implementing relevant learning strategies. **WE BELIEVE THAT** business education must:

1. Promote an international perspective and provide the opportunity for lifelong preparation for active participation in the global economy. Education about globalization should begin in elementary schools and continue on a lifelong basis, with business education making contributions at all stages.

2. Develop an international perspective through curricula that promote understanding of other cultures, languages, geography, social and economic systems, and business practices.

3. Implement and coordinate plans for international education in cooperation with other disciplines.

4. Promote international business courses and infuse international business content into existing business courses at all educational levels.

5. Develop cross-cultural business communication competencies using English and other languages.

6. Develop international business attitudes, skills, and knowledge that reflect sensitivity to diverse cultures. In addition to formal study, strategies for this development could include relevant international cooperative education; internships; and travel, study, and work experiences abroad. These strategies can provide opportunities for effective leadership development and participation in the global marketplace.

7. Promote ethical behavior in the international marketplace through an understanding of the responsibilities of business firms to customers, employees, owners, and governments in the countries in which they transact business.

8. Develop technology-based skills and systems that support and expedite the transaction of international business.

9. Restructure business teacher education programs so practicing and prospective business educators have opportunities to develop the needed international attitudes, skills, and knowledge.

10. Develop international forums for exchanging information about related education and training programs for the global marketplace.

THEREFORE, WE BELIEVE THAT business students must acquire both job-specific skills and broad, transferable attitudes, skills, and knowledge to function in a global marketplace. **FURTHER, WE BELIEVE THAT** these competencies will allow students to benefit from lifelong education and retraining opportunities and to adapt quickly to the changing international business marketplace.

Policy Statement No. 53, 1993

This We Believe About The Role Of Business Education In Technology

The impact of technology is evident in every aspect of society. Applications of technology in business and in education have shaped business education through program, curricula, and instructional changes. Throughout the next decade, business education will need to adapt to continuous advancements in technology; and the discipline's future will be based, in large part, on the role it assumes in addressing technological changes.

Technology is a driving force in creating, using, and storing information. In a broad sense technology can be viewed as the equipment and procedures used to create and process information. Information systems is an emerging field of study in business education which uses technology, in a variety of forms, to help students develop skills for career and personal success. Business education has focused attention on computer and communication technologies that are most central to preparing business workers.

Technology's impact is also evident in the changing job market. Workers in the 1990s and beyond are expected to be competent to use technology effectively, and employers will hire employees who can demonstrate the ability to use technology.

CURRENT ROLE OF BUSINESS EDUCATION IN TECHNOLOGY

Business education has established a firm foundation upon which to integrate technology and has advanced a philosophy giving prime importance to providing leadership in using and managing technological innovation. Business educators are committed to building proficiency in the comprehension and implementation of technology through relevant instruction for all students.

Seven policy statements since 1980 have emphasized the role of business education in technology.

1. This We Believe About the Value of a Business Education, PCBEE Policy Statement No. 29, 1981, stressed the need for students to develop basic keyboarding skills and become computer literate.

2. Information Processing in Business Education, PCBEE Position Paper, 1982, emphasized the need for an information processing curriculum with appropriate objectives, instruction, and course content. The paper also reinforced the

responsibility of business teacher educators to prepare teachers who can plan, implement, and integrate information processing concepts.

3. This We Believe About Word Processing, PCBEE Policy Statement No. 31, 1983, reemphasized the need for developing additional courses beyond existing word processing courses and integrating word processing concepts into current business courses. The statement outlined the need for business teacher education programs to provide education for teachers to develop and modify instructional programs based on continuous research and evaluation.

4. This We Believe About Business Data Processing, PCBEE Statement No. 32, 1983, encouraged the development of additional data processing courses and the integration of data processing concepts in the areas of curricula, instruction, and teacher education.

5. This We Believe About Computer Literacy, PCBEE Statement No. 34, 1984, defined computer literacy, outlined the discipline's responsibilities for implementing computer literacy programs, and stressed the need for sequential courses.

6. This We Believe About the Future of Business Education, PCBEE Statement No. 39, 1986, reviewed, in part, the need for the business education curriculum to reflect emerging technology such as voice-reproduction systems, electronic mail, networking, teleconferencing, and voice-activated equipment. Business educators were encouraged to work cooperatively with other educators, administrators, and the business community to ensure that all students are technologically literate.

7. This We Believe About the Impact of Change Due to Information Technologies, PCBEE Statement No. 46, 1989, emphasized the need for business educators to teach technological skills within a problem-solving or decision-making context, so that the skills learned can be transferred to both technical and nontechnical situations.

INTERDISCIPLINARY ROLE AND RESPONSIBILITIES

The seven policy statements cited previously have served to strengthen business education's role in technology; however, additional steps should be adopted to enhance what has already been accomplished. Because of the increasing complexity of technological innovations and the speed with which they occur, it is important that business educators remain current and sensitive to the impact these innovations will have on the discipline.

Emerging technologies go beyond the traditional modes of word processing, spreadsheets, database management, business graphics, and desktop publishing--areas in which business education has provided and continues to provide leadership in curriculum and instruction. Advances in telecommunication, electronic mail, and networking have already impacted on business education curricula, as will innovations in information systems, connectivity, and voice-activated input systems. New areas of technology--

perhaps still in the embryonic stage--will be the focus of change through the remainder of this decade. The pervasiveness of technological innovations will require creative and sustained leadership by business educators.

WE BELIEVE THAT all business educators should take an active role in professional development activities to learn emerging technological concepts and applications. Participation in professional organizations, workshops, seminars, conferences, and other professional development activities facilitates understanding concepts and learning how to use new technology. Business educators should serve as role models for colleagues and students through participation in professional development activities.

WE BELIEVE THAT business educators must be leaders in planning and redesigning programs and revising curriculum to incorporate new technology. This leadership role should be one of developing relationships with other educational personnel involved in decision making, with business advisory committees, and with business and community organizations from which ideas for change will emerge.

WE BELIEVE THAT business educators must review their instructional goals and strategies in light of advances in technology to ensure that identified student outcomes encompass the technological skills students need today and in the future. Further, business educators should provide the leadership for developing innovative instruction individually and in collaboration with other educators. Business educators should routinely serve as change agents to promote curriculum development and share their innovations with other educators within the school and throughout the profession.

WE BELIEVE THAT collaboration of new ideas and concepts should be achieved by having business educators work with teachers and educational leaders in all disciplines. Because the scope of most technology is broad and cuts across disciplines, no single content area can claim a proprietary right to technology. Rather, teachers from all disciplines must work jointly to develop and implement integrated programs and curricula, and identified student outcomes must be the primary focus in interdisciplinary collaborative efforts. School administrators, particularly those individuals with greatest authority for program/curriculum changes, should be consulted as changes are planned.

WE BELIEVE THAT business teacher education programs should include content and experiences for prospective and practicing teachers which develop their competence and understanding in using technology. Teacher educators should provide leadership in conducting and applying research which assumes that instruction is based on valid information, new concepts, and technological advances. Teacher educators should possess personal technological competence and be aware of the critical skills, knowledge, and attitudes needed for workplace success. They should work jointly with employers, advisory committees, and community organizations to develop programs and curricula that best meet identified student outcomes. Teacher educators should develop and use assessment techniques to measure how well students have mastered these outcomes.

WE BELIEVE THAT business educators must be advocates of an integrated sequential program of learning activities involving technology. Teachers at all levels will develop curricula which build on students' experiences, share their instructional plans and goals, and create courses and learning experiences which complement each other. Thus, courses should be developed to enable students to reach expected competency levels for exit outcomes. Introductory courses will acquaint students with technological concepts and principles; application courses will facilitate students' abilities to apply these concepts; and advanced courses will stress transferability of knowledge and refine higher-order skills such as decision making and problem solving.

Further, **WE BELIEVE THAT** business educators at all levels should participate in the development of articulation agreements that formalize the transferability or equivalency of courses and competencies between institutions.

BUSINESS EDUCATION'S ROLE AND RESPONSIBILITIES

WE BELIEVE THAT business education should adopt a philosophy of integrating technological concepts into all business courses, rather than limiting the teaching of these concepts to isolated courses. Integration will reinforce students' knowledge of technology, add validity to the need for learning technology, provide students with a broad background to enhance their career preparation, and equip the students with skills for lifelong learning.

WE BELIEVE THAT, along with teaching technology concepts, business educators should stress the human dimensions of technology. As new technology systems are developed, the impact of these systems on workers' attitudes, physical well being, emotions, and motivational levels are important considerations. The curricula should include concepts related to these areas along with content on change and organizational development.

Whereas since the 1980s, business educators have identified a role for technology in business programs; therefore, **WE BELIEVE THAT** business educators are in a unique position to lead collaborative efforts to develop sequential programs that enable educators in all disciplines to use technology as a tool to prepare students for future endeavors.

Policy Statement No. 54, 1993

This We Believe About The Role Of Business Education In Tech Prep

For the United States to remain competitive in a technological global marketplace, education must respond to the demand to prepare a highly skilled workforce. To meet this demand, educators conceptualized an educational reform strategy known as Tech Prep that is supported by the business community and articulated by policymakers in the Carl D. Perkins Vocational and Applied Technology Act of 1990. The Act provides federal money for programs that enable students to achieve academic and vocational competence through a coherent sequence of courses. Tech Prep programs provide an opportunity for continuity of learning and advanced technical preparation for all students through the integration of academic and vocational education.

Tech Prep is a sequence of study spanning high school and at least two years of postsecondary occupational education. It prepares students for highly skilled technical occupations that allow either direct entry into the workplace or continuation in educational programs leading to certificates and/or degrees.

RATIONALE FOR TECH PREP

We believe implementation of Tech Prep programs will result in increased--

*Retention and literacy rates.
*Ability to solve problems, use higher-order thinking skills, refine communication skills, and develop employability skills.
*Proficiency in mathematics, science, communication, and technology.
*Opportunities for participatory activities to connect learning to the "real world."
*Accountability for learning outcomes.

WE BELIEVE THAT secondary and postsecondary curricula should be linked to add relevance and continuity to educational programs. Because many students do not enter or complete postsecondary education or complete a baccalaureate degree, strategies beyond the boundaries of traditional schooling are needed to provide students with the essential knowledge, skills, and attitudes for building a world-class workforce.

Tech Prep provides systemic change for occupational preparation. In localities where workers lack academic, employability, and/or occupational competencies, where large numbers of high school students do not pursue further education, and where employment opportunities demand highly skilled technical workers, successful Tech Prep programs have implications for domestic and international competitiveness. **WE BELIEVE**

THAT, therefore, that Tech Prep is a program of study that should be accessible to all students.

COMPONENTS OF TECH PREP

Emerging occupational fields that offer challenge, earning potential, and growth require comprehensive academic and occupational preparation. Through Tech Prep programs, students develop strong academic competencies while obtaining quality technical preparation in at least one specific occupational field. Critical components of a successful Tech Prep program include:

Career Assessment and Guidance. An effective guidance program begins in elementary school with career awareness, develops into career discovery and exploration at the middle school, and leads into realistic career choices and the development of an individualized student plan based upon individual interest and aptitude assessment.

Academic Core Foundation. A rigorous foundation in math, science, communication, and technologies, taught through applied learning, provides bridges to a variety of career path options.

Coherent Sequence. A combination of a strong academic core sequenced with vocational competencies provides all students with a planned, nonduplicated sequence of progressive learning activities leading to higher-level technical preparation, immediate employment, or postsecondary education.

Partnerships. Partnerships between secondary and postsecondary institutions, between academic and vocational education, and between education and business ensure continuity and relevance of program content.

Articulation. Articulation agreements between high schools and postsecondary institutions are developed to eliminate duplication of competencies, to provide for advanced technical instruction, and to assist students in making a smooth transition from one level to another.

Multiple-Exit Opportunities. While being well prepared for employment in a chosen career, students will have a variety of options including direct entry into the workforce, a certificate program, an associate degree program, and/or a baccalaureate degree program.

ROLE OF THE TEACHER

WE BELIEVE THAT teachers play a critical role in the success of Tech Prep programs. Specifically--

*ALL teachers should cooperate in the Tech Prep effort and must work together as teams.
*ALL teachers should modify courses to include more applied and academic content to meet the requirements of business.

*ALL teachers should use instructional strategies and materials that are practical, current, and relevant to the occupational areas.
*ALL teachers should develop a coherent sequence of courses rather than view courses as individual offerings.
*ALL teachers should use business representatives to help define occupational competencies, help identify various occupational clusters, help define entrance requirements for a Tech Prep program, help design and implement learning programs within the business environment, and provide resources to assist with the development of technical competencies.
*ALL teachers should monitor program and student outcomes.
*ALL teachers should accept the responsibility for public relations efforts to increase student and community awareness of the scope and benefits of Tech Prep programs.

BENEFITS OF TECH PREP

WE BELIEVE THAT Tech Prep has these significant benefits:

*Improved quality of interaction between students and teachers.
*Improved student and teacher motivation, morale, and commitment to the educational process.
*Reduced need for remediation and increased time for advanced skills development.
*Individualized career goals for all students.
*Minimized duplication of instructional efforts through a coherent sequence of courses.
*Increased opportunities for college credit for previously mastered competencies.
*Increased interaction with potential employers and postsecondary educators that facilitates job or school entry.
*Enhanced competitiveness of students for higher-level technological careers within the global workplace.

INGREDIENTS FOR SUCCESS

WE BELIEVE THAT for Tech Prep to be successful it must include--

*Educators who assume active leadership roles for Tech Prep at the national, state, and local levels.
*A carefully designed sequential plan that is flexible enough to accommodate the needs of all students.
*A common core of proficiencies in communication, mathematics, science, and technology emphasizing higher-order thinking skills.
*Administrative support.
*Coordinated professional development for administrators, counselors, and teachers.
*Ongoing student assessment and career guidance.
*Articulation to ensure transfer credits between secondary and postsecondary institutions.
*Appropriate placement and follow-up of students.

Whereas we strongly support the Tech Prep movement which provides potential for developing a world-class workforce for America, **WE BELIEVE THAT** business educators at the secondary and postsecondary levels should actively develop, implement, and administer carefully designed Tech Prep programs to prepare students for emerging business careers.

Policy Statement No. 55, 1994

This We Believe About Business Programs In Community Colleges

Community colleges have emerged as one of the fastest-growing educational institutions in the country, educating more than 6.5 million people each year. Community colleges may also be called technical or junior colleges. Regardless of the terminology, these public colleges may offer comprehensive, technical, and transfer programs; basic-skills preparation; and continuing education. The associate's degree is the highest credential awarded.

The role and mission of community colleges focus on:

*open admissions and affordable tuition that result in equal access.
*community-based programs that establish linkages and partnerships with high schools, four-year colleges and universities, community groups, and employers.
*comprehensive, specialized, and unique curricula tailored to meet local area needs.
*quality courses scheduled at times and locations convenient for students.
*individual characteristics of students, including learning styles, age, gender, ethnicity, disability, socio-economic status, and employment, academic, and life experiences.

Each of these characteristics presents a challenge to educators when developing comprehensive, up-to-date business programs. Projections suggest that job-specific skill training for businesses will increase in importance in the next five to ten years. Currently more than half of high school graduates in this country do not go to four-year colleges or universities, yet businesses need employees with training beyond high school. In addition, individuals with college degrees will return to school as they seek to change careers, to expand employability options, or to upgrade technological skills.

Business educators must provide leadership by creating linkages and developing relevant curricula for and about business. These challenges can be met by (1) developing occupational competencies, (2) providing opportunities for adult or continuing education, (3) strengthening business programs as part of the college-transfer curricula, and (4) expanding programs to integrate evolving areas.

ROLE AND IMPACT OF BUSINESS PROGRAMS IN DEVELOPING OCCUPATIONAL COMPETENCIES

Because approximately half of the students who enroll at community colleges do so to prepare for employment or to acquire or upgrade skills for their current jobs, developing occupational competencies is a major role of these institutions.

WE BELIEVE THAT

*Certificate and diploma programs earned in one year or less should be available to students preparing for selected occupations. These programs should be coordinated with associate degree programs, which require more specialized and general education courses. Such programs should be sequenced with multiple entry and exit points.

*Business programs must provide occupational competencies, and the curriculum must reflect the knowledge, skills, and attitudes identified as essential by employers. Instructors must validate curricula to provide for relevant and appropriate competencies within the business program. Business people should be included in a variety of capacities in the educational process--serving on advisory committees and evaluation teams and participating as guest lecturers--in order to ensure the continuous improvement of curricula.

*Technological concepts should be integrated into business classes. Instructional goals and strategies should be designed to accomplish maximum development of the technological skills students need today and in the future. Business educators should include emerging technology such as two-way interactive television, teleconferencing, and computer-aided instruction as part of the delivery system.

*Instructors should routinely serve as change agents to promote curriculum development and assume responsibility for sharing innovations with other educators. To fulfill this role, educators should participate actively in professional organizations, workshops, seminars, conferences, and other developmental activities to master current technologies and learn how to integrate them into the classroom.

*Business educators must provide students with opportunities for practical work experiences through shadowing, mentoring, internships, and/or paid employment.

*Instructors from all levels should work cooperatively to develop a coherent sequence of courses rather than a series of isolated courses. A sequenced approach will ease the transition from high school to community college, help students develop a foundation for further education, and eliminate unnecessary duplication of courses.

*Business programs should include technical skills and workplace literacy skills such as communication, critical-thinking, problem-solving, team-building, and decision-making skills. Students need to demonstrate adaptability and transferability of skills in a variety of work settings and meet business standards for quality, productivity, and efficiency.

*Business students should have the opportunity to participate in program-related associations to develop further their self-confidence, self-esteem, motivation, social responsibility, and leadership skills. Participation will help students in applying classroom instruction to job situations and in providing networking opportunities.

ROLE AND IMPACT OF BUSINESS PROGRAMS AS PART OF ADULT OR CONTINUING EDUCATION

Many students at community colleges enroll part-time while simultaneously fulfilling other employment and family commitments. Because adults taking business classes are typically seeking job skills for new occupations, entering or reentering the job market, increasing their earnings potential, or qualifying for more challenging positions in the same field of work, business programs must be responsive to their needs.

Therefore, **WE BELIEVE THAT** business educators must

*be sensitive to the needs of adult learners and the life experiences they bring to the classroom. Learning activities need to be relevant to their current and future needs. Instructional planning should incorporate the learners' interests and previous experiences to enhance their learning. Credit by examination or performance-based assessment should be available to ensure that students are not taking courses duplicating knowledge and skills they already possess.

*incorporate competency-based instruction using a variety of teaching techniques and strategies, including individualized instruction and team learning. It is imperative for business educators to create a supportive environment that meets students' individual needs and promotes dignity and respect. Business educators should help students develop networks by referring them to adult reentry programs, to basic skills classes, and to career and personal counselors.

*provide instruction that is flexible and offered in a variety of formats. Classes should be available on the weekends and during other non-traditional times for both full- and part-time students.

*seek partnerships with local businesses for training and retraining. Employers should be surveyed about their training needs, and business educators should use that information to develop cost-effective educational programs to meet those needs. Training may be customized and offered at the college or the employer's work site. As an alternative to customized training, employees should be encouraged to enroll in existing classes through company tuition reimbursement or other incentive plans.

*offer continuing education courses, both credit and noncredit, to support lifelong learning and to help students to make transitions in their lives.

ROLE AND IMPACT OF BUSINESS PROGRAMS AS PART OF COLLEGE TRANSFER CURRICULA

Because one of the purposes of community college curricula is to facilitate the transfer of credit to four-year institutions, business educators should provide leadership to help maximize the transferability of courses. The leadership could consist of several distinct functions.

First, business educators could develop courses to be apart of the college transfer curricula. For example, these courses could include the content areas of computer applications, economics, and/or communication. Second, business educators should work collaboratively with other educators at their community college to design courses that would be transferable. Third, business educators should work with representatives from four-year institutions to articulate courses and programs or with other community college personnel responsible for transfer evaluation. Fourth, business educators can assist students through academic advising to select courses which will be transferable to four-year institutions.

ROLE OF BUSINESS PROGRAMS IN EVOLVING AREAS

Small- and medium-sized businesses create many new jobs and originate more than half of the nation's technological innovations. Because these businesses often do not have the financial resources or technical expertise to train and retrain their employees, business programs must be available to address ever-changing training requirements.

WE BELIEVE THAT business educators should work with representatives of business and community organizations in economic development to provide educational programs for companies that want to expand, diversify, or locate to their areas. These programs should stimulate and promote local economic development through awareness, education, training, and retraining. Business educators should be active partners with chambers of commerce, merchant associations, and community development organizations.

WE BELIEVE THAT business educators should provide assistance to prospective and existing entrepreneurs through outreach activities. Business programs should also place a greater emphasis on the development of knowledge, skills, and attitudes necessary to establish and manage a business.

WE BELIEVE THAT business programs must reflect globalization of the workplace. Business educators must incorporate international education into all programs by working with those businesses, governmental agencies, and private organizations that have an international focus. Students should develop respect for all peoples, an awareness of the increasing global interdependence among peoples and nations, an understanding of the diversity of cultures, and an appreciation of world conditions and developments.

THEREFORE, WE STRONGLY BELIEVE THAT BUSINESS EDUCATION PROGRAMS AT THE COMMUNITY COLLEGE LEVEL MUST DEVELOP OCCUPATIONAL COMPETENCIES, PROVIDE OPPORTUNITIES FOR ADULT OR CONTINUING EDUCATION, STRENGTHEN BUSINESS PROGRAMS AS PART OF THE COLLEGE-TRANSFER CURRICULA, AND EXPAND PROGRAMS TO INTEGRATE EVOLVING AREAS. FURTHER, WE BELIEVE THAT BUSINESS PROGRAMS AT THE COMMUNITY COLLEGE LEVEL ARE ESSENTIAL FOR PROVIDING ACCESSIBLE, AFFORDABLE, AND QUALITY EDUCATIONAL OPPORTUNITIES RESPONSIVE TO INDIVIDUAL AND COMMUNITY NEEDS.

Policy Statement No. 56, 1994

This We Believe About The Role Of Business Education In Developing Higher-Order Thinking Skills

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The development of higher-order thinking skills is critical for business and economic education students as they prepare to live in the information age in a global society. Higher-order thinking skills such as creative thinking, decision making, problem solving, visualizing, reasoning, and knowing how to learn must be an integral part of teaching and evaluation processes. Such metacognitive skills as goal setting, planning, evaluating progress, and revising plans are as important as the basic skills of reading, writing, listening, speaking, and mathematics.

Research studies (*Workplace Basics: The Skills Employers Want*, *Workforce 2000; Work and Workers for the 21st Century; What Work Requires of Schools: A SCANS Report for America 2000; Learning a Living: A Blueprint for High Performance; and Teaching the SCANS Competencies*) delineate the need to broaden foundation skills and to intensify instruction in higher-order thinking skills. In addition, interpersonal skills such as teamwork, service, leadership, negotiation, and respect for diversity are necessary components of the teaching-learning process. Thus, teachers must maximize resources--human, time, money, materials, technology, and facilities--as they support students in acquiring, evaluating, organizing, and interpreting information.

Developing business understandings and problem-solving skills depends on continuous assessment and student feedback about progress. As students acquire new information, their abilities to use information in various ways must be assessed. Students should be asked to: (1) recall the information presented; (2) recount the information in their own words; (3) apply the information; (4) analyze or examine the components of the information; (5) combine, synthesize, or assemble the information from two or more sources to draw a conclusion; and (6) make evaluative judgments about the information.

RATIONALE

WE BELIEVE THAT students should develop problem-solving skills within the content and context of the business environment rather than in isolation. The content and context for engaging students in identifying and solving real business problems are found within the economic and business settings.

Students who think effectively will be better prepared to:

*experience success in education, as the task of learning is the real work of today whether at school or on the job.
*use knowledge in the ever-changing workplace where work is problem oriented, flexible, and accomplished through teams.
*certify their workplace readiness through authentic assessment (real-world applications).

DEVELOPING THINKING SKILLS

WE BELIEVE THAT when learning new information, the learner must first assimilate the information into his/her existing knowledge base by:

(1) *Constructing meaning, which involves using what is already known to make sense of what is to be learned.* Learners should be able to develop "connective" examples or questions that link definitions, values, and generalizations. For example, they might relate an issue in business law to a similar issue in business communication. Learners identify initially what they already know about the topic and what they would like to know. After reading, listening, or observing, learners determine what they learned. This strategy involves the learner in actively constructing meaning for new information.

(2) *Organizing knowledge by making distinctions among different types of knowledge*. Making these distinctions is the core of effective learning. There are many ways that information can be organized, and students should not be required to organize the content to meet the implicit, but unstated, expectations of the teacher. Suggested ways to organize information for use and application include facts, time sequences, causal networks, problems/solutions, episodes, concepts, and principles.

(3) *Storing information in long-term memory in such a way as to make it easily accessible later or practicing it to the extent that it can be performed automatically*. Such practice might include encountering key ideas in a variety of contexts, verbal rehearsal, use of imagery, use of mnemonics, and use of mass and distributed practice.

WE BELIEVE THAT critical thinking involves affective dispositions (e.g., seeking reasons, using credible resources, persevering, believing one is capable, and being open minded) and abilities (e.g., focusing, analyzing, conjecturing, asking questions, judging, inferring, and evaluating). Consequently, classroom activities that engage students in actively seeking solutions, as opposed to activities in which information and solutions are provided by the teacher, should become an integral part of classroom instruction.

Teachers should affirm that students are capable of solving problems when providing problem-solving techniques, models, and credible sources. Techniques to be developed include:

**affirmation* (that the problem probably has a number of solutions and that students will be able to identify a solution; that if students need help, they only have to look for it; and that they are perfectly capable of solving the problem).

*_visualization_ (envisioning either the process of solving the problem or the results of having solved the problem).

*_self-talk_ (thinking aloud clarifies thinking and increases the ability to concentrate on solving the problem).

*_perseverance_ (if the first solution doesn't work, students must be willing to back up, view the problem in a totally different way, and repeat the process).

*_trial and error_ (results in "getting a feel" for the problem and works best when there are few alternatives).

*_working backward_ (stating the goal or desired outcome first and working back to the present).

Problem-solving models vary but usually contain such components as (1) identifying the problem, (2) establishing a positive approach, (3) breaking the problem into parts, (4) identifying possible solutions, (5) locating credible resources, (6) weighing solutions, (7) applying and evaluating solutions, and (8) repeating the process until the problem is solved.

Variation in student-generated solutions should be valued by teachers as opposed to looking for "one right answer." Specific classroom activities might include using materials beyond the textbook to introduce controversial statements that result in debate; requiring students to provide additional evidence or more recent evidence; and requiring students to develop well-thought-out questions to compare business theories, authors, or research related to business.

WE BELIEVE THAT creative thinking, decision-making, and problem-solving may be practiced in group activities. These activities should result in the ability of learners to function as productive members of a team. A number of effective group techniques may be employed to develop teamwork (e.g., brainstorming, story boards, cooperative learning, and carousel brainstorming). In addition, students in small groups could listen to lecturers or speakers from business to analyze, summarize, and logically present various points of view.

APPLYING THINKING SKILLS

WE BELIEVE THAT decision-making and problem-solving activities that can be executed by individual students or groups of students are inherent in all business classes. Problem-solving situations range from straight-forward problem statements to "fuzzy situations." Brainstorming potential solutions promotes active participation of all students and leads to the selection of a process to solve a given problem. For example, teachers might choose to use actual business problems and issues plus students' own experiences to research and examine values and to recognize bias, opposing points of view, validity of information, and lack of necessary information. Sources of data include

questionnaires, interviews, observations, files, records, and electronic databases. Data can be summarized in a variety of ways--oral presentations, written reports, charts, or graphs. Data analyses may be expressed in run charts, flow charts, or in cause and effect diagrams such as the fishbone or scattergram. All of these sources are influenced by students' prior understandings and expectations.

WE BELIEVE THAT critical thinking skills can be developed through classroom activities, student organization activities, and internships. When actual employment sites are not available, simulations should be created to replicate the culture and job demands of business. For example, students may be asked to participate in a production management situation while exploring and integrating workplace ethics, employer/employee relationships, and possible conflict between management and labor. The critical thinking demanded for problem solving would then be made evident through oral and/or written communication for presentation to management and labor audiences. Opportunities should be sought to incorporate technological tools, such as group decision support systems, to replicate the problem-solving environments of business organizations.

ASSESSING THINKING SKILLS

WE BELIEVE THAT assessment is an important issue in evaluating thinking skills. Evaluating the process used to make decisions, solve problems, and/or generate creative ideas is as important as evaluating the product. Criteria used to assess the process may be given to students or jointly developed by teachers and students. These criteria are likely to vary with each situation.

In addition to evaluating the process, portfolios containing products of students' work may be useful for evaluation and also may be useful when students seek employment or acceptance into programs in higher education.

WHEREAS THE NEED FOR CRITICAL THINKING SKILLS HAS BEEN WELL DOCUMENTED IN RECENT RESEARCH AND LITERATURE, WE BELIEVE THAT THE OVERALL SUCCESS OF THINKING-SKILL ACTIVITIES DEPENDS UPON THE STUDENTS' ABILITIES TO TRANSFER KNOWLEDGE, SKILLS, AND ATTITUDES DEVELOPED THROUGH SCHOOL EXPERIENCES TO ACTIVE PARTICIPATION IN BUSINESS SETTINGS. BUSINESS EDUCATORS ARE IN A UNIQUE POSITION TO LEAD EFFORTS THAT SIMULATE PROBLEMS ENCOUNTERED IN TODAY'S COMPLEX GLOBAL SOCIETY TO DEVELOP STUDENTS' CRITICAL THINKING ABILITIES IN CLASSROOMS.

Policy Statement No. 57, 1995

The Evolving Vision Of Education For And About Business

In the twenty-first century, the mission of business education--to teach for and about business--will continue as the fundamental basis of instruction in business. Business education prepares learners to make wise personal economic and career choices while developing knowledges, skills, and attitudes necessary to succeed in the workforce.

Learner groups, instructional resources, instructional content, and social contexts are changing. For this reason, educators must accommodate diverse learner groups by creating new teaching arrangements, including new instructional environments and strategies, and by using a variety of resources for teaching.

Education *about business* means instruction about various roles all learners will play as economically literate citizens. This instruction includes personal consumer economic skills, a knowledge of social and government responsibility, and an understanding of business operations. Learning about business also means developing interpersonal and leadership skills for functioning in multicultural business settings. Preparation *for business* means building on these general understandings about business in a way that prepares learners to be employed in a variety of careers. In order to prepare learners for these roles, business teachers need comprehensive business preparation and business occupational experience.

Strong business education programs are responsive to shifting educational and instructional paradigms. All business teachers, individually and collectively, must assume roles in a united effort to fulfill actively the evolving vision of education for and about business. This vision should be based on sound, carefully thought-out, and future-oriented assessments of many variables. Some variables to consider include changing technology, changing demographics, the economy, political developments with their accompanying rules and regulations, and the resulting local education policies and practices. The following expectations and predictions are presented regarding the changing audiences served by business programs, evolving instructional contexts, distinctive content of the field, emerging instructional strategies, and expanding instructional resources.

THE CHANGING AUDIENCES SERVED BY BUSINESS EDUCATION

WE BELIEVE THAT business education programs should develop a broader client base that will become larger and more diverse, beginning with students at the elementary level and continuing throughout life.

Elementary and middle schools will more frequently be sites for instruction in economic education, keyboarding, computer applications, and business career exploration. Secondary-level business teachers should be serving a broader learner base by their involvement in innovative programs to serve all students. Customized education for individuals and businesses as well as special populations should become a greater part of post-secondary/collegiate business education.

Lifelong learning will be a requirement for living and working in the twenty-first century. Therefore, the education, training, and retraining of adults should be a major thrust of education for business. Educational preparation programs should be available not only for teachers in educational institutions but also for facilitators, designers, and developers of programs for training and development in industry.

Inclusiveness of all populations should be an important part and obligation of the business education curriculum because of the economic consequences of preparation affecting both consumption and life-work decisions.

EVOLVING INSTRUCTIONAL CONTEXTS FOR BUSINESS EDUCATION

WE BELIEVE THAT greater articulation and integration of instruction for and about business should occur across the total school curriculum with business teachers being full participants in the planning and teaching of programs.

Business teachers should recognize that learners gain similar competencies in different subject areas and levels of the curriculum. Therefore, articulation of instruction throughout the curriculum should become more common. Because greater integration of curriculum enables learners to see the interrelatedness of all knowledge and the multidisciplinary nature of real-world problems, more collaborative learning and team teaching between disciplines should be used in education for and about business.

Because learning is markedly affected by the context in which it occurs, application-focused teaching will become more prominent in the curriculum. Therefore, education for and about business should, through the leadership of business teachers, become more integrated into all instructional areas of the secondary school.

The greater integration of curricula should be viewed as an opportunity to examine teacher preparation as a whole, not just business teacher preparation. As all teachers look for ways to coordinate their teaching, pre-service teacher candidates should consider a double major/minor in business education and another discipline.

A secondary-level education will no longer be sufficient for long-term success in the workforce. Therefore, post-secondary institutions, colleges, and universities should assume a greater role in occupational preparation as a result of an increase in the rate of change in the occupations of the populace.

Federal education initiatives such as tech prep, school to work, national certification guidelines, and national assessment may continue to influence collaborative efforts. Although these federal initiatives should be viewed as temporary facilitators for educational reform, ways should be sought to sustain these efforts.

DISTINCTIVE CONTENT OF TEACHING FOR AND ABOUT BUSINESS

WE BELIEVE THAT business competencies will require not only technical skills but also an understanding of business operations and the social contexts of employment settings that determine how specific skills are applied.

Socio-business/economic education areas such as entrepreneurship, international business, law, management, and marketing are critical to developing comprehensive business understandings. These fields of study should be offered as separate courses and also should be integrated across the total school curriculum.

Technology has increased the ease of calculation and visualization of quantitative relationships through the use of tools such as spreadsheets and data bases. These tools make it easier to encourage depth of understanding and application of quantitative aspects related to personal and business decision making. Therefore, the quantitative aspects of business problem solving should be prominent in the total school curriculum as well as in courses such as accounting, finance, and math.

Both the teaching of interpersonal and leadership skills to facilitate working in a global economy and the teaching of effective communication and listening skills for use with people throughout the world should be an important part of the business curriculum. Professional student organizations provide a vehicle for developing these skills.

EMERGING INSTRUCTIONAL STRATEGIES FOR BUSINESS EDUCATORS

WE BELIEVE THAT educators should assume a greater facilitative role as learners become more active participants in planning, implementing, and evaluating learning activities.

Collaboration among business teachers and teachers of other disciplines should provide learners with the knowledges, skills, and attitudes to gather information and make discerning judgments about what is and is not useful in the abundance of available data. Education for evaluating the reliability, validity, and integrity of business information sources also will become increasingly important. For example, school media specialists or librarians can assist business students in planning bibliographic searches using telecommunication services. Likewise, business teachers can assist in locating and using business data available electronically for interdisciplinary student projects.

Emphasis in the content of business classes should shift from a focus on procedures to a focus on higher-order thinking skills as technology, hardware, and software become more integrated into systems that require less control by users, but greater understanding of the underlying processes and assumptions. Therefore, greater attention should be

given to involving learners in solving realistic business problems as an important means for acquiring deeper understandings of business concepts and learning how to learn in new contexts. Projects should encourage student-managed teams and cooperative learning strategies.

Activities in business education classrooms should include student-generated research to solve business problems supported by computer-based data sources and analysis. Increased emphasis should be placed on developing critical appreciation for using a variety of formats and media when presenting business information and outcomes to diverse audiences. Thus, learners will be prepared to make independent communication choices as business employees.

EXPANDING INSTRUCTIONAL RESOURCES FOR BUSINESS EDUCATION

WE BELIEVE THAT expanding instructional resources, including a greater variety of instructional sites, will best meet diverse learner needs.

Business educators should make greater use of multimedia computing, local and worldwide networks, and interactive systems in the instructional process. Business educators should become full participants in the use of interactive communications linking electronic classrooms, businesses, and homes throughout the world.

Instruction in traditional classrooms should be augmented by electronic learning sites located in homes and offices, particularly when providing education for adults, business personnel, and post-secondary students. Therefore, teacher pre- and in-service education should provide learning opportunities in the use and critique of technologies such as distance learning, computer-assisted learning, and computer-directed learning to engage students in business education.

IN A DYNAMIC ENVIRONMENT, EDUCATION FOR AND ABOUT BUSINESS SHOULD BE GUIDED BY A GLOBAL VISION RECOGNIZING BUSINESS AS AN ESSENTIAL COMPONENT OF CURRICULA INVOLVING ALL LEARNERS IN REAL-LIFE APPLICATIONS OF LEARNING. THE SPECIFIC INSTRUCTIONAL CONTEXTS, CONTENT, AND TEACHING RESOURCES USED FOR STUDENT LEARNING WILL BE DESIGNED FOR MORE DIVERSE AUDIENCES USING CONSTANTLY EVOLVING TECHNOLOGY.

Policy Statement No. 58, 1996

This We Believe About The Emerging Role Of Business Education In Human Resource Development

People are the most valuable resource of any organization--the key to success in a global society. Organizations throughout the world are increasingly adopting a broader perspective concerning individual, group, organizational, cultural, and geographic interdependencies and are placing an increased emphasis on developing human potential. When substantial emphasis and support are devoted to human resource development (HRD), both employees and their organizations benefit.

Employee education programs in businesses are the fastest growing segment in education. Education expenditures in the private sector exceed expenditures for public education. Employer-sponsored training is a vast undertaking which has become a multibillion-dollar industry that impacts the lives and careers of millions of workers. Major responsibility for employee training and education has been assumed by the private sector. Organizations are recognizing and addressing the never-ending need for continuous training, retraining, and development of employees.

The workplace, jobs, and the nature of work are changing and will continue to be redefined. Employees will be more mobile, communicating by using multiple technologies and working in highly diverse environments. Employees will continue to need special training in process, product, and people skills and knowledge.

Business educators provide educational opportunities for workers to develop the necessary skills and knowledge to enter the workforce. In addition, their role continues beyond that of initial preparation and becomes vital in the training and retraining necessary to promote and position people and organizations in the global economy.

EFFECTIVE HUMAN RESOURCE DEVELOPMENT

WE BELIEVE THAT the main focus of human resource development (HRD) should be to improve and expand the talents, skills, and abilities of individuals and groups. This focus results in increased productivity in organizations and contributes to the quality of life of employees. Effective HRD is comprised of the following basic steps: conducting a needs assessment, defining learning objectives, developing the

curriculum, determining methods and developing a program plan, designing or obtaining instructional materials, conducting the training, and evaluating the results.

Needs assessments are used to identify gaps between the skills and knowledge employees currently have and those needed to do their jobs efficiently, effectively, and productively. Identified needs serve as the basis for designing training objectives that define the desired employee performance. The training objectives then become the basis for developing the training curriculum. The same objectives provide the foundation for determining training methods, developing program plans, and designing or obtaining appropriate instructional materials. The final steps are delivering the training program and assessing the outcomes to determine whether the objectives were achieved.

Rapidly changing technologies in the workplace, as well as the delivery of instruction through technology, impact the training process. With the use of multimedia technology, HRD personnel can serve more diverse groups of employees needing training in a variety of work-related responsibilities. The use of this technology allows multiple programs to be provided when and where needed--point-of-need training.

The key to effective human resource development is to deliver the right training to the right people at the right time in the most efficient, cost-effective way. Employees must perceive the training as meaningful, useful, and applicable in the workplace.

BUSINESS EDUCATION MEETS THE CHALLENGE

WE BELIEVE THAT business education has played and continues to play a vital role in human resource development. Business educators have the potential to be major contributors in the training and retraining of employees.

Business educators are skilled in facilitating the entire instructional process, including assessing student needs, developing a framework for instruction, creating the appropriate environment, and evaluating learning. These skills are transferrable from the school setting to the training environment in business and industry.

Business educators have the expertise to identify and understand the needs of learners. They are experienced in developing relevant objectives and competencies. Their knowledge of content and their background in curriculum development provide a basis for determining appropriate curricula for meeting the changing needs of the workplace and employees.

Business educators can provide a variety of learning strategies and activities to ensure that training is effective, useful, and applicable to the evolving needs of individuals and organizations. They are skilled in delivering instruction and evaluating student learning and the instructional process. In addition, they identify, interpret, and apply practical research findings to enhance instruction.

THUS, WE BELIEVE THAT business educators have the skills, knowledge, and abilities to provide training and retraining, to identify and understand needs of learners, to accommodate different learning styles, and to develop a framework for instruction.

COLLABORATIVE RELATIONSHIPS BETWEEN BUSINESS AND BUSINESS EDUCATION

WE BELIEVE THAT business educators and human resource development personnel can work together to meet the training and retraining needs of organizations and their employees. Through shared expectations and joint decision making, HRD personnel and business educators determine curriculum and the best methods of delivering instruction, resulting in cost-effective, essential training. Such an alliance yields shared resources, credentialing opportunities, student internships, and organizational linkages. Further, business may benefit from business education through:

research and development ideas,
technical assistance and instructional expertise,
access to degree programs and continuing education programs,
opportunities to recruit trained employees,
better trained employees, and
educational resources.

Business educators will receive these benefits from business:

shared instructional environments,
employment opportunities
faculty development,
business-based experiences that can be applied in the classroom, and
research identified from actual business situations.

WE BELIEVE THAT business educators and human resource development personnel are complementary to one another and can form mutually beneficial alliances to provide essential education for the current, transitional, and future workforce in America. Both groups are teaching individuals new skills and developing their abilities to enable them to become more successful and productive in the work environment. Assuredly, people are the greatest resource in an organization.

Policy Statement No. 59, 1996

This We Believe About Assessing Student Achievement In Business Education

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Accountability, assessment, and standardized testing are national concerns that must be approached in a positive manner. To be accountable, business educators must make visible what students know and are able to do--their accomplishments. A need exists for a comprehensive assessment program that both promotes accountability and inspires students to strive toward high standards. Standardized tests provide a limited means of determining what students know and can do. Accepting a single method of assessment as appropriate or desirable for all learners in every learning situation is unrealistic. Clearly, various methods of assessment are important and required. Assessment involves a blend of activities and tools that allow students to begin their instructional programs at appropriate levels and to gauge their progress toward meaningful goals.

A DEFINITION OF ASSESSMENT

WE BELIEVE THAT students should be key participants in assessment processes in business education. Integral to instruction, assessment is the continuing process of teachers and students engaged in the review, critique, and evaluation of student actions and accomplishments. This process involves using measurable goals established by students, teachers, businesses, parents, and community. Standards established by these concerned constituents form a foundation for these goals. We believe that assessment should motivate students to critique and improve their performance, not just monitor it.

Business educators employ assessment as an ongoing process using a variety of techniques. Assessment of student achievement is based on observations of student performance coupled with student explanation and self-evaluation of what they know and are able to do. Assessment involves an integration of diverse information which serves as the basis for making inferences about what the student has learned.

For assessment in business education to be authentic, student performance should reflect the knowledge and competence required for success in business employment, community life, and economic citizenship. Authentic assessment strategies may include an evaluation of portfolios, anecdotal records, reflective writing, peer reviews, videos, group reports, conference notes, graphs and charts, and employment tests.

THE STAGES OF ASSESSMENT

WE BELIEVE THAT assessment should provide evidence that students have developed competencies supportive of success in business employment, community life, and economic citizenship. A comprehensive assessment system will include a number of tools such as standardized tests, teacher-made tests, performance tests, and other authentic assessment measures. A useful and valid assessment system provides direction for curriculum development and the selection of instructional strategies. Assessment involves three stages: diagnostic, formative, and summative.

Students enter educational settings with increasingly diverse backgrounds and interests. Therefore, a variety of diagnostic assessment measures is needed to help students gauge their present levels of accomplishment and needs. These measures include evidence of prior work, standardized tests, performance tests, and subject matter achievement tests. The use of diagnostic measures should provide students with perspectives about their capabilities, available learning resources, and career opportunities, as well as identify areas for remediation or acceleration.

Formative assessment as an ongoing part of instruction provides both students and teachers with feedback about progress toward instructional outcomes. Through formative assessment, student performance should be conspicuously linked to those outcomes. Formative assessment outcomes serve as the basis for adjusting instructional strategies to facilitate student progress toward higher levels of accomplishment. Good assessment practices are inherent in good teaching.

Summative assessment involves determining whether students have achieved major milestones toward established standards. When possible, summative assessment should include performance in authentic contexts. While, formative assessment outcomes may result in program and instructional modifications, summative assessment outcomes portray students' achievement and readiness to advance to levels appropriate for their goals and abilities. When student accomplishments are assessed, one of two types of references may be used. Norm- referenced assessment compares student accomplishments to an identified group. Criterion-referenced assessments compare student achievement to a standard of excellence established prior to instruction.

The establishment of business-related standards is critical to an assessment system. Curriculum models and standards have been developed by professional organizations, industry groups, legislative bodies, and national, state, and local educational entities. As a result of sometimes conflicting expectations of these groups, business teachers must respond to the challenge of developing standards appropriate to their programs.

ASSESSMENT PRACTICES

WE BELIEVE THAT a variety of assessment practices is indispensable in business education. Traditionally, students have been asked to apply what they have learned in diverse, authentic contexts. Business educators have been leaders in asking students to demonstrate their knowledge and competence through performance assessment.

In the development and/or selection of an assessment practice, questions such as these should be considered:

1. What is the context for anticipated student involvement?

2. What should students know and be able to do?

3. What are the criteria for acceptable performance?

4. Whose expert judgment is being used in assessment?

5. How is feedback provided to students as a guide for learning?

Implicit in these questions is the expectation that assessment be criterion-referenced. While norm-referenced tests, such as nationally standardized tests, may be used for summative evaluation of students and programs, they are necessarily limited. They generally do not replicate work settings, are not related to the curriculum, and provide little or no feedback to students.

WE BELIEVE THAT authentic, criterion-referenced assessment should be part of all business education programs. Assessment is integral to instruction; therefore, the types of assessment used affect student outcomes. Thus, the ultimate goal of business education assessment is for students to become independent learners and critics of their own work. Students are more likely to realize these outcomes when they are asked to focus their energy on challenging, performance-oriented tasks, requiring analysis and integration of knowledge rather than just recall and recognition of facts.

Policy Statement No. 60, 1997

This We Believe About the Professional Development of Business Educators

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We Believe That professional development is the process that improves the job-related knowledge, skills, and attitudes of business educators. The goals of professional development are to advance student's learning and to improve the practice of teaching. The professional development of business educators is a process that begins with recruitment, progresses through initial preparation, induction or entry year, and licensure; the development process continues through advanced certification and career-long learning. Renewal is at the heart of each of these phases of the professional development continuum.

High-quality professional development can be an important catalyst for improving learning and teaching amid changes in delivery, subject-matter content, student needs, schools, society, and the workplace. Business educators must work collaboratively with educational and business communities to garner support and resources to achieve personal professional development goals that are complementary to the future direction of their discipline, the schools, and the business environment. The focus of this statement is continuing professional development, which addresses ongoing needs, strategies, required resources, and the impact realized through that development.

NEED FOR PROFESSIONAL DEVELOPMENT

We Believe That teachers have the responsibility for educating students and must have the knowledge, expertise, and power to make decisions about the teaching-learning environment. Continuing professional development is a required, not an optional, element in school reform, in increased academic rigor, in continual learning, and in authentic assessment.

Educating students for technological change and complexities of the workplace, as well as their personal business lives, compels business educators to commit themselves to continuing professional renewal. Thus, **We Believe That** business educators are more likely to alter practice when they experience collegial support and believe that professional risk taking is encouraged.

Business educators recognize the need for ongoing professional development when they analyze their own teaching, observe others teaching, are observed, share and discuss ideas critically, challenge their own and others' assumptions, and examine beliefs and

practices. Shared teaching concerns are powerful motivators for teacher relearning and change. When addressing professional development needs, business educators must pursue activities that promote their individual growth and that bring them together with other educators for reflection and planning. These activities provide the framework business educators need as they design their own professional development plans.

STRATEGIES FOR PROFESSIONAL DEVELOPMENT

We Believe That professional development requires teachers to become part of a professional learning community that places inquiry and excellence at its center and focuses on building the capacity for continuous learning.

Business educators must have opportunities to engage in professional dialogue with colleagues within their educational system and with professionals in other environments.

Individual professional development plans include strategies such as:

Completing formal instruction; for example, technical updating, pedagogical updating, economic and political awareness
Conducting action research
Engaging in peer coaching and critique
Implementing new instructional approaches; for example, cross-disciplinary practices, project-based learning, and school-based enterprises
Interacting with the community
Learning from Internet experiences
Learning from students and through student organizations
Learning from work-based experiences
Mentoring and being mentored by others
Networking with other professionals
Participating in professional organizations
Reflecting through personal journals

RESOURCES FOR PROFESSIONAL DEVELOPMENT

The continuing professional development of business educators requires a variety of resources which may be described as formal and informal. Given the constraints under which teachers work and the need for supporting resources, professional development initiatives should provide teachers the opportunity to try new practices in their classrooms and allow for feedback, reflection, and dialogue. In addition, a climate that supports this continuing development is critical to its success.

Active participation in professional organizations (i.e., National Business Education Association, American Vocational Association, Delta Pi Epsilon) provides an ongoing, readily accessible avenue for each business educator's professional development plan. One of the roles of professional education organizations is to stimulate reflective thinking, questioning, and receptiveness to change. Annually these professional

organizations provide opportunities to learn about strategies addressing an array of issues that continue to impact daily instructional activities. Professional organizations provide publications and forums for learning, exchanging, and reflecting.

Teacher education programs and school-based professional development activities, long viewed as separate, are coming together through professional development centers and schools, regional alliances, and similar initiatives. Inherent in these initiatives is the necessity for practitioners to collaborate when selecting concepts and content that teachers and their students must learn.

Because professional development is a process that extends from the decision to become a business educator throughout the career of that individual, the entire educational community, including colleges and universities, school systems, and the business community, partner in the professional development. An ongoing professional development plan includes courses, programs, and other learning experiences provided by those partners.

IMPACT OF PROFESSIONAL DEVELOPMENT

We Believe That as business educators implement individualized, ongoing professional development plan, the results should lead to strengthened teacher roles and improved student learning. Further, plans should enable educators to contribute to meeting the goals of their learning communities. Restructuring practice is difficult. Therefore, **We Believe That** through professional development, teachers learn to think and teach differently; policy makers learn about the complexities of transforming ideas into realities; and administrators learn about the support necessary to facilitate teacher change. Thus, professional development based on a collaborative network among business educators, administrators, policy makers, and business and community representatives, leads to positive change.

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Policy Statement No. 61, 1997

This We Believe About The Delivery Of Business Education

Changes in society result in the need for continuous learning. These changes are accelerated by technological advances which bring about shifts in both learners' needs and the way instruction is delivered in schools, business, labor, and government.

Business educators must employ varied methods of delivery to address these changes. *Teachers, learners, curriculum, teaching strategies, and schedules* are critical elements for the delivery of business education.

TEACHERS

We Believe That business educators are the primary facilitators of learning *for* and *about* business. Business educators carefully analyze the needs of the learner, choose the appropriate teaching strategies, provide feedback to the learner, and enlist the support of others in the learning process. To assist in delivering instruction, business educators can use partnerships within the community, cross-disciplinary projects within schools, collaborative student work groups, and interactive technology. They are changing their modes of instruction as well as finding and using the latest delivery strategies.

LEARNERS

Business education occurs at all levels--elementary, middle school, secondary, post-secondary, collegiate, and continuing adult education. We Believe That individual learners at each level require teaching strategies, curriculum, and delivery methods appropriate to their needs and stages of development. Student organizations play a critical role in the development of the learner. Learners are also expected to assume more responsibility for self-directed learning, critical thinking, and self-assessment.

CURRICULUM

We Believe That the business education curriculum is driven by standards *for* and *about* business that are jointly developed by business educators and other stakeholders, including learners, business advisory committees, parents, community members, and administrators. This curriculum is continually evaluated by these stakeholders; and from this evaluation, the curriculum is revised. The business education curriculum also provides for student assessment and feedback in the learning process.

TEACHING STRATEGIES

We Believe That the delivery of business education includes an array of strategies designed to increase the rigor and relevance of the curriculum. These strategies enable students to connect their learning to work-related situations and their personal business lives. A list of strategies may include the following:

collaborative learning groups
computer-assisted instruction
distance learning / video conferencing
independent study
interactive media
online classes
simulations
work-site experiences

Collaborative work groups provide students with opportunities to develop the skills needed for teamwork, peer teaching, and peer evaluation. These skills are essential for the workplace.

Computer-assisted instruction simulates workplace practices, is useful for remediation and enrichment, and is conducive to independent study. Students may access computer-assisted instruction from local or remote locations.

Distance learning technology provides an avenue for the delivery of business education when resources may not be available locally. This technology provides access to a myriad of learning opportunities and allows learners and teachers at various locations to interact as if in the same classroom.

Through independent study, learners have freedom to explore topics, develop their knowledge and skills, and customize their educational programs in a manner that may not otherwise be possible. Independent study fosters a mentoring relationship between learners and business educators.

Online classes are offered on the worldwide web and electronic mail. The worldwide web enables learners to access information in a timely manner and to communicate with individuals around the world. The role of business educators is to facilitate online learning by setting expectations, planning educational experiences, selecting materials, interacting with learners, and evaluating student progress by electronic mail or the worldwide web.

Simulations offer an opportunity for students to demonstrate what they know and are able to do in an environment that most closely replicates the workplace. Simulations allow learners to transfer their knowledge, skills, and attitudes to business applications.

Through work-site learning, students have the opportunity to apply and extend knowledge, skills and abilities in an actual workplace setting. Business educators coordinate new experiences through internships, apprenticeships, cooperative work experience, and externships.

SCHEDULES

Schools may use a variety of schedules to meet the needs of the learner and to implement the curriculum. Business educators should assume a leadership role in exploring alternative schedules to deliver business education in a time frame most appropriate for the learner. Societal changes and technological advances provide a platform for increasing scheduling options.

Thus, We Believe That business educators will continue to focus their efforts on the learner by developing a rigorous curriculum based on relevant standards, adopting flexible schedules in a creative environment, and using teaching strategies and advanced technologies to support the delivery of business education. Business educators will continually modify business education to meet the changing needs of the learner, workplace, and society.

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Policy Statement No. 62, 1998

This We Believe About The Role Of Standards For Business Education

Standards provide a framework for curriculum and program improvement in business education. In meeting standards, business teachers may participate in a variety of activities that include collaborating with the business community, implementing school-to-work concepts, incorporating technology, and reflecting on effective work practices for continuous improvement of their teaching.

In this statement, a standard is defined as a basis of comparison in measuring or judging quality. A standard becomes a criterion for measurement. A set of standards provides a framework for judging the quality of business teacher education programs. When this definition is accepted for business teacher education, a direct link exists between expectations and standards for teaching and learning. Standards identify expectations and become a basis for determining whether these expectations have been met for both teachers and students.

Standards are used in the preparation of both prospective and practicing teachers. As a profession, education relies on standards to set the stage for lifelong learning and improvement of teaching. Standards may be used to assess teachers, assess programs, demonstrate accountability, and measure progress against benchmarks. To meet standards, business educators must embrace lifelong learning and continuous improvement of teaching.

Need for Business Teacher Education Standards

We Believe That standards identify what teachers should know and be able to do. Business teacher education standards address mastery of subject matter, theories of student development and learning, and knowledge of instructional delivery techniques.

Authentic assessment of prospective and practicing teachers is essential. Multiple authentic assessment techniques can be used to measure achievement of specific standards. These techniques include formal and informal performance-based assessment practices. They provide for the holistic evaluation of teachers. Teachers who demonstrate exemplary teaching practices are ultimately the true test of quality business teacher education programs.

Standards are an important vehicle for directing program improvement. National, state, and local standards provide the framework for developing curriculum, establishing program requirements, and evaluating the professional growth of business teachers.

Standards established by accrediting agencies, professional associations, departments of education, and other educational entities are used in program review. The review process provides business teacher educators with feedback about the quality of their programs and instruction.

We Believe That essential teaching standards can be mastered in an undergraduate business teacher education program. Others require reflection and continued professional growth. Business teachers must be involved in continuous improvement, assessing their daily teaching to ensure adherence to professional teaching standards. As an outcome of assessment and reflective practice, business teachers improve their methods, enhance their knowledge, and refine their philosophies.

Business teacher educators are accountable for the preparation of teachers who can meet the instructional needs of all students. Collaboration between business teacher education programs and their stakeholders provides the means for setting standards used in measuring accountability. As a result of input from these stakeholders, standards are established that lead to changes in business teacher education programs. When these professional standards are used as criteria for business teacher education, they promote collaboration with colleagues, the community, and business and industry.

We Believe That standards for business teacher education become the benchmarks for best teaching practices. Business teacher education programs must prepare teachers who

have command of a core body of knowledge for and about business.
integrate vocational and academic learning, including school-based and work-based activities.
understand how individuals develop and learn.
create instructional opportunities that meet the needs of diverse learners.
assist students in processing information and making decisions at progressively higher cognitive levels.
provide articulated instruction and programs that allow students to progress smoothly from one educational level to the next.
value diversity and cultural differences.

Teachers who have these abilities meet the essential standards relative to business teacher education programs.

Application of Business Teacher Education Standards

Business teacher education programs should be built around professional standards provided by accrediting agencies, professional associations, departments of education, and other educational entities. Therefore, employers of program graduates have assurance that prospective teacher candidates have been held accountable to criteria that are more clearly identified than in the past. Adherence to standards for business teacher education should result in teachers who have the knowledge, skills, abilities, and

commitment to guide students in their learning. If these standards are an integral part of business teacher education programs, graduates will continue to learn, refine their skills, and renew their commitment to quality education throughout their teaching careers.

Teachers and their supervisors use standards to promote professionalism and lifelong learning. They work together to formulate professional development plans, using the standards as a guide. These standards become a tool for analyzing, evaluating, and strengthening the quality and effectiveness of teachers prepared through business teacher education programs.

Impact of Business Teacher Education Standards

We Believe That business teacher education programs must be based on standards that define a quality program. The use of these standards confirms the importance of preparing teachers who can help students learn, can facilitate their transition to work, and can assist them in contributing to their communities.

We Further Believe That standards identified by various accrediting agencies, professional associations, departments of education, and other educational entities are important for business teacher educators to use in assessing contributions that prospective and practicing teachers make to student learning. Standards set expectations for business educators and their students, enabling ongoing evaluation and improvement of business teacher education programs.

Thus, We Believe That standards are a driving force in the education profession. Standards serve as the catalyst for preparing business teachers to become lifelong learners who are visionary in their teaching and curriculum design.

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Policy Statement No. 63, 1998

This We Believe About The Relationship Between Business Education And Students' Transition To Work

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In the current high-performance, results-oriented workplace, everyone must be able to make decisions and learn independently. To succeed in this evolving and unpredictable environment, students need a variety of academic and technical skills as well as career preparation experiences. Employers provide input essential in identifying skills considered vital in the workplace. Educators and employers partner to develop the structures and support for students to acquire the skills needed for employment and continuing education.

Educators use transition-to-work strategies to engage all students in a rigorous and relevant curriculum, to provide them with life and career connections, and to have them explore ever-changing and challenging opportunities in the workplace. Students are motivated and learn best when they understand the relevance of their instruction.

PARTNERSHIPS

We Believe That through partnerships with business a bridge between education and workplace settings is created. The strength of this bridge is directly related to how well the partners communicate and coordinate their efforts. Partnerships with business are a natural and, in most cases, a required part of every business education program. When these relationships are established, business partners respect what business educators do, learn to rely on the quality of the programs, and have confidence that students are prepared for the workplace. This connection provides real-world experience and builds a clearer motivation for learning. As a result, the more students can relate what they are learning in school to what takes place outside of school, the more connected they become with their own individual school-to-career plans.

We Believe That every student needs a broad understanding of critical aspects of business. Through business partnerships and business education curricula, students:

gain knowledge that addresses history, organization, and systems of the work world.
gain experience in putting together a business plan and learn how to manage and conduct the day-to-day operations of a business.

think critically about the advantages and disadvantages of different types of organizational structures.
use financial analysis techniques to determine the profitability of a business enterprise.
develop human relations skills and have opportunities to work cooperatively as team members.
understand how local, state, national, and international issues affect businesses.
develop technological competence.

This knowledge is valuable across all career paths and essential for employment. Business education is the foundation for a broad understanding of these critical aspects of business.

PROGRAMS OF STUDY

We Believe That business education programs provide rich opportunities for real-world learning experiences for all students. These opportunities reinforce high academic standards while providing authentic contexts where students are able to apply what they have learned. School-based experiences include vocational student organizations, field trips, guest speakers, and in-school enterprises. Work-based experiences include internships, apprenticeships, cooperative work programs, paid work experiences, job shadowing, community service, and service learning. The unique ability to bridge the gap between theoretical classroom learning and actual workplace experiences is an essential component in students' making successful transitions to work and, ultimately, careers.

We Believe That business education provides a coherent plan to create a personalized learning environment. Through business education, students undertake an ambitious academic program made relevant by its connection to the community and the workplace. Critical to the success of a coherent plan is the inclusion of parents, counselors, and others significant to the student's support system. In the elementary and middle school years, business awareness and exploration activities are integrated into ongoing experiences to provide students initial connections to the world around them. In the high school years, core academic subjects and business education courses provide a broad career perspective. In the post-secondary years, students move from broad to specific career preparation. Business education courses are usually grouped into program sequences or career pathways that facilitate students' transition to work and additional education.

ESSENTIAL SKILLS

We Believe That business education is essential for the preparation of students as knowledge workers. Individuals must have the skills to gather, create, and analyze data to produce usable information. Today's businesses, therefore, expect employees to be able to make appropriate decisions about lifelong learning needed in their chosen careers. Students can achieve technical competence, understand theory, apply academic skills in a meaningful way, and integrate career development into satisfying career choices when

they participate in the business education program. The ability to bridge the gap between theoretical learning in the classroom and actual practice in the work environment is the essential component in students' making a successful transition to work.

Thus, We Believe That business education programs enable students to develop skills essential for successful transition from school to work and, ultimately, careers.

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Policy Statement No. 64, 1999

This We Believe About The Role Of Business Education At All Educational Levels

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The twenty-first century and the "net generation" have arrived! What does the reality of the new century hold for business education?

We Believe That all persons regardless of age, gender, and career aspirations can benefit from participating in business education. Meeting the needs of the net generation, who in the year 2000 will be between the ages of two and twenty-three, will be a primary focus of our profession. They will influence how each of us will interact in the world. Thus, business educators must recognize that there is a major difference between net generation learners and those from previous generations. Powerful technology has enabled the net generation to develop different mindsets about work. Traits of these learners include:

1. Independence. The net generation thrives in an independent environment where they determine their own priorities.
2. Collaboration. The net generation favors peer-oriented relationships that grow out of mutual respect for each other's expertise.
3. Respect. The net generation expects to be treated as equals and assessed according to their contributions rather than their age and position.
4. Multi-tasking. The net generation is comfortable performing many tasks at one time. While they do not consider multi-tasking stressful, they do expect immediate results.

These new mindsets require change. Business education can be adapted to respond to these traits.

AN EVOLVING BUSINESS EDUCATION ENVIRONMENT

We Believe That the business education curriculum is vital because of the knowledge and skills it provides. In order for business education to be an integral and equal partner within a school=s educational community, business educators must proactively respond to industry needs and connect with changing student learning styles.

We Believe That the knowledge and skills taught in business education are essential in the foundation for emerging careers in e-commerce and other job clusters. In addition, **We Believe That** people skills must be integrated throughout the curriculum. Business

educators teach soft skills through modeling, classroom culture, and daily interactions in a project-based environment.

A project-based environment is where learners learn by doing. Learners work in teams, refine people skills, and establish business contacts through a series of organized activities including field trips, career presentations, job shadowing, mentoring, and work-site experiences. They learn from the strengths and weaknesses of others in a real-time mode in virtual classrooms.

At all educational levels, the business educator must transform the classroom into a virtual enterprise. Here, learners apply their learning "just-in-time" for the daily operation of the business. In this virtual enterprise, learners face and learn to handle actual business situations such as creating business plans, handling finances, identifying staffing needs, marketing products and services, and fulfilling customer needs. Delivering business knowledge, skills, and attitudes in this way enables the business educator to facilitate student problem-solving and decision-making at its highest level.

We Believe That business education is a rigorous discipline that challenges learners to develop their creative thinking skills and become independent learners. Through analysis, synthesis, and evaluation, learners apply their business knowledge and skills in other disciplines and in the real world.

ROLE OF BUSINESS EDUCATION AT VARIOUS LEVELS

Elementary. **We Believe That** learning is a lifelong endeavor in which business educators serve as resource persons and teach career awareness and technological literacy at the elementary level. A business educator may be a technology coordinator, peer coach, media specialist, or team teacher. By partnering with elementary teachers, business educators integrate technology and career awareness into the curriculum.

Middle School/Junior High. **We Believe That** business educators teach learners to use technology effectively in the learning process for all content areas. They provide career exploration through school-based enterprises, job shadowing, and job mentoring activities at the middle/junior high school level. Through realistic simulations, learners apply technology skills and demonstrate effective soft skills needed to become successful participants in the business world.

Secondary. **We Believe That** business educators facilitate learning in a student-directed environment based upon learning for and about business. Learners are guided in many ways as they develop skills necessary to be effective consumers, citizens, workers, and business leaders. Learners customize their learning by selecting projects based on personal and career interests. Learners, working independently or in teams, use a wide range of technology to solve unstructured problems. All of these opportunities support their desire for independence and creativity, as well as their need to collaborate. Learners continue their career exploration and demonstration of their career skills through work experience and student organizations.

Post Secondary/Four-Year University. **We Believe That** post-secondary institutions are in an ideal position to provide education and training to persons desiring to change careers, expand employability options, and/or upgrade technological skills. These goals can be accomplished by developing occupational competencies through certificate and degree programs, practical work experiences, and coherent courses to provide a smooth transition from high school to two- and four-year colleges or to work. Advanced technological competencies, economic understandings, workplace literacy skills such as communications, critical thinking, management, personal finance, problem solving, team building, and decision-making skills are developed through a variety of formats.

SUMMARY

The evolving environment created by the net generation provides business education a window of opportunity to be vibrant, viable, and involved as leaders in the educational process. Thus, **We Believe That** the rich heritage of business education provides the confidence needed to renew the profession and to grow to a greater level of involvement.

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Policy Statement No. 65, 1999

This We Believe About Distance Learning In Business Education

Business education today serves learners in traditional classrooms, in corporate settings, and at remote sites. Learners in these educational environments encounter numerous alternative delivery methods. They are being educated through distance learning that uses web-based delivery, teleconferencing, computer conferencing, and electronic networking.

As business educators, **We Believe That** distance learning provides access to educational resources for a larger and more diverse population of learners than in the past. In addition, it enables schools to offer courses and other educational experiences that otherwise could not be offered. For example, distance learning provides an opportunity for greater infusion of global business concepts into every level of instruction. Thus, **We Believe That** business educators must continue to learn about distance learning and investigate appropriate applications for their programs.

QUALITY

We Believe That the quality of business education programs must be maintained.

Business educators should assume the responsibility for determining appropriate uses of distance learning to enhance program quality and facilitate learning. The competitive marketplace impels business educators to devise programs and offerings that attract learners while maintaining the quality and integrity of those programs.

All stakeholders can work together to develop appropriate program expectations, course objectives, course content, and learner outcomes. Stakeholders may include learners, parents, teachers, administrators, and employers.

We Believe That an effective and coordinated distance learning program is a valuable component of the business education curriculum.

CHALLENGES

Distance learning creates a positive educational context that significantly alters the level of interaction among the stakeholders and offers several challenges to business educators.

The use of distance learning will continue to expand as a result of increased technological innovations and competitive forces in the educational marketplace. Business educators will have opportunities to use alternative delivery methods as a result of that expansion. The challenge to business educators is to evaluate the merits and applications of each alternative method. Thus, **We Believe That** business educators should have a voice in the planning, design, selection, and implementation of distance learning to be used in the business education program.

All stakeholders must be cognizant of the investment in time, money, and effort required to provide the infrastructure for quality distance learning. Distance learning requires technical support and continuous review to ensure a viable program.

Business educators have a responsibility to take advantage of professional development activities offered in the uses and applications of distance learning. In addition, teacher education programs should offer pre-service and in-service training in the development of distance learning courses and systems.

Distance learning will require a change in the interaction between instructors and learners and will place greater demands on their time. It will provide additional course opportunities, enrichment activities, and global connectivity.

Business educators must understand the legal and ethical ramifications of distance learning. Legal issues arising from distance learning may include the use of copyrighted properties, contractual agreements, and rights to ownership. Ethical issues arising from distance learning may include the uses of recorded instruction and web sites. Local guidelines may govern legal and ethical uses of resources in distance learning.

Therefore, **We Believe That** a significant challenge to business education is to make distance learning as meaningful, interesting, valuable, and interactive as face-to-face learning.

ASSESSMENT

We Believe That the assessment of a distance learning program encompasses the system used, learner competencies, course standards, and teacher effectiveness. When developed and delivered well, technology does not impede instruction and learning.

Quality materials, creative teachers, and periodic assessment of learning are critical components of a quality distance learning environment. Effective use of teaching materials and equipment, appropriate learner assessments, and feedback from various assessment measures of program quality are essential.

We Believe That assessment of distance learning must include evaluation of the program for its effectiveness and success in promoting learning; it must not be solely a response to economic factors.

SUMMARY

We Believe That business educators need to be mindful of the considerations for choosing distance
learning as a delivery system and to remember that all courses and all students do not necessarily benefit from distance learning programs. To determine if distance learning is an appropriate delivery system for their programs, business educators might consider the following questions:

How can knowledge and skills be acquired effectively through distance learning?

What can and should business education offer learners through distance education to enable them to develop the competencies they need?

What business education courses are appropriate in the distance learning milieu?

How are economic efficiency and learning effectiveness balanced in the distance learning environment?

We Believe That distance learning can address the interests of educationally neglected populations, promote individual autonomy, and broaden the inclusiveness of the constituencies business education serves.

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Policy Statement 66, 2000

This We Believe About Electronic Business In Business Education

Although the basic underpinnings of modern business have existed since the eleventh century, digital technology, including the Internet, is today changing the way we do business. “New technologies are dramatically changing the way we live, the way we learn and the way we work” (First Annual Report of the U.S. Government’s Working Group on Electronic Commerce). Businesses that engage in electronic business (e-business) practices have experienced tremendous productivity changes in a relatively short span of time. E-business has also impacted the way, for example, that people make airline and hotel reservations, conduct stock transactions, transfer funds, deliver training, and interact with customers.

E-business involves the exchange of business information by digital transmission. E-commerce is often confused with e-business. For our purposes, e-commerce is considered a component of e-business and refers to activities that involve the exchange of products and services, from business to business, from business to consumer, or within a business, through digital technology.

Using computer programming, database management, web design, and middleware (computer hardware and software that connect various platforms), workers develop the infrastructure that enables e-business to occur. E-business influences activities in accounting, marketing, human resources, purchasing and supply, and customer service as essential business systems are transformed. However, success in an e-business work environment increasingly depends on how employees can effectively communicate, work in teams, take initiative, and make decisions.

We Believe That business educators must address the emergence of e-business in the global economy. Business education curricula must encourage students to accept the challenges and opportunities in this dynamic environment. Important e-business issues include ethics, security, database principles and management, web site design, customer relations management, leadership, and the interdisciplinary nature of e-business.

Ethics

In a global economy, e-business is not bound by a single code of ethics as defined by national borders. Different societies have various answers to the question of how e-business can be ethically conducted. However, without an inherent “trust” in the systems that honest transactions will occur, the integrity of e-business is jeopardized.

We Believe That business educators must continue to promulgate standards of ethical conduct in business. Given the speed and immediacy of transactions in the electronic environment, students, more than ever before, must have a solid foundation on which to base their ethical decisions. (refer to PCBEE Statement 51 "This We Believe About Teaching Ethics for Business")

Security

Security of transactions as well as business and personal information will continue to influence participation in e-business. The integrity of information must be maintained as it flows through the input, process, and output components of e-business systems. The openness of the Internet creates a heightened need for security. Consumers and businesses must be protected from misuse of information. Consumer and business privacy of information is a vital concern. **We Believe That** students must be knowledgeable about the most current security measures for protecting the integrity of data in an e-business environment.

Database Principles and Management

Employers have a clear need for workers who can manage ever-increasing amounts of data to serve their users effectively. Databases must be planned, designed, and organized so clients can query the data, retrieve information, and intelligently use this information for problem solving and decision making. **We Believe That** in-depth instruction in and use of database management systems must be an integral component of e-business curricula.

Web Site Design

Effective web site design in e-business is dependent on a thorough understanding of the client, the business, the data, and how information is used. Students must know how to establish a web site that is easy to use and employs the enormous scope of the Internet. **We Believe That** business education curricula must include the fundamentals of effective web site design as it relates to productive operations of e-business.

Customer Relations Management

Successful customer relations imply that customer (e.g. consumers, businesses and internal users) needs are being met before, during, and after an interaction. In e-business, this interaction refers to developing a positive relationship and providing the customer with timely and accurate information, a quality product or service, and personal attention to follow-up inquiries. It is crucial that e-business transactions are user friendly and provide a non-threatening, welcoming environment where customers prefer to come. **We Believe That** business educators must teach students how to use information to attract, retain, and serve customers.

Leadership

The dynamic environment of e-business demands rethinking the concepts of time, distance, methods, and approaches used in all business processes and systems. Advances in this environment have been and will continue to be dependent upon inspired leaders – those willing to take risks, embrace change, meet challenges, seize opportunities, and empower workers. **We Believe That** Business education creates an environment where e-business students can be visionaries, change agents, risk takers, leaders, and good citizens.

Interdisciplinary Nature of E-Business

E-business is an emerging field with challenging occupations that require skill sets delivered by multiple disciplines. Business education is the major provider of information technology, marketing, management, law, finance, economics, and international business knowledge and skills needed for e-business. **We Believe That** students benefit from collaboration between business education and other disciplines in delivering e-business curricula.

Furthermore, **We Believe That** business educators must take the lead in describing, designing, and developing courses and programs that meet the needs of students at all educational levels, to engage in e-business. Business educators must continue to encourage more cooperation and collaboration. **We Believe That** planning and collaboration across disciplines must be a priority in the delivery of the e-business curriculum and that appropriate resources must be allocated to achieve this initiative

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A book of all statements to date is available for purchase. Address inquiries to the Executive Director, PCBEE (Phone: 765-285-5227 or Fax: 765-285-8024).

Statement 67, 2000

This We Believe About Teaching The Soft Skills: Human Relations, Self-Management, And Workplace Enhancement

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Students entering today's dynamic workplace must possess business-related, non-technical (soft) skills as well as technical competence. Success in the twenty-first century business environment is dependent on a refocus on skills that were emphasized in the twentieth century. More than ever before, merely being technically competent is not sufficient. To be successful in the global and diverse workplace, students must develop human relations, self-management, and workplace enhancement skills. Today's employees and entrepreneurs must have the ability to use and apply these skills in every phase of their work and lives. Even with increasing use of technology and a growing trend toward diverse worksites, students must understand the benefit of soft skills to their careers and personal lives. **We Believe That,** by teaching these soft skills, business educators have the opportunity to add significant value to their students' learning.

A Refocus

Business educators have traditionally been successful in teaching the technical skills. While the technical skills are effective tools to accomplish a task, they must be complemented by the soft skills to enhance productivity. In the high-performance workplace, it is the *human factors* that impact the ability of organizations to succeed. Key components for success on the job include the attributes of human relations skills (e.g., positive attitude and teamwork skills), self-management skills (e.g., knowing how to learn and ethical behavior), and workplace enhancement skills (e.g., critical thinking and decision-making skills). Employers clamor for individuals who can work effectively with others, collaborate to solve problems, and manage work teams.

Students can learn these soft skills from different individuals in a variety of settings. Professional and community partners, parents and family, civic organizations, and the employment community all provide resources and settings for students to learn these skills. Business educators are the link between the school-based environment and the work-based environment through curriculum, student organizations, and business partnerships. At all educational levels, students and faculty must be held accountable for high standards in human relations, self-management, and workplace enhancement skills.

We Believe That business educators are the leaders for ensuring that students develop these skills needed in business settings.

The Challenge

When business educators refocus on the soft skills, several obstacles emerge. One is the perception that soft skills are difficult to define, teach, and assess. Another obstacle is the attention given to technology that has tended to downplay the importance of these skills. In some cases, teaching these skills has been considered someone else's responsibility, adding to student and faculty apathy toward the necessity for these skills. Furthermore, a schism has evolved between the work-based and school-based environments regarding the soft skills. The business community seeks employees who can demonstrate positive application of these skills, while the educational community has not always sufficiently emphasized them. Attitudinal differences among generations about these skills have led to ambivalence about their importance. Technical skills must be complemented by well-developed soft skills. **We Believe That** business educators must overcome these obstacles to meet the challenge of preparing students for success in the workplace.

Learning Strategies

Business educators must be proactive in setting high expectations and employing instructional strategies that will lead students to meet these expectations in both school-based and work-based learning environments. The school-based environment includes such strategies as modeling, portfolios, reflection, simulations, cooperative learning, and participation in student organizations.

X Modeling, including role playing, can provide students with examples of behavioral expectations of the workplace.

X Portfolios and reflection allow students to examine their progress toward developing these expected behaviors.

X Simulations and cooperative learning provide opportunities for students to experience situations similar to those they will encounter in their jobs and careers.

X Student organizations serve as a natural link between school-based and work-based experiences providing a forum for students to develop and demonstrate the soft skills.

Work-based opportunities such as business partnerships, cooperative work experience, and internships provide real-world observation and application of these skills. **We Believe That** business educators demonstrate commitment to helping students develop the soft skills necessary for success by providing these school-based, work-based, and student organization experiences.

Assessment

One of the critical factors in assuring that students develop these skills is effective school-based and work-based assessment. Assessments allow students to provide evidence of the extent to which they have mastered the soft skills. Alternative assessment formats include demonstration, portfolio development, checklists, rubrics, critical incidents analysis, and role-playing. These formats can be used in teacher, peer, self, and worksite/employer-based assessments.

Commitment

For business education to remain viable and relevant, the soft skills must be a major part of the curriculum. These skills must be emphasized in

X business teacher preparation programs
X curriculum development and instructional materials
X national, state, and local standards
X regular, systematic evaluation strategies
X student organization activities
X all school-based and work-based environments.

We Believe That business educators must engage in ongoing research for innovative and effective ways to teach and evaluate the soft skills. Further**, We Believe That** business educators must make a professional commitment to re-emphasizing the soft skills for student success in school-based and work-based environments. Through continuous involvement with the workplace environment, business educators will become aware of emerging uses of the soft skills that students need to develop. **We Believe That** business educators can and will add significant value to students' learning and to the business education profession through renewed emphasis on human relations, self-management, and workplace enhancement skills.

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Policy Statement 68, 2001

This We Believe About The Emerging Roles Of The Business Educator

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We Believe That the 21st century presents a host of opportunities and challenges in business education. The profession of teaching for and about business is emerging from the classroom to cyberspace, work sites, boardrooms, community centers, and legislative halls. Teaching professionals need to meet global accountability standards in an era when basic skills competence and technological literacy are desperately needed. The global knowledge economy affects the way business educators live, work, and think. Effective responses depend on business educators' abilities to learn, adapt, and change. Success depends on how well business educators meet the needs of students, business, and society.

Educating students to learn, think, and embrace the challenge of continual societal and technological changes must be a top priority. Individuals best able to communicate, collaborate, value diversity, and harness the efficiencies of technology will be in great demand. Dramatic changes in students, learning environments, delivery systems, and technologies will continue. These changes will transform the business educators' roles of facilitator, educational designer, collaborator, mentor, political advocate, and continual learner.

FACILITATOR

We Believe That the focus of education using any delivery system must be on learning (what students know and are able to do) rather than on teaching. Therefore, business educators must facilitate experiences that allow students to become independent learners and team members who are accountable for their own knowledge and performance.

In an environment of growing diversity (cultural, skill level, attitude, and experience), business educators should

- Use collaborative, project-based learning activities in which students share thoughts and ideas to solve problems;
- Encourage students to locate, retrieve, evaluate, and use information from traditional and emerging resources;

- Create a positive environment in which learners take educated risks and experience trial-and-error learning;
- Encourage students to develop and apply criteria for assessing individual and group achievement; and
- Assist students in the development of their educational plans.

EDUCATIONAL DESIGNER

We Believe That as educational designers, business educators must provide meaningful and relevant learning experiences regardless of the venue. Business educators must design content, delivery, and assessment in view of what is best for individual learners, business, and society. Business educators must use and model effective design, development, and delivery of experiences that

- Incorporate new pathways and modalities that enhance student learning opportunities,
- Create learning and assessment strategies based on standards,
- Use digital tools to access globally information and human resources, and
- Provide real and relevant contexts for learning.

COLLABORATOR

We Believe That successful education requires collaboration. Participants in collaborative learning communities may include educators, learners, parents, administrators, employers, community members, governmental representatives, and professional association members. With expertise in business, technology, and education, business educators provide a work world context for collaboration. Business educators are in a unique position to provide a bridge among collaborative partners. Therefore, business educators collaborate by

- Seeking input and support from constituents who have the resources and capabilities to influence and enrich learning experiences,
- Planning, initiating, and nurturing collaborative learning environments,
- Maximizing appropriate technology usage,
- Promoting assigned planning time to develop interdisciplinary activities, and
- Implementing articulated curriculum.

MENTOR

We Believe That mentoring and counseling are increasingly important to prepare students for and about business. Business educators, by modeling competence and professionalism, provide support focused on students' individual and professional aspirations. Recognizing the diversity that exists in the learning environment, mentors should advocate for individual students.

We Further Believe That business educators have an obligation to serve as mentors for new professionals. Therefore, business educators should develop meaningful relationships with students and new professionals. Strategies for developing these relationships include:

- Inspiring individuals to plan for the future, resulting in improved academic and performance outcomes,
- Providing support and encouragement,
- Sharing frustrations and successes,
- Giving constructive feedback, and
- Listening.

POLITICAL ADVOCATE

We Believe That the future success of business education (and often its very existence) depends on partnerships between teachers and policy makers. Business educators must have input to standards, employment regulations, and funding for educational initiatives. Therefore, business educators must communicate to decision makers at all levels the concerns, challenges, and benefits of the profession.

Political advocacy may include:

- Building support coalitions for educating the workforce,
- Participating in school governance,
- Marketing business education and work-based learning programs,
- Maintaining an open dialogue with policy makers, and
- Expressing appreciation for support.

CONTINUAL LEARNER

We Believe That in this fast-paced, changing world, business educators must implement a professional development plan designed to keep them current in business content and instructional delivery systems. In this plan varied activities enhance educators' abilities to provide rigorous, academically integrated business instruction.

Professional development may include participating in:

- Technology-driven learning opportunities modeling the delivery systems that students experience;
- Workshops and work experiences in which educators obtain training and development in current business practices, technological applications, and pedagogy;
- Certification (or licensure) opportunities that denote expertise in the field; and
- Professional organizations, such as Association for Career and Technical Education, Delta Pi Epsilon, International Society of Business Education,

National Business Education Association, and their respective local, state, and regional affiliates.

We Believe That educational policy makers must recognize that business educators, as professionals, must be continual learners. Therefore**,** effective professional development can be realized only through the allotment of sufficient time, funding, and resources.

SUMMARY

Thus, We Believe That in this ever-changing environment, business educators must embrace new paradigms, tools, and methods. It is paramount, however, that effective learning remain the focus. Business educators must assure that professional performance in the emerging roles meets the needs of students, business, and society.

Policy Statement 69, 2001

This We Believe About the Role of Business Education in Financial Education

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All citizens must acquire financial competencies to manage their own finances and to participate effectively in the workplace. Evidence of the need for *personal financial education* is demonstrated by society's increased dependence on credit, the proliferation of credit cards, a declining rate of saving, a record number of bankruptcies, and the recognition of the need for lifelong financial security. The need for *business financial education* is illustrated by the large number of new businesses that are entrepreneurial in nature, online business opportunities, global competition, and the number of business failures. Individuals are ultimately responsible for their financial decisions, whether personal or business.

People entering the workplace will face a changing world over their lifetime. Individuals will have a longer lifespan, perhaps spending as many years in retirement as in the workplace. Because of a multitude of resources, people have an opportunity to take individual ownership of their own financial security. Online resources, financial publications, financial advisors, and investment groups are all examples of resources individuals or businesses use in managing their finances.

A free enterprise economy offers opportunities for financially competent people to be successful, while those without financial skills will struggle with the "dollars-and-cents" aspect of life. In addition, local, state, and federal legislation and the global economy impact both personal and business financial decisions. Financial education issues have been given new emphasis by enhanced use of technology, an ever-changing global economy, and recognition of the need for lifelong learning.

Financial Education Defined

We Believe That financial education incorporates the development of a broad range of competencies. The National Standards for Business Education, published by the National Business Education Association (NBEA), identifies financial competencies required for lifelong success. *Personal financial education* includes money management, income and spending, savings and investment, and the use of credit. *Business financial education* includes the understanding of business organizations, business cycles, scarcity, opportunity costs, cost-benefit analyses, and competition.

Financial Education Over a Lifetime

We Believe That important life skills are best learned over an extended period of time. The NBEA standards for personal finance from NBEA emphasize the continuity of learning. As early as the elementary school years, students should learn how to budget, save, and spend wisely. One standard at the elementary level addresses the examination of purchasing options based upon personal financial resources. A middle/junior high school standard applies the financial decision-making process. At the secondary level, some standards focus on the wise use of credit, and at the postsecondary level, some standards emphasize financial planning and management of resources. Adults continue to develop their financial skills formally in specific finance classes or informally through reading financial publications; accessing online information; becoming active in investment groups; consulting financial planners; and attending workshops on investing, retirement planning, and insurance.

Delivery of Financial Education

We Believe That business educators must be competent to provide financial education. **Further, We Believe That** business educators should be given responsibility for coordinating the financial education curriculum. Business programs must provide the foundation for personal and business financial education. A personal or business finance standalone course can be offered, and/or the competencies may be integrated into other business courses or other content areas. These competencies can be delivered in multiple ways. For example:

- Standalone Courses
    - Develop a personal money management plan in a personal finance course.
    - Develop an investment portfolio in a business finance course.
    - Complete the loan application process for a business or individual in a finance and banking program.
    - Invest in a virtual business in an online or web-based class.
- Business Curriculum Integration
    - Develop a business plan in a marketing or an entrepreneurship course.
    - Study the time value of money in an accounting course.
    - Calculate the return on investments in a business math class.
- Interdisciplinary Integration
    - Study the value of money in the elementary math curriculum.
    - Analyze purchasing power concepts in middle/junior high school family and consumer sciences or social studies curricula.
    - Debate the pros and cons of a trade agreement in a high school communications curriculum.

Financial Education Partnerships

We Believe That business educators must establish partnerships with members of the global community. These partners can serve as guest speakers and mentors and provide opportunities for tours, job shadows, internships, apprenticeships, and work experiences. The inclusion of community and business partners in financial education is an integral element for the business curriculum. These partners complement the learning process and are employers of the workforce.

Summary

WE BELIEVE THAT

- FINANCIAL EDUCATION IS A LIFELONG LEARNING PROCESS.
- BUSINESS EDUCATORS MUST BE COMPETENT TO TEACH PERSONAL AND BUSINESS FINANCIAL EDUCATION.
- BUSINESS EDUCATORS MUST ACCEPT THE LEADERSHIP ROLE IN PERSONAL AND BUSINESS FINANCIAL EDUCATION.
- BUSINESS EDUCATORS CAN COORDINATE FINANCIAL EDUCATION THROUGH A VARIETY OF DELIVERY SYSTEMS.
- BUSINESS EDUCATORS MUST ESTABLISH PARTNERSHIPS TO REINFORCE FINANCIAL EDUCATION.

Policy Statement No. 70, 2002

This We Believe About The Need For Partnerships In Business Education

Establishing partnerships is an integral part of any business education program. Partnerships must be formed to provide an awareness of and visibility for business education in meeting the needs of a dynamic global environment. Business educators recognize the need for and advantage of having collaboration with business/industry, government, education, and social communities. Equally important is the recognition by all communities of what this collaboration can provide for each partner. Effective partnerships have advanced from specific activities and donations of money to collaborations of partners actively involved in improving education through time and service.

ESTABLISHING A COMPREHENSIVE LEARNING COMMUNITY

We believe that multiple partnerships are needed to provide a comprehensive learning community for students. These partnerships, classified into four categories, include business/industry, government, education, and social communities.

Advisory boards, chambers of commerce, professional organizations, vendors, and not-for-profit and for-profit organizations are part of the business/industry community. The government community may include agencies, legislators, voters, and lobbyists. The education community is comprised of students, teachers, administrators, and board members from all levels. Families, neighborhoods, peers, and civic and faith-based organizations are included in the social community. Parents participate as members in each of these communities.

We believe that the student is the heart of the partnership. The student should be an active participant and/or the beneficiary of a partnership. Whether the partnership is a one-time experience or an extended long-term relationship, the goal of the partnership is that the student becomes a contributing member of society.

We believe that benefits are derived from forming partnerships. Partnerships promote effective communication exchanges about current business and economic trends, technological demands, and realistic job requirements. Participants in successful partnerships become advocates for mutual opportunities to

- share experiences and visions;

- mentor;
- consult;
- network;
- provide technology, manpower, funding, and expertise; and
- create employment possibilities.

DESIGNING EFFECTIVE PARTNERSHIPS

We believe that forming successful partnerships depends on a clear understanding of the role and purpose of a collaborative effort. This understanding can be accomplished by establishing a common language, common goals, and clear expectations. Successful partnerships depend on selecting the right partners, outlining roles and responsibilities, providing orientation and training opportunities, and offering value to participating partners.

Selecting the right partners. Selecting partners who can help achieve desired goals is essential. Partners can bring diverse opportunities, knowledge, expertise, resources, views, and political influences to the partnership. The cumulative effect of this diversity provides a dynamic forum for optimum results.

Outlining roles and responsibilities. Collaborating partners should establish the roles and responsibilities of each member. Members should have an understanding of what is expected and how their roles fit the overall objectives.

Providing orientation and training opportunities. Orientation and training opportunities must be provided for members to reach their potential in the partnership. A well-orchestrated partnership allows members to contribute effectively to a common objective by doing what they do best. Orientation topics may include school, business, and agency policies that affect the operation of the partnership. Examples of training activities include teachers learning how to communicate with legislators or worksite mentors learning how to supervise student interns.

Offering value to the participating partners. Partners participate for diverse reasons. Among these are opportunities to make a difference, to network, to be recognized, to influence curricular activities, and to contribute to society. Effective and ongoing partnerships are characterized by mutual benefits gained from these experiences.

We believe that partnerships depend on administrative support and an effective communication system. Ongoing administrative support is vital to the development, maintenance, and growth of any partnership. Administrative support may include teacher release time, financial commitment, flexible work schedules, and clerical support. An effective communication system is one in which members are informed, concerns are heard, needs are met, and overall relationships are developed and maintained through mutual trust and respect. Public awareness is an essential element in a communication system. For example, press releases and featured articles provide valuable community exposure.

ASSESSING PARTNERSHIP EFFECTIVENESS

We believe that assessment is vital to the longevity and effectiveness of a partnership. Ongoing and collaborative review of partnership goals and proposed outcomes should be conducted. Partnership activities provide the tools and environment to enhance classroom learning. In reviewing the success of the partnership, the following goals must be addressed:

- Students participate in career orientation and development activities.
- Students benefit from opportunities for learning, practice, and application.
- Partners recognize the value of a partnership for all participants.
- Partners appreciate the unique contributions available through partnerships.
- Students and partners benefit from a positive public relations program.

We believe that partners must be actively involved in assessment activities. The role of the business teacher is to make certain that assessment occurs. Assessments may consist of surveys, interviews, or other evaluation methods deemed appropriate for the specified activities of the partnerships.

CONCLUSION

We believe that the business teacher must take a leadership role in initiating, forming, implementing, and assessing partnerships. The value of partnerships to all communities cannot be overestimated. A successful partnership results in a positive learning environment for students. Regardless of the nature of the partnership, partners work together to form the ultimate team—a strong network built on trust and respect.

Policy Statement No. 71, 2002

This We Believe About The Need For Business Education

Business education is a vital part of our American educational system and has provided a solid foundation of knowledge and skills for over a century. Business education is education *for* and *about* business. Education *about* business means preparing all learners for the various roles they will play as economically literate citizens. Education *for* business means building on these general understandings about business in a way that prepares learners to be employed in a variety of careers. These two major thrusts continue as essential components in all business educational environments and enable individuals to:

- participate in a global economic system
- function in domestic and international business environments that are characterized by diversity
- develop information technology skills for creating and managing information and making decisions
- integrate business concepts and skills with other academic knowledge

SOCIETY'S NEED FOR BUSINESS EDUCATION

Business education, a dynamic and diverse discipline, cannot be viewed apart from the society in which it functions. Business educators continually assess how individuals learn and assume new and different roles in a changing global society. As social, political, individual, and business needs emerge, the business education curriculum changes to meet those needs. **We believe that** to be productive and responsible citizens, all individuals must have the opportunity to learn and apply the principles of business to all aspects of their lives.

NEED FOR CONTENT MASTERY

We believe that business education serves society by enabling individuals throughout their lifetime to develop competencies in these eleven content areas:

Content Area	Individuals Will Be Able To:
Accounting	manage an organization's financial resources; understand how accounting procedures can be applied to decisions about planning, organizing, and allocating personnel and financial resources
Business Law	analyze the relationship between ethics and the law in conducting of

	business in the national and international marketplace; understand the laws affecting businesses, families, and individual consumers
Career Development	develop occupational competence for obtaining business positions and advancing in business careers; understand the ever-evolving requirements of the workplace and the relationship of lifelong learning to career success
Communication	master the oral and written communication skills essential to interacting effectively with individuals in the workplace and in society; understand the development of technology and processing skills for acquiring, interpreting, evaluating, and managing information
Computation	solve mathematical problems, analyze and interpret data, and apply sound decision-making skills in business; understand the general mathematical skills needed to solve business- and consumer-related problems
Economics and Personal Finance	use knowledge about the economy and economic systems to manage the individual's role as an informed citizen and wise consumer and producer of good and services; understand how to effectively manage personal finances
Entrepreneurship	appreciate the importance of responding to new business opportunities in domestic and international business environments; understand that entrepreneurship integrates the functional areas of business—accounting, finance, marketing, and management and the legal and economic environments in which a new venture operates
Information Technology	apply technology to analyze, synthesize, and evaluate situations at home, school, or work and then to solve problems and complete tasks efficiently and effectively; understand that information technology is an information-gathering, information-organizing, and problem-solving tool that supports every discipline
International Business	explore the interrelatedness of political policies and economic practices among countries; understand the interconnectedness of social, cultural, political, legal, economic, and ethical factors that shape and impact the international business environment
Management	analyze the organization of a business in the global marketplace; understand various management theories, basic management functions, and their interrelationships
Marketing	describe the elements, design, and purposes of a marketing plan; understand key business functions that are directly related to marketing activities

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These business content areas are not isolated from each other. Understanding their interrelatedness enables an individual to use the content for creating and managing information, solving problems, and making decisions. Business educators provide learning experiences that enable individuals to synthesize the content and become better problem-solvers and decision-makers.

NEED FOR VALUE-ADDED SKILLS

In the 21st Century, success for both business and individuals requires more than content mastery. Human factors also impact the ability of individuals and organizations to be effective. Key components for success in the workplace and society include such skills as human relations, self-management, teamwork, and leadership. To function in a global society, individuals also need sensitivity to ethical issues, cultural diversity, the value and dignity of work, and interpersonal relationships.

In addition, individuals need information management, critical thinking, and decision-making skills. They must learn how to access information quickly and evaluate the validity of that information. In turn, they use that information to make wise decisions and create new knowledge. Business educators integrate technology as a tool so that learners interrelate business content using information management skills. These information management, critical thinking and decision making skills are emphasized in business education programs.

We believe that business education is value added because individuals develop skills that go far beyond content mastery.

CHALLENGES TO MEETING THE NEED

To provide opportunities for all individuals to acquire needed skills and knowledge, business educators must address several challenges. One challenge is to develop a common view of and appreciation for what business education can provide to all individuals, businesses, and the community. Business educators must clearly communicate the goals of business education.

Another challenge is to communicate that business education is a laboratory for applying academics. Business educators must collaborate with other academic educators to demonstrate that business education programs help individuals meet academic standards and benchmarks.

An additional challenge is to collaborate with businesses and communities to provide learning experiences that are integrated into the workplace and that become part of all educational opportunities. The dynamic work environment mandates that individuals continually acquire additional skills and knowledge. Business educators must continue to seek opportunities for providing the richness that the workplace and the community bring to learning.

Complex situations in which individuals find themselves require that business education be delivered at different points and places. Thus, an added challenge is to extend flexible delivery systems to meet the needs of diverse groups in varied settings. Among these groups are underserved and special populations.

We believe that these challenges can and will be met through a coordinated, cooperative effort.

MEETING THE NEED

Business education initiatives are driven by the needs of individuals in society. Business educators have extended the delivery of knowledge and skills that are at the core of business education to diverse settings such as work-based learning sites, corporations, correctional institutions, career and technical student organizations, and virtual classrooms. Business educators must proactively seek collaborative partners to secure society's commitment to providing business content and value-added skills to all individuals.

Businesses, the community, and business educators must build an infrastructure of support to provide universal access to learning opportunities for all individuals. Each segment of a business education delivery system is an essential component in a comprehensive learning environment. All segments must be supported to ensure that individuals become productive and responsible citizens.

We believe that business education is not an option for some—business education is a mandate for all.

Policy Statement No. 72, 2003

This We Believe About Industry Certification

Our nation's economy is dependent upon highly qualified and skilled workers. Preparing for current and emerging economic markets is a shared responsibility among all education, training, and workforce development systems. Employees must have a combination of academic knowledge, non-technical workplace skills, and technical competence. Industry certification is one approach to assessing and demonstrating the technical competence demanded by employers.

Industry certification requires passage of an exam or series of exams benchmarked to predetermined occupational or professional standards. Thus, industry certification validates a set of industry-based skills. This statement focuses on identifying the value of industry certification, defining the leadership role of the business educator, and clarifying procedures for integrating industry certification into the business education curriculum.

VALUE OF INDUSTRY CERTIFICATION

Industry certification provides value for multiple stakeholders: employers, students, business educators, and academic institutions. This value includes both tangible and intangible benefits.

For employers, industry certification

- provides documentation of employees' competencies in specific skill sets.
- aids in recruiting and screening applicants.
- reduces training time and expense.
- offers benchmarks for evaluating and compensating employees.
- enhances customer confidence.
- affords portability of skills across organizations.

For students, industry certification

- offers training and testing at a cost savings.
- increases work-based learning opportunities.
- provides advanced placement credits in some postsecondary degree programs.
- affords an alternative opportunity to meet state academic requirements and earn academic recognition.
- enhances knowledge of business expectations.

- improves job placement and career advancement opportunities.
- builds credibility in the workplace.
- boosts confidence in job performance.
- increases job security.
- encourages upgrading of skills to maintain certification.

For business educators, industry certification

- increases awareness of industry trends.
- sharpens focus on specific competencies required in the business world.
- provides guidance in developing learning objectives for curriculum.
- enhances respect for educators and business programs.

For academic institutions, industry certification

- meets competency requirements at many postsecondary institutions.
- provides secondary/postsecondary articulation opportunities.
- enhances cooperation between academic institutions and the business world.
- increases potential for partnering with certification vendors.
- builds community respect and support.

These benefits can be achieved only when industry certification is incorporated into a comprehensive business program. Industry certification may provide one dimension of expertise and not address other needed occupational knowledge and skills. Certification in isolation is neither a guarantee nor an assurance of occupational competence.

Thus, **We believe that** industry certification, when part of a comprehensive business program, has significant value for various stakeholders.

ROLE OF THE BUSINESS EDUCATOR

The primary function of the business educator is to serve students by promoting lifelong learning, encouraging application of business principles to all aspects of their lives, and preparing them for employment. This function includes the challenge of integrating and facilitating student skill development and assessment in preparation for industry certification. Meeting this challenge requires business educators to assume a leadership role in preparing students for industry certification. To fulfill this leadership role, business educators must

- promote awareness of industry certification to students, teachers, administrators, parents, and community.
- advise students about the role of certification in career plans.
- develop a sequential curriculum which integrates the skill sets needed for industry certification.
- facilitate student learning of the needed skill sets.

- communicate the potential for industry certification to add value to student marketability and opportunity for advancement in the workplace.
- monitor occupational changes linked to industry certifications.

Business educators must assure that students continue their academic development and expand their business expertise. Academic development and business expertise are equally as important as the acquisition of a specific certification. Business educators must communicate realistic expectations of certification value to all stakeholders since all industry certifications are not created equal.

We believe that business educators must provide leadership in preparing students to earn industry certification.

INTEGRATION OF INDUSTRY CERTIFICATION

The extent to which industry certification is offered as part of the business education curriculum depends on such factors as student employment opportunities, curriculum breadth and priorities, financial and technology resources, time, business program enrollment, faculty, administrative support, and partnerships with business. When industry certification is integrated into the business education curriculum, the business educator must align learning activities with certification requirements.

The business educator facilitates learning through instructional strategies that may include hands-on activities, textbooks and lab manuals, classroom instruction, independent study, computer-assisted learning, online instruction, postsecondary and business partnerships, and vendor support. The business educator must consider student learning styles when selecting instructional activities, delivery methods, and assessment procedures. Assessment procedures must address the learning objectives for the course as well as simulate the certification exam.

Administrative support is vital for business educators to gain the background knowledge and skills essential for integrating industry certification into the business education curriculum. Likewise, administrative commitment to the goals and objectives of certification integration is critical. Administrators must participate in the development of a well-planned curriculum that provides students with a balanced learning environment.

Integration is key; industry certification complements other components of the business education curriculum. **We believe that** successful integration of industry certification requires a commitment from business educators and administrators to develop curriculum that meets the needs of all stakeholders.

We believe that industry certification is a tool—a means to an end rather than an end in itself. Therefore, business educators must help students use this tool in making wise decisions about career planning and continuing their education to be productive members of society.

Policy Statement No. 73, 2003

This We Believe About Computer-Input Technologies

Trends in technology require business educators to provide opportunities for all students to learn the new technologies and techniques that are emerging in today's workplace. Current technologies include speech recognition; handwriting recognition tools, such as Tablet PCs; Personal Digital Assistants (PDAs) and other handheld devices; and scanners. While touch keyboarding techniques remain a viable foundation for entering and manipulating text and data, other skills include composing, editing, enunciating, electronic handwriting, and scanning. Educators must provide instruction on a variety of input technologies for successful academic, professional, and personal applications.

We believe that business educators should take the lead in using, teaching, and integrating computer-input technologies into the curriculum. The 2001 NBEA National Standards for Business Education set the framework for business professionals to address change in the educational community as it relates to technology. Students need to "Develop proper input techniques…" in order to "Use a variety of input technologies" (p. 85)*. Learning effective input techniques prepares students for a transition to dynamic technological environments.

We believe that competency in using computer-input technologies enhances certain communication skills. Computer-input technologies emphasize the need to improve penmanship, reading, speaking, and enunciation skills. Organization, composition, and editing must be integral parts of the instruction of computer-input technology. Combining activities in oral communication (i.e., reading aloud and pronouncing words clearly) and written communication (i.e., writing in cursive and printing letters) with technology is a strategy for teaching computer-input technology.

We believe that students' productivity increases when they use a variety of computer-input technologies. However, productivity is more than text and data entry. In addition to speed and accuracy, productivity is measured by effectiveness. Organization, composition, editing, and critical thinking are essential components in productivity. Business educators should incorporate these components into computer-input instruction methodology. Students must learn to select computer-input technology that is most effective for application based on the situation, task, and environment. Business educators who prepare students with computer-input skills for tomorrow's workplace will impact the tools and techniques used in the business environment.

Computer-input technologies instruction is for all students, including those who are physically challenged or learning disabled or use English as a second language. Business educators may need to make accommodations in instructional strategies and time required for skill acquisition when working with diverse student populations.

Opportunities for student motivation and learning can expand through the use of computer-input technologies. Using a variety of input technologies changes the way teachers teach and students learn. When business educators integrate computer-input technologies into the business curriculum, course content becomes more relevant and innovative. Student learning can be expanded as business educators, specialists in computer-input technologies, share their expertise through interdisciplinary approaches. **Thus, we believe that** through the use of computer-input technologies all students can become motivated learners, creative problem solvers, and enthusiastic and effective communicators.

We believe that students must be made aware of the health benefits of an integrated approach to text and data input. Research indicates that carpal tunnel syndrome and other repetitive strain injuries may be linked to occupations that require repetitive use of the hands (i.e., keyboarding and mouse operations). Varying the use of computer-input technologies reduces the risk of repetitive motion injuries.

We believe that business and industry partnerships must play a strategic role in the design and implementation of computer-input technologies instruction. Collaboration between business and education partners provides these benefits:

- Direction for curriculum design
- Strategies for curriculum implementation
- Training opportunities for students, educators, and business personnel
- Equipment and other resources

We believe that professional development for business educators is critical in the implementation for instruction in computer-input technologies. Because of constant change in technology, every business educator must take advantage of professional development opportunities. Furthermore, it is imperative that administrators support and encourage business educators to participate in professional development activities. The Policies Commission for Business and Economic Education Statement Number 60, "This We Believe About the Professional Development of Business Educators," provides additional strategies and resources for professional development opportunities.

Computer-input technologies should be a vital component of all business education programs. While computer-input technologies will be used in all occupations and curriculum areas, business educators must take the lead in teaching computer-input technologies as a communication tool. Business educators are able to provide relevant business applications and also must share their expertise through collaborative efforts and interdisciplinary approaches. When computer-input technologies are coupled with the teaching of oral and written communication skills, students become motivated, productive, efficient, and effective communicators.

*National Business Education Association. (2001). *National Standards for Business Education: What America's Students Should Know and Be Able to Do in Business.* Reston, VA.

Policy Statement No. 74, 2004

This We Believe About Business Education In A Global Environment

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The impact of global issues on nearly all aspects of life continues to expand and intensify. Global issues are a major concern of governments and of business and industry, as well as a challenge to business educators who are preparing students to thrive and compete successfully in a global economy. Global refers to the interconnectedness of activities at home and abroad. Global business education should emphasize economic systems, business practices, political and legal structures, and multicultural contexts of the world and their interdependence.

Economic systems determine how resources are managed to satisfy human wants and needs. The system reflects globalization through differences in balance of trade and other trade issues, monetary structures, job outsourcing and insourcing, global relocation of workers, and other factors.

Business practices pertain to the way the functional areas of business are organized and managed. Practices in the areas of management, marketing, technology, accounting, and finance are more complex in a global environment.

Political and legal structures impact the manner in which business is conducted. In a global environment, the lack of uniformity in these structures affects standards of living as well as standards for business ethics, occupational health and safety, environmental protection, and access to education and career opportunities.

Multicultural contexts encompass values, attitudes, and beliefs; social and business customs, behaviors, and practices; sensitivity to diversity; language; and written, oral, and nonverbal communication. Multicultural perspectives are critical for success in the global business environment.

Success in a global business environment requires knowledge and understanding of global components: economic systems, business practices, political and legal structures, and multicultural contexts. These four components are content areas for educational experiences that include a global perspective. **We Believe That** a solid foundation for success in the global business world mandates a curriculum in which knowledge of the functional areas of business is integrated with knowledge and understanding of these global components.

CURRICULUM

Business educators can provide global business education experiences in a number of ways, including:

- integrating global business content into existing courses
- offering a global business course or courses
- offering a major in global business
- developing a global business degree program

These learning opportunities can prepare students to become successful participants in a global community. The *National Standards For Business Education* (NBEA, 2001) listed the following objectives for the study of global business:

- raising awareness of the interrelatedness of one country's political policies and economic practices with another
- learning to improve international business relations through appropriate communication strategies
- understanding the global business environment—that is, the interconnectedness of cultural, political, legal, economic, and ethical systems
- exploring basic concepts underlying international finance, management, marketing, and trade relations
- identifying forms of business ownership and international business opportunities

In addition, the NBEA publication includes nine achievement standards that outline content appropriate for global business education.

We Believe That these objectives are a framework for creating business curricula that focus on preparing students for a global environment. Early implementation and continuous reinforcement of global business concepts and practices are needed throughout business curricula.

INSTRUCTIONAL STRATEGIES

We Believe That business educators must implement effective instructional strategies to enable students to understand and apply global business concepts. Effective instructional strategies could include case studies, cooperative and individual research projects, guest speakers, role play, debates, simulations, surveys, and critical thinking exercises for teaching global business concepts. Appropriate instructional strategies can enable students to understand the interdependence of economic systems, business practices, political and legal structures and multicultural contexts of the world. In addition, **We Believe That** global business education must be enhanced by student participation in relevant activities beyond the classroom.

Further, **We Believe That** business educators have business content knowledge and methodological expertise that make them uniquely qualified to design curriculum and to teach in the area of global business.

RESPONSIBILITIES

We Believe That effective global business education requires commitment from:

- **administrators** to support global business education, providing resources for business educators to maintain current curricula and for students to experience appropriate learning activities.
- **business educators** to engage in professional development, to interact with the business community, to travel internationally, and/or to engage in other experiences that will enhance their leadership for developing global business curricula and their teaching of global business content.
- **business teacher educators** to conduct research and to design preservice and inservice curricula that provide content, teaching methodology, and research methods to prepare business educators for their roles in global business education.
- **students** to participate in multicultural study, events, organizations, and study abroad.
- **businesses** to partner with business educators in curriculum development, classroom activities, internships/externships, and advisory committees.

We Believe That business education in a global environment is essential for all students. Effective business education in a global environment is a shared responsibility requiring a strong commitment from administrators, business educators, business teacher educators, students, and the business community.

National Business Education Association (2001). *National Standards For Business Education: What America's Students Should Know And Be Able To Do In Business.* Reston, VA.

Policy Statement No. 75, 2004

This We Believe About Enabling And Enhancing Educational Experiences Through E-Learning

Few topics raise more debate among business educators than the role of e-learning as a crucial component of the educational process. With the involvement of business educators, e-learning may develop to its full potential as a means of involving students in knowledge construction. Business educators who are already technologically astute should find it easy to take leadership in tailoring e-learning options for business students at all levels of education. E-learning, any learning experience that is enabled or enhanced by the use of technology, comes in many forms. Business educators can use e-learning to engage students in active problem-solving that connects them to other learners, experts, and repertoires of best practices and research to prepare them for a future as lifelong learners.

Three compelling trends are impacting the need for business educators to develop new ways to engage students in learning: changes in demographics, technological capabilities, and global economics and employment. The first major trend is demographic, namely the composition of the labor force is changing. A significant proportion of the population, baby boomers, will continue to work past traditional retirement age. These experienced workers are recognizing the need to take responsibility for their own learning in order to grow their careers, extend their work life, and engage in self-development. Another change is the increase in diversity of the workforce with regard to ethnicity, gender, and special needs. In addition, the increase of new entrants to the country heightens the need for basic skills training, as well as access to a variety of resources for learning. Responding to these changes requires more flexible educational systems.

A second major trend is the accelerating capabilities of knowledge management technology to support the collection, storage, processing, retrieval, and sharing of information to facilitate enhanced business and learning opportunities at higher levels of sophistication. More readily available and emerging technologies have increased expectations of interactive capabilities through text, data, voice, and video—both for doing one's work and for learning. Because of these capabilities, most educational institutions and organizations are offering learning opportunities online. The ubiquity of technology has led to increased expectations by students that courses will be available with e-learning enhancements. Young learners, in particular, have experienced technology in a way that causes them to expect continued emersion to maximize the capabilities of technologies for learning.

The third major trend is global economic and employment changes. These changes lead to greater uncertainty as to what jobs will be available. Employees possessing technological skills will be able both to do their jobs and to continue to learn. In addition, they need to possess highly refined social skills for team-based work environments. Inevitably, all workers must be committed to lifelong learning to remain competitive. This commitment is especially important for the increased numbers of contract, temporary, and entrepreneurial workers who will seek flexible and individualized opportunities to support their learning. Business educators must be responsive to the needs of this contingent workforce.

We Believe That educational institutions must be as responsive as industry, in fact leaders with industry, in making the most of technology for learning. The traditional roles of business education—creating, preserving, transmitting, and evaluating business knowledge—are being challenged by private entrepreneurial efforts, including textbook companies, corporate universities, professional organizations, and licensure groups who are using technology to respond to rapidly changing learning needs. Traditional educational institutions have the opportunity to collaborate with these efforts for mutual benefit, often using technology as a bridge.

We Believe That the learning environment is critical for e-learning to be effective. The core component of this environment is identifying the course or curricular outcomes that can be met by including learning activities supported by technology. Also, an effective e-learning environment requires commitments from institutions, faculty, and learners. These combined elements are the building blocks—the solid foundation—of e-learning experiences. This environmental synergy is vital to business educators who must have the time and financial support from an institution, as well as the technological infrastructure, to support the production and delivery of instruction. E-learning experiences must align with objectives, and learners must be able to use the technology and be motivated to engage in e-learning activities. **We Believe That** this synergy will happen when the business educator

- takes the leadership role in promoting new applications of e-learning systems.
- recognizes the affordances and limitations of technology.
- demonstrates expertise in business content.
- expands teaching strategies to take advantage of technology designed to support learning.
- creates appropriate evaluation practices to verify that learning has occurred.

We Believe That business educators can create student-centered, e-learning environments, which involve more than just using technology to disseminate information. Learners must be engaged in active learning experiences including teamwork, discussions, projects, research, inquiry, discovery, and reflection. Effective business educators facilitate learning communities by posing thoughtful questions, monitoring growth, encouraging collaboration, and providing specific, timely feedback. All of these activities can be enhanced by appropriate use of technology.

Therefore, as the business educator makes decisions about enabling and enhancing educational experiences through e-learning, the primary criterion must be student learning. Implicit in this expectation is the assumption that appropriate technology will be selected to support teaching practices that link learning objectives to rigorous standards and high levels of achievement. Some evidence suggests blending e-learning technology and business content with face-to-face contact is effective for many learners and educators. For e-learning to be effective, the institution must provide the technological environment and support, the faculty must design the curricular environment, and the student must be mindfully engaged.

Business educators can start by incorporating the fundamental elements of e-learning—communication, collaboration, and access to resources. As faculty and students gain confidence and skill and as research evidence becomes available, the natural progression may include incorporating more capable technology to support learner-centered activities. **Therefore, We Believe That** business educators, given their breadth of expertise and their connections to business and industry, have a unique opportunity to provide exemplary models of e-learning environments.

Policy Statement No. 76, 2005

This We Believe About Business Education As Core Academic Content

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Learning for and about business is inherently academic. Business education provides a rigorous and relevant contextual learning opportunity for core content (English, math, science, and social studies). The business curriculum creates a powerful vehicle for motivating and educating students. Stakeholders need to recognize the contribution of business education to a student's academic achievement.

All people apply business concepts and skills throughout their lives. Business surrounds us. To prepare students for their roles as citizens, consumers, and workers, the business curriculum presents learning opportunities for (a) understanding fundamental economic and business concepts; (b) developing positive dispositions for working and living in a changing environment; (c) making wise economic and career choices; and (d) securing knowledge and skills necessary for success on the job.

Research supports that academic achievement is improved for many students when core content is taught in an authentic context. **We believe that** business is an authentic context for learners. Business educators design a variety of relevant, student-centered learning experiences within that context. Instructional strategies that enhance the contextual learning experience may include case studies, simulations, and team-building projects. Many real-life situations require the application of skills from a range of subject areas. An inability of students to connect what they learn in school with real-world applications can lead to inert knowledge—knowledge stored but never applied. Connections occur when students transfer learning while making decisions, solving problems, and applying concepts to situations they encounter. When students see the relevance of their education, they are more likely to be engaged in their education and to remain in school.

In recent years, business and government leaders have stressed a need for a more rigorous education that emphasizes accountability of schools through student performance. A school's accountability is measured by student performance in core content areas. Governmental mandates to improve academic excellence have led to an increase in core course requirements. As a result, many students have difficulty scheduling a business course sequence as part of their educational program. Therefore, **we believe that** administrators, counselors/advisers, and teachers must work together to create opportunities for students to have flexible schedules for completing a meaningful business course sequence.

We believe that business courses that meet substantial core content standards should fulfill academic graduation requirements. Business educators must appropriately design learning activities that focus on core content standards embedded into the business curriculum. According to longitudinal research data from the Southern Regional Educational Board *2000 High Schools That Work Assessment,* students who completed a core academic and a career concentration

- had reading, math, and science scores equal to or above those of college-prep students
- continued their studies at a higher rate than those students who did not complete an upgraded academic core and a career concentration
- had a higher GPA in college and were more likely to remain in college than other high school graduates

Such performance assessment data must be communicated to stakeholders. In addition, business educators must rigorously assess and report business student performance on core content standards.

We believe that education for and about business is vital to the economic well-being of the individual, the community, the nation, and the world. People in any organization, business, government agency, or household need a working knowledge of business to operate effectively and efficiently. Further, **we believe that** the information technology strand in business programs requires substantial application of core content standards, specifically in English and math.

The National Business Education Association has published national business standards that are a synthesis of what students should know about business and be able to do in business. The eleven content areas are accounting, business law, career development, communication, computation, economics and personal finance, entrepreneurship, information technology, international business, management, and marketing. In addition to these national standards, states have developed their own academic standards for business education. Together, the national and state academic standards guide business curriculum development. **Therefore, we believe that** the core content in these standards should be validated by state departments of education, teacher education programs, and other educational agencies.

Business teachers must be prepared to accept a role in a standards-based accountability environment. **Therefore, we believe that** business teacher educators must prepare preservice business educators to create cross-disciplinary and interdisciplinary learning experiences, analyze core content for curriculum alignment, construct performance assessments, and interpret assessment data. In addition, business teacher educators must provide related professional development experiences for inservice teachers.

We believe that business education is laden with core content. Business educators

- prepare students for the many phases of their academic, career, and personal lives
- provide opportunities for students to apply core content in an authentic context
- improve student academic achievement in core content areas through a rigorous and relevant business curriculum

Policy Statement No. 77, 2005

This We Believe About Work-Based Learning

At the same time that our society mandates that students perform at minimum academic standards in English, mathematics, science, and social studies, schools are under fire for students not meeting those standards. Likewise, many students are unable to transfer and apply what they learned to workplace settings. Traditional classroom environments are not always the best way to engage students. These isolated settings may help students learn content but do not always contribute to the development of decision-making, problem-solving, and other higher-order thinking skills needed for further education, employer-based learning programs, and lifelong learning. Education is at a crossroads. Many of its well-intentioned attempts to raise standards fail students who are unable or unmotivated to learn in traditional settings. Such students may benefit from work-based learning (WBL) as they apply what they learn to the world around them, explore careers, and identify future educational opportunities.

What is Work-Based Learning?

Work-based learning is the deliberate use of the workplace for the engagement of students with in-school resources (i.e. case studies and simulations) and/or out-of-school learning experiences. WBL experiences are formal, structured, and measurable, involving the collaborative efforts of mentors in the workplace, instructional staff, administrators, students, and parents. WBL links what students are learning in the classroom with what they are experiencing in the workplace. Examples of WBL include career awareness programs; cases and simulations, whereby students solve work-related problems in the classroom; paid and non-paid work experiences, such as school-based enterprises and service learning; and after-school job placements, internships, and cooperative education. WBL initiatives support both the academic and societal goals of education.

Why is Work-Based Learning Important?

Schools are communities of learners. The goal of a learning community is to provide learning support for all its members. In some instances, what students need to know and be able to do is best taught in subject-centered classrooms. WBL challenges students to integrate and transfer what they have learned from their school communities to the workplace. Simulated work environments or placements in actual work settings enable students to cross boundaries between communities of learners and communities of practice.

Classroom learning makes WBL meaningful, and WBL makes classroom instruction relevant. To transfer learning to communities outside the school, students need experiences structured around work-based practices. The structure includes designing an appropriate learning environment (such as working in a school store, job shadowing, internships), providing support and appropriate instruction to ensure success, and guiding students in reflecting on their experiences and evaluating their own performance.

We believe that business educators can help students cross the boundaries between their school-based community of learners and work-based communities of practice. Students find meaning in what they have learned as these communities intersect.

What are the Benefits of Work-Based Learning?

The benefits of WBL apply particularly to secondary, postsecondary, and college/university levels of education. Specifically, WBL

- builds partnerships between schools and other communities
- integrates curricular and co-curricular areas of education
- reinforces academic learning and deepens understanding of subject matter
- enhances career decision making
- advances interpersonal and intrapersonal capabilities
- engages students in new ways of thinking not found in classroom environments
- encourages students to continue their education by showing relevance of academic and occupational instruction

What are the Challenges to Work-Based Learning?

Despite the many benefits of WBL, challenges exist to the acceptance and implementation of work-based programs. These challenges come from a variety of stakeholders: employers, administrators, teachers, students, and parents.

Employer recruitment poses a challenge. Employers may be reluctant to spend the time and resources required to create meaningful work-based experiences. School administrators faced with the pressures of standardized tests, budget constraints, and graduation requirements may perceive WBL as not supporting these accountability mandates. Teachers need professional preparation, workplace experience, time, sufficient resources, and commitment if they are to conceptualize, develop, and coordinate WBL programs. Engaging students in meaningful WBL experiences and measuring learning outcomes are difficult tasks for educators. **We believe that** business education teacher education programs must prepare teachers for this specialized WBL teacher/coordinator role.

Students have difficulty participating in WBL because they, too, are under enormous pressures and time constraints. Graduation requirements and outside interests compete for their time. Parents of students at the secondary level want their children to succeed academically; they may perceive WBL programs as not supporting college-bound goals.

We believe that the perception of WBL must be enhanced, with business educators demonstrating and promoting the value of WBL to the community at large. WBL is a viable learning experience for the work-bound and/or college-bound student. WBL experiences help students learn about business and industry and help them plan for and participate in further education and/or employer-sponsored learning programs.

What Is the Role of the Business Educator in Work-Based Learning?

The business educator as a change agent works with other stakeholders to ensure that all instruction is effective in preparing students for communities outside the classroom. **We believe that** business educators are in a unique position to take the lead in establishing WBL experiences because of their business expertise, educational background, and ties to the business community.

For business educators to succeed as change agents, support must come from appropriate stakeholder groups (i.e. state department of education staff, local administrators, university teacher educators, cooperating business partners). To ensure acceptance of WBL, all stakeholders should work collaboratively to document and disseminate examples of best WBL practices.

We believe that WBL is a viable educational reform strategy to enhance learning through related work experiences. Business educators can use WBL to bring school and business communities together to prepare students for civic and economic engagement in an unpredictable world!

Policy Statement No. 78, 2006

This We Believe About Business Teacher Education Programs

Business education is vital for every student to operate effectively as a consumer, producer, and citizen in today's economic and business environments. Effective professional business educators can prepare learners of business subjects to meet the demands of business education and society.

Business teacher education programs must prepare prospective teachers who can help their business students become confident, skillful, and interested participants in the economic and business environment. Business teacher education programs include preparation for prospective business teachers, as well as continuous professional development for practicing business teachers.

Developmental Nature of Business Teacher Education Programs

We believe that an effective business teacher education program is developmental in nature. A developmental program moves prospective teachers through stages of growth in business content and pedagogical knowledge.

Business teacher education programs must offer a variety of business content courses to their students. Prospective business teachers must be well grounded in the fundamental concepts that underlie business curriculums such as accounting, communications, economics, entrepreneurship, finance, information systems, management, and marketing. Because of the breadth of business content and the ability of business teachers to specialize during their careers, business teacher education programs must allow prospective teachers latitude in identifying areas for study in greater depth.

Business content knowledge alone is not sufficient to allow an individual to become a competent business teacher. Business teacher education programs must also include pedagogical knowledge. The integration of business content and pedagogical knowledge sets the stage for high quality professional business teachers who are competent in pedagogical knowledge of business content. **Thus, we believe that** all prospective business teachers must have a clear understanding of business and pedagogical knowledge and the ability to integrate this knowledge into their practice.

Cohesive Nature of Business Teacher Education Programs

We believe that a cohesive business teacher education program connects critical, theoretical, and academic thinking with practical and pragmatic thinking of business education teachers. The cultural and social thinking of other stakeholders in business teacher education, including students, parents, state certification agencies, accreditation agencies, federal government, and employers, influences the business teacher education program.

The components of the business teacher education program should form an integrated package of developmental experiences that enhance the prospective business teacher's initial competence and life-long learning skills. The business teacher education program is not merely a collection of courses. **Thus, we believe that** the program must connect coursework and field experiences. Instructional strategies are best learned by business teachers in a business education context. Prospective business teachers develop a repertoire of practices through microteaching; initial and extended field practice facilitated by experienced business teacher educators, both university/college and non-university personnel (middle and high school business teachers, postsecondary business teachers, and trainers); practicums; and/or supervised student teaching experiences.

Collaborative Nature of Business Teacher Education Programs

We believe that collaboration between practicing business teachers and university-based business teacher educators is critical. Prospective business teachers develop pedagogical skill and theoretical knowledge through field and mentoring experiences with practicing business educators. The result of collaboration between schools and universities allows for interpretation of prior learning of prospective business teachers and the consideration of their own teaching practice. Prospective business teachers become self-aware. They are mentored. They are guided by theory and practice.

Therefore, we believe that developmental, cohesive, and collaborative business teacher education programs prepare prospective teachers to meet the demands placed on business education.

Business Teacher Education Program Outcomes

Business teacher educators are charged with assisting prospective teachers in becoming well prepared for their present and future roles. Business teacher educators must guide prospective teachers so that they become effective teachers who

- Master the business content
- Develop and align curriculum with performance standards
- Integrate rigorous and relevant business content and skills with cross-disciplinary academic core requirements
- Evaluate learning materials and resources available for specific subject areas

- Choose curriculum materials that meet the requirements of appropriate curriculum frameworks, performance standards, and assessments
- Identify students' individual needs and differentiate instruction to meet those needs
- Select appropriate content and instructional strategies to match students' needs
- Assess students' performance
- Demonstrate critical and creative thinking
- Participate in professional organizations
- Adapt to changes in school, community, and culture.

Prospective business teachers come to the profession with an interest in business content and teaching. Business teacher educators are charged with developing and nurturing these interests. These educators assist students in becoming highly qualified and effective business teachers. Students in business teacher education programs develop expertise by participating in multi-faceted experiences. The programs also provide opportunities for continued professional growth. Students who complete these quality programs are well prepared for employment opportunities in business education. **Thus, we believe that** a high quality business teacher education program is vital to the continuation and growth of business education at all levels.

Policy Statement No. 79, 2006

This We Believe About The Value Of Professional Associations

Professional associations for educators exist to help members value and promote their profession as well as nurture their individual careers. Professional associations provide organizing structures that support the creation and distribution of knowledge, the sharing of best practices, a framework for solving problems and obtaining advice, and a forum to debate what being a professional means.

We believe that professional associations are essential for the vitality of the business education profession. Professional associations offer key services that support professional development, professional practices, knowledge generation, and research. Outcomes from these services include

- Promoting quality education and excellence in the profession
- Fostering educational leadership and direction
- Encouraging career development and professional growth
- Developing and maintaining an ongoing relationship with businesses and other stakeholders
- Nurturing partnerships within educational communities
- Promoting a spirit of fellowship
- Recognizing professional members, business partners, and student organization members for outstanding contributions

These outcomes are valuable to members, employers of educators, the profession, businesses, and community partners.

Value to Members

A professional association is its members! Active participation by members is mutually beneficial to an association and its members. The vitality of an association is perpetuated by the contributions of the members, and members benefit through the various association activities and services.

Through association publications members share ideas, cutting-edge information, practices, and research. Publications include journals, magazines, newsletters, white papers, and electronic publications. These forums provide individuals an opportunity to share best practices and/or explain how trends in the larger community impact the profession. Practical, interesting, and relevant to the practitioner, publications help define the purpose and direction of the association. Members are often the authors of the

publications as well as avid readers. **Thus, we believe that** quality publications support dynamic communities of practice.

Members also have the opportunity to obtain and share best practices and the results of research through networking, presentations, communities of practice, publications, and other means of communication (websites, discussion boards, e-mail, chat rooms, listservs). Professional associations provide opportunities for leadership development, industry certification, job searches, on-line experiences, and professional growth and development through conferences and other association activities. Opportunities to participate give members a venue for sustaining camaraderie. Members benefit by developing friendships, sharing ideas that foster a higher quality of educational environment, and discussing problems and ways to solve them. **Thus, we believe that** members should take an active role by participating in association activities.

Professional associations encourage members to participate in research activities as researchers and/or as participants. Professional associations may provide financial resources and professional support for research. **Thus, we believe that** members will strengthen the profession by participating in research, as well as by conducting and applying research to enhance their programs.

Value to the Business Education Profession

Professional associations provide leadership, direction, and a united voice for the business education profession. The vitality and credibility of the profession is sustained through association activities, programs, and research. Professional associations serve as historians by archiving information for the profession. The leadership uses these elements of the professional association to provide direction for the profession.

Marketing strategies are a key component in sustaining the profession. As professional associations market the profession, all stakeholders benefit. The values and goals of the profession are reflected in the marketing strategies of the professional associations.

For the profession to prosper, professional associations must provide a forum for the exchange of ideas to provide direction to the profession. These forums may include conferences, seminars, and training sessions. Members meet face-to-face to exchange ideas, interact, develop relationships, and strengthen professional networks.

A knowledge base is the foundation of the profession. Professional associations expand the knowledge base through continued research. **Thus, we believe that** research is vital to the health and growth of the profession. Research improves teaching practices, administration of programs, and curriculum development.

A unified voice for the profession is available through the association. This voice advocates for the profession on behalf of educators at the local, state, and national levels

on issues such as legislative initiatives and mandates. **Thus, we believe** that the association must provide leadership, direction, and a unified voice for the profession.

Value to Employers of Educators

Employers of educators benefit from services provided by professional associations when their business educators actively participate. Active participation in professional development opportunities facilitates the development of highly qualified educators. Through members' professional involvement, employers have access to standardized curriculum, assessment tools, industry standards, funds for research, outlets for publication, and employer recognition. Employers also benefit from the career placement services provided by professional associations. **Thus, we believe that** employers should encourage their business educators to maintain an active role in professional associations.

Value to Students, Businesses, and Community Partners

Students directly benefit from educators who are actively involved in professional associations. Businesses and communities ultimately benefit when highly trained students assume their roles as productive citizens and employees. Businesses with access to a well developed workforce are more competitive in the global marketplace. Professional associations assist educators in responding to environmental trends. **Thus, we believe that** students, businesses, and communities profit when educators actively participate in professional associations.

We believe that members of the profession, employers of educators, businesses, and communities, as well as other stakeholders, are the beneficiaries of successful professional associations. Professional associations must creatively focus on the future to continuously provide value to all stakeholders. As professional associations grow and expand, they must continuously respond to changing demographics and societal changes through needs assessments and strategic planning. Students, businesses, and communities are the ultimate beneficiaries of strong professional associations. **Thus, we believe that** viable professional associations are essential to the life of the business education profession.

Policy Statement No. 80, 2007

This We Believe About Rigor In Business Education

Today's students face a complex, rapidly changing work environment requiring high level content knowledge and skills in technology, communication, and problem solving. Students must be provided with a rigorous program of study to prepare them for the competitiveness of the global business environment and for further educational study. Business education can and should provide today's students with the academic rigor and relevance needed for the world of work.

DEFINITION OF RIGOR

Academic rigor challenges all students to meet high standards and high expectations while providing the support necessary for success. A rigorous business curriculum not only meets but also exceeds local, state, and national standards. An exemplary business education curriculum integrates academic content by building a solid knowledge base in business and economics and by requiring students to demonstrate excellence in literacy, numeracy, and technical skills in a business context. Rigor in business education affects all stakeholders including students, parents, teachers, administrators, employers, and other community members.

Business and community leaders stress the critical need for educational rigor to prepare students for success in the global workplace. At the national level the Partnership for 21st Century Skills reform initiative and Perkins legislation emphasize the importance of rigor in the secondary and postsecondary curriculum and its impact on the workforce and ultimately on the economy. **We Believe That** the business education curriculum can and should provide this rigor as an integral part of school reform initiatives.

RIGOR IN THE CURRICULUM

The knowledge economy of the 21st century demands that workers possess information and communication technology skills. An exemplary standards-based business curriculum addresses these essential skills including problem solving, critical thinking, collaboration, creativity, and communication. Rigorous courses engage students and challenge them to become self-directed, independent learners, as well as collaborative team members. Higher order thinking skills are developed through problem-based learning activities. For example, creating a business plan requires students to define a need, conduct market research, analyze data, and generate a solution for a potential enterprise.

We Believe That rigor is needed in all business education courses. At the high school level, some examples of rigor in a business education program of study include honors, advanced placement, dual credit, and international baccalaureate courses. As students have become more technologically literate, courses are being offered earlier in programs of study. For example, some courses previously taught at the postsecondary level are now taught at the high school level. As teachers react to political, societal, philosophical, technological, and economic changes in the world, they must be challenged to set higher benchmarks for students.

RIGOR IN INSTRUCTION

We Believe That rigorous curriculum requires rigorous instruction delivered by dedicated, competent, and fully credentialed teachers who continually update their knowledge and skills. Business teachers who implement rigorous instruction articulate expectations and challenge students to maximize their potential. One way for teachers to challenge students is to pose essential questions that elicit creative and thoughtful student responses. Highly proficient, dynamic teachers facilitate the learning process through differentiated instruction to meet the needs of each student.

Instructional delivery methods that provide students with opportunities for more in-depth application of rigorous classroom curriculum include the following:

- work-based learning
- co-curricular career and technical student organizations
- online instruction
- interdisciplinary instruction
- inquiry-based instruction
- project-based experiences
- student-centered activities

We Believe That business teachers must continually strive to integrate innovative teaching strategies that actively engage students. Teachers who challenge students through application of the rigorous content facilitate learning and empower students to reach their highest potential. Reflective practice enables teachers to improve instructional delivery.

RIGOR IN ASSESSMENT

Rigorous instruction requires rigorous assessment that carefully delineates between levels of performance criteria. The degree of rigor is reflected in expectations of the performance assessment. Rigorous assessments should be aligned with curriculum standards. Qualitative statements in the scoring guide encourage students to achieve high levels of performance. Therefore, prior to actual performance, students must be given scoring guides that clearly communicate expectations. Completed scoring guides returned to students provide constructive feedback about their performance.

Business courses that prepare students to attain industry-recognized credentials also demonstrate rigorous assessment. The credentials verify that the student has achieved a nationally recognized level of accomplishment for which college credit may be granted.

CONCLUSION

We Believe That rigor should be reflected in all dimensions of business education including curriculum, instruction, and assessment. A rigorous business education program of study should prepare students to be globally competitive in an ever-changing world. The knowledge and skills that are demanded in the global workplace of the 21st century must continue to be integrated throughout business education programs.

Policy Statement No. 81, 2007

This We Believe About Interdisciplinary Teaching

Education programs should provide opportunities for all students to achieve their academic, personal, social, and career potentials. We believe that interdisciplinary teaching involving business education courses offers multiple opportunities for meaningful learning experiences on all educational levels.

INTERDISCIPLINARY TEACHING

Interdisciplinary teaching is defined as a knowledge view and curriculum approach that integrates learning through a central theme, issue, problem, or experience from multiple disciplines. Interdisciplinary teaching connects common knowledge and skills across content areas and employs interactive, real world applications to enhance learning. Common or complementary topics, problems, experiences, and/or skills are first identified and are then integrated into real life learning activities. Integrated learning occurs when teachers partner to link their disciplines and teach content and process skills in the context of broad career fields.

When knowledge and skills such as reading, writing, mathematics, problem solving, critical thinking, research, and technology are taught in isolation, the content may become fragmented and limit the transfer of knowledge and skills. **We believe that** to be more meaningful, education should provide a connection between real life and knowledge and skills. Interdisciplinary teaching enables students to experience authentic applications that make their knowledge and skills relevant. As an example, teams of students might study the viability of building a summer lodge in a rural area. Team proposals might require that a marsh be drained before construction begins. Students might research the science of draining the marsh, environmental effects, legal implications, and the impact on local business, government, and community. This project integrates knowledge and skills from business, economics, math, science, social studies, and language arts.

EDUCATIONAL VALUE

Workers, consumers, and citizens apply knowledge and skills in an integrated manner in their daily lives. **We believe that** to achieve personal and professional success, students need numerous opportunities to integrate knowledge and skills with real world applications. Students must demonstrate the ability to make connections, to solve problems incorporating multiple perspectives, and to apply knowledge and skills from all content areas.

An interdisciplinary approach is a powerful tool for bringing about school restructuring. The *Carl D. Perkins Career and Technical Education Act*, the *No Child Left Behind Act*, and the Southern Regional Education Board, among others, recognize the educational value of interdisciplinary teaching and advocate for its continued development.

When rigorous curricula are taught in context and students are engaged in authentic applications, student learning and retention usually increase. Students are more motivated and demonstrate a better attitude toward school. **Therefore, we believe that** the entire learning experience is enhanced by interdisciplinary teaching.

In an interdisciplinary approach, students look at issues from multiple perspectives. Courses are organized around issues/problems, topics, and/or themes. As students work independently or in teams to solve problems, they engage in a cooperative rather than a competitive pursuit of a shared goal. Students who have interdisciplinary experiences often score higher in reading and mathematics in courses and on standardized assessments. Ultimately, students are better prepared for higher levels of education and/or the workplace.

INTEGRATING BUSINESS EDUCATION

Interdisciplinary teaching requires committed teachers who are willing to devote time and resources needed to ensure program success. Business courses are well suited to interdisciplinary teaching. **Therefore, we believe that** business educators should take an active leadership role in developing, implementing, and promoting interdisciplinary partnerships and programs. **Further, we believe that** business educators should initiate and lead collaborative efforts to design an interdisciplinary program that includes one or more of the following:

- Team teaching and teacher partnerships across disciplines
- Student-centered, active learning
- Project-based instruction
- Short- and long-term projects aligned with standards
- Thematic units (common language and common themes developed by an interdisciplinary team)
- Authentic assessments that provide meaningful feedback
- Academies and/or magnet schools

IMPLEMENTATION

We believe that implementing successful interdisciplinary teaching necessitates careful research, planning, design, and communication. Encouragement and support by administrators and faculty are essential. Both administrators and faculty must respect the value of each content area and its importance in quality education for all students.

Teachers must be committed to the concept of integration and must work well as collaborative team members. Implementation may include the following:

- Effective administrative practices and procedures
- Collaboration and planning among teachers and other stakeholders
- Professional development for interdisciplinary teaching
- Teacher internships and externships
- Designated team planning time
- Curriculum aligned to standards
- Articulated curriculum
- Creative scheduling for students and teachers
- Supportive school climate

CONCLUSION

In creating and implementing interdisciplinary teaching, educators and other stakeholders must work collaboratively, using shared goals and objectives. **We believe that** business educators must take an active leadership role in developing, implementing, and promoting interdisciplinary partnerships and programs. Business educators must work with colleagues to promote mutual respect for each content area and its importance in quality education for all students.

We believe that interdisciplinary teaching is an essential component of quality education. Business education courses are interdisciplinary in nature and greatly enhance the opportunity for interdisciplinary learning.

Policy Statement No. 82, 2008

This We Believe About The Value Of Career Clusters In Business Education

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The global economy has experienced dynamic changes that have had a major impact on the workforce and the role of business education. In this complex, ever-changing economy, increased academic, technical, and employability knowledge and skills are crucial for students to be successful as employees and entrepreneurs.

Implementation of the Career Clusters Initiative is essential for preparing students to be productive in the business and economic environment. The intent of this initiative is to assist students in achieving their career goals. The Career Clusters Initiative represents a nationwide effort to help learners obtain the knowledge and skills they need for career success, mobility, and advancement by aligning instructional content to business and industry expectations and future needs.

VISION

The vision of the Career Clusters Initiative is to enable learners to transition successfully from education to careers by providing a framework connecting secondary with postsecondary education; connecting academic with career and technical education; and connecting education with business, workforce development, and economic development communities. In 2001 the U.S. Department of Education Office of Vocational and Adult Education identified 16 career clusters representing 21st Century skills. The career cluster framework is an organizing tool for 16 broad groupings of occupations that include 81 pathways comprising knowledge and skills validated by business and industry. The National Association of State Directors of Career Technical Education Consortium continues to support and revise the Career Clusters Initiative through business and industry involvement.

A *career cluster* is defined as a grouping of careers with similar skills based on common themes reflecting business and industry needs. Career clusters are tools used by business educators to organize instruction and learner experiences in community and technical colleges, career academies, work-based learning programs, small learning communities, magnet schools, charter schools, and high schools—especially those restructuring around career themes. Each of the 16 career clusters includes multiple career pathways that represent a grouping of similar talents, knowledge, and skills.

A *career pathway* is a model that articulates learning and training requirements for careers. Career pathways promote partnerships among secondary schools, postsecondary institutions, and business communities. These pathways facilitate the learning process for students and lead to industry-recognized credentials, licensures, and/or degrees.

The *foundation knowledge and skills* at the heart of the Career Clusters Initiative include academics; communications; problem solving and critical thinking; information technology; systems; safety, health, and environment; leadership and teamwork; ethics and legal responsibility; employability and career development; and technical skills. This set of knowledge and skills is common to all 16 career clusters and is foundational to all business careers.

We believe that career clusters, career pathways, and foundation knowledge and skills provide a framework for business education. Of the 16 career clusters, 5 clusters are an integral part of business education: Business Management and Administration, Finance, Hospitality and Tourism, Information Technology, and Marketing. **We believe that** business education programs that have embraced the Career Clusters Initiative build a connection among secondary and postsecondary education and the business community. Articulated, dual-enrollment, and dual-credit courses provide a road map for students when planning and completing future coursework for career and technical education content areas. Other avenues for students may include advanced placement and honors courses.

CAREER CLUSTERS IN BUSINESS EDUCATION

We believe that the Career Clusters Initiative has value to all stakeholders involved in business education. Career clusters provide value for students, parents/guardians, business/industry partners, and educators. In particular, career clusters enhance the educational experience for business education's most important stakeholder, the student.

Value for Business Students

- Career awareness, career exploration, and individualized career planning that complement their individual talents and interests
- Enhanced understanding of the relevance of academic courses to careers
- Improved job placement and advanced career opportunities
- Increased motivation to learn and increased academic achievement
- Foundation for advanced study in business with seamless transition from one educational level to another
- A focus that leads to preparation for high wage/high skill careers
- A focus that leads to preparation to meet the demands of postsecondary education and the business world
- Increased opportunities for work-based learning that lead to business careers

Value for Parents/Guardians

- Career preparation and planning for the student
- Improved communication with students, teachers, and counselors

- Understanding of the need for increased emphasis on academics in conjunction with students' career preparation
- Understanding of the demands of postsecondary education and expectations of the workplace

Value for Business/Industry Partners

- Workforce prepared to meet the demands of a changing economy
- Workforce with an understanding and appreciation of business ethics
- Workforce with solid foundation knowledge and skills

Value for Educators (Teachers, Administrators, Counselors)

- Broader understanding of the educational and employment opportunities available in the global workplace needed to counsel students
- Increased innovative programs and delivery systems that meet the demands of business and industry
- Course content built upon academic, technical and employability knowledge and skills
- Students who are better prepared to demonstrate foundation knowledge and skills within a particular career cluster
- Personalized learning plans encouraging students to take rigorous classes
- Programs of study leading to degrees, certificates, licenses, and/or credentials
- Increased graduation rates
- Reduced need for postsecondary remediation
- Partnership with colleagues, parents, students, and the business community
- Seamless transition for students moving from one level of education to the next level
- Increased opportunity for business educators to instruct all students

We believe that the Career Clusters Initiative provides value to business educators, students, and other stakeholders. Career clusters, career pathways, and foundation knowledge and skills provide a focus and framework for student learning in business courses.

Although business educators will prepare students for high-skill, high-wage careers, business educators will also play a major role in the delivery of the foundation knowledge and skills for all students at all educational levels, regardless of their career interests. **Thus, we believe that** implementation of career clusters will assist business education in preparing all students to become more productive members of society in the global economy.

We believe that business education will change as it incorporates the Career Clusters Initiative, requiring a collaborative effort by all stakeholders.

Policy Statement No. 83, 2008

This We Believe About The Transformation And Future Of Business Education

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The business education profession serves learners by assisting them to acquire the knowledge, skills, abilities, and attitudes necessary to function successfully in the business and economic environment. Business education has a rich history of education for and about business. While business educators honor the heritage that has provided a framework for our endeavors, **WE BELIEVE THAT** vibrant, forward-looking professional business educators urgently need to initiate a significant transformation of the business education profession.

A CALL FOR TRANSFORMATION

The business education profession historically has recognized the changing needs of society, students, workers, and business. In the context of the changing needs of these stakeholders, the business education profession has endeavored to provide relevant learning experiences. In order for business education to thrive, **WE BELIEVE THAT** concerted actions must be taken to ensure the continuing development of relevant, authentic business education for all learners. The transformation of the profession needs to reflect the change in learners, social context, and business education.

Learners

The characteristics of learners are varied, and their context has been transformed. Learners are diverse with a wide range of characteristics, abilities, and backgrounds. **We believe that** business educators must recognize generational, gender, cultural, ethnic, religious, economic, and learning style differences among individuals. **We believe that** the learning environment is transforming as learning now can occur in a global, virtual, connected world. **Therefore**, business educators must facilitate diverse learners' engagement in this new environment while recognizing that participation in the "connected" world is not yet universal.

Social Context

We believe that this global, virtual world has introduced new opportunities for teaching and learning that include high levels of collaboration and collective ownership of intellectual property. Furthermore, **we believe that** a global perspective and changes in societal attitudes have had profound effects on the social context for business education. **Therefore**, business educators must engage learners through work-based,

project-based, collaborative, constructivist, and contextual learning; virtual communities and enterprises; online and web-based delivery methods; and other innovative instructional strategies.

Business Education

We believe that business education is inherently transdisciplinary. **Therefore**, students acquire the knowledge, skills, abilities, and attitudes necessary to function successfully in the global business and economic environment through the integrated study of such content areas as economics, law, information and communication technology, and marketing. For example, the study of entrepreneurship, management, or financial literacy requires an understanding of economics, accounting, and many other business concepts. **Therefore**, business education must embrace the natural connections within business education and with other disciplines to foster collaborative instruction and research.

A CALL FOR ACTION

We believe that education for and about business must assist learners to acquire the knowledge, skills, abilities, and attitudes necessary to function successfully in the global business and economic environment. **Therefore**, in order to transform business education, **we believe that** business educators must

- Recognize the breadth and scope of business education.
- Recognize the learners' diversity, their electronic and virtual learning tools, and their connected culture as strengths to be used to enhance the teaching/learning environment.
- Use proven instructional practices that incorporate high levels of collaboration and recognize collective ownership of intellectual property.
- Ensure highly effective use of new instructional approaches, such as work-based, project-based, collaborative, constructivist, and contextual learning; virtual communities and enterprises; online and web-based delivery methods; and other innovative instructional strategies.
- Actively engage in professional development that empowers business educators to use new skills and knowledge to transform the learning environment.
- Take a leadership role in creating business education curricula that reflect the changing social context.

In order to transform business education, **we believe that** business teacher educators must

- Conduct relevant and rigorous research that informs practice.
- Incorporate sound research results into content knowledge and pedagogy that prospective teachers need to teach in transdisciplinary modes.
- Prepare prospective teachers to thrive within an environment that incorporates highly effective instructional strategies.

- Prepare prospective teachers to be skillful, to be entrepreneurial in their teaching, and to be ready to innovate given the new global, virtual environment and the diversity of learners.

In order to transform business education, **we believe that** professional associations must

- Explore and understand the changes in learners, social context, and business educators to transform their marketing, publications, workshops, and conferences.
- Provide the incentive and a forum for business educators to engage in this transformation.
- Support the development of excellent teachers by providing opportunities to be skillful, innovative, and entrepreneurial in their teaching, given their changing environments.
- Use the new "tools" to enable business educators to network, to engage in professional and leadership development, and to share ideas and best practices collaboratively.
- Ensure that all business education literature is available and indexed electronically so that it can be retrieved not only by business educators but also by other professionals.
- Strengthen existing partnerships and implement new partnerships among the varied professional associations to collaborate in promoting and sustaining the transformation of the business education profession.

Transformation and survival of relevant business education depend on quality leadership. **We believe that** strong, effective leadership must be cultivated and exercised so that the business education profession is able to accomplish this transformation. Managing this transformation professionally with enthusiasm and courage will produce the evolution, if not the revolution, required to revitalize business educators and business education.

Policy Statement 84, 2009

This We Believe About The Induction And Mentoring Of New Business Teachers

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At all instructional levels, new business teachers may encounter challenges such as uncertainty, isolation, and lack of collegial support. With support and guidance from colleagues, new business teachers are more likely to remain in the profession. **We believe that** inducting new teachers into the business education profession and providing ongoing mentoring to them are privileges and responsibilities of veteran business teachers and professional associations.

Importance of Inducting and Mentoring New Business Teachers

Induction is a way of introducing teachers at all instructional levels to the business education community. Teacher induction is a broader concept than either preservice or inservice teacher training programs. Induction may include a variety of activities such as workshops, classes, seminars, and especially, mentoring. Mentoring, formal or informal, offers new teachers instructional support through one-on-one coaching, team teaching, demonstration teaching, shared planning, analysis of instruction, self-reflection, and portfolio development. Non-instructional support may include networking, involvement in professional associations, collaborative activities, and shared research.

The goals of inducting and mentoring are to enhance the professional competence of teachers and to transmit the culture of the educational environment. Thus, we believe that inducting and mentoring new business teachers provide an opportunity for the professional development of new business teachers and also for their veteran colleagues.

Enhancement of Professional Development

Professional development opportunities assist new business teachers in classroom management, lesson plan development, instructional delivery, assessment, and advisement of student organizations. Effective induction and mentoring enable colleagues to share successful classroom practices, research, and professional activities. In addition, mentoring may include guidance with conducting and disseminating research.

Mentors help inductees become acclimated to the profession by encouraging membership in professional associations. Involvement in these associations offers opportunities for networking and access to professional journals, publications, and other

resources. **We believe that** professional associations provide both new teachers and their mentors with external peer support through meetings, conferences, publications, and other resources.

Serving as a mentor is a positive experience that allows veteran teachers to learn through critical self-reflection, update current teaching strategies, and enhance communication skills. Furthermore, mentors enjoy the increased collaboration associated with guiding new teachers, develop increased confidence in their own teaching, and improve relationships with colleagues and students.

Transmission of the Education Culture

Induction and mentoring play important roles in helping new teachers transition successfully to their new teaching environment and adapt to the education culture. Mentors advise new teachers about how to navigate the education system and contribute to the school community.

We believe that the induction and mentoring of new business teachers at all educational levels can help improve their confidence, job satisfaction, and career longevity. Mentors can help new teachers interpret school policies and procedures, understand the school culture, and guide them to locate and obtain resources.

Role of Business Education in Inducting and Mentoring New Business Teachers

The new generation of business teachers includes those who are just beginning their first career and those who are transitioning to a teaching career. **We believe that** inducting and mentoring allow veteran business teachers to engage in generativity as they "pass the baton" to the next generation of teachers.

Therefore, **we believe that** veteran business teachers have a responsibility to

- Provide leadership in their school community to ensure that induction and mentoring activities are aligned with current best practices to facilitate the growth and success of new teachers.
- Assist new business teachers to develop competencies in instructional planning, classroom management, assessment, and student organization advisement.
- Provide an environment that cultivates the value of conducting, disseminating, and utilizing research.
- Include new business teachers in planning and conducting professional activities at all levels, including local, district, state, regional, national, and international.
- Help new business teachers develop skills in professional leadership and service.
- Participate in online mentoring through state and national online professional communities.
- Engage in lifelong learning and continuous improvement.

We believe that professional associations have a responsibility to

- Provide leadership and support for new teachers and mentors to develop successful relationships.
- Assist new teachers and mentors to develop effective teaching strategies through professional publications, meetings and conferences, online listservs, and ongoing communication.
- Form collaborative relationships with educational institutions that offer alternative licensure programs.
- Connect with new teachers who have alternative licensure.

We believe that new business teachers have a responsibility to

- Join and become actively involved in professional associations.
- Seek out veteran business teachers for advice and assistance.
- Participate in professional online communities.

Therefore, **we believe that** the induction and mentoring of new business teachers are essential for the future of business education. Thus, **we believe that** the enhancement of professional development and transmission of the education culture will ensure the longevity of the business education profession.

Policy Statement 85, 2009

This We Believe About Virtual Learning Environments

Today's learners live in the Web 2.0 world. They communicate via blogs, wikis, text messaging, social networks, and web conferencing. Their laptops and their web-enabled devices travel with them, and they expect high-speed broadband Internet access—continually. Because they live in a world of unlimited technological possibilities and virtual realities, these learners expect a congruent learning environment. **We believe that** the use of virtual learning environments (VLEs) should be an important part of the educational process in today's ever-changing, technologically advanced 21st Century.

Virtual Learning Environments

All educational environments strive to support teaching and to assist learners in the acquisition of the knowledge, skills, abilities, and attitudes necessary to function successfully. Virtual learning environments consist of mobile, electronic, distance, hybrid, and web-based instruction. Virtual learning environments are constantly evolving and vary in the level of interactivity and services provided. Virtual learning environments can be synchronous, asynchronous, or a combination. They can be entirely virtual or hybrid (combination of face-to-face and web-based instruction).

Virtual learning environments provide numerous advantages for learners, the most significant of which is aligning the instructional environment with their expectations for learning in virtual environments. Virtual learning environments also

- provide opportunities for learners to participate within their comfort levels;
- encourage learners to become more engaged in the learning process and more fluent in the content;
- support a variety of learning styles;
- assist learners in enhancing critical thinking and problem-solving skills; and
- allow learners to participate in courses that may not otherwise be available.

In addition to the advantages for learners, VLEs offer educational providers flexibility, mobility, connectivity, and interactivity. Educational providers have the ability through VLEs to enhance course offerings, increase enrollment, and use facilities and other resources more efficiently. Additionally, VLEs allow and encourage instructors to interact with learners on a meaningful level, to provide individualized instruction, and to become reflective practitioners.

We believe that virtual learning environments assist learners in the acquisition of the knowledge, skills, abilities, and attitudes necessary to function successfully in the 21st Century business and economic environment.

The Structure of Quality Virtual Learning Environments

Intentional, well-planned design, development, delivery, and implementation are imperative in the creation of any successful learning environment. In order for VLEs to be successful, they must provide opportunities to learn independently and collaboratively. Virtual learning environments must be easy to navigate, logically sequenced, learner and knowledge based, assessment driven, and community centered.

We believe that virtual learning environments must be engaging, adaptable to multiple learning styles, and use appropriate technology for specific activities. Technology is an essential component of virtual learning environments; however, quality VLEs depend primarily on the design, development, and implementation of instruction. An instructor presence as an active participant within the environment is essential. Constructive interaction among learners and instructors is also a critical component of quality VLEs. The environment must be safe, regulated, and encouraging. While VLEs promote freedom of expression among participants, guidelines and expectations should be established to govern behavior.

Partners in Virtual Learning Environments

The partners in VLEs include learners, instructors, technology support personnel, and administrators. Each partner plays a vital role in the success of VLEs.

Learners. Learners must adapt to VLEs by becoming aware of the impact of their own learning styles within these environments. This awareness must be combined with a commitment to be self-sufficient, responsible, and actively involved in the learning process. Virtual learners need to engage in ongoing, critical discourse with the instructor and with other learners. They must understand the technology tools and programs being used as well as where to find assistance when problems arise. Internal motivation, time management skills, productive study habits, and effective communication are keys to learner success in VLEs.

Instructors. Instructors must adapt their instructional, communication, and assessment methods to suit the special requirements of this teaching environment. When developing a virtual course, instructors must be aware of the time commitment necessary to infuse quality. Instructors need to engage in ongoing self assessment to direct their professional development activities and efforts as they relate to the pedagogy of virtual learning.

Technology Support Personnel. Technology support personnel should facilitate the virtual learning process by creating a transparent technical environment. Assistance must be accessible 24 hours a day, 7 days a week through the use of a school-supported help

desk. Procedures and routines for technical assistance must be communicated using a variety of methods. Collaboration with administrators, instructors, and learners throughout the virtual learning experience is essential for technology support personnel. In addition, they need to engage in ongoing technical activities and efforts related to the entire virtual learning environment.

Administrators. Educational administrators must commit to the exploration, development, implementation, and maintenance of VLEs. Their support should encompass guidance, resources, and professional development opportunities to facilitate technological, pedagogical, and instructional design changes. Administrators must provide and support the technology platforms needed to contribute to quality education. They must also be committed to hiring only qualified, dedicated faculty. Most importantly, administrative decisions made concerning VLEs must be based primarily on sound educational foundations rather than solely on financial considerations.

All partners—learners, instructors, technology support personnel, and administrators—must work together to make effective use of VLEs. **Therefore, we believe that** a concerted, collaborative effort must be made by all partners in order to maximize the potential inherent in virtual learning environments.

Conclusion

Virtual learning environments enhance the value of business and economic education by promoting learner collaboration and the use of relevant 21st Century technologies. **We believe that** business and economic educators must embrace and implement quality virtual learning environments.

Policy Statement 86, 2010

This We Believe About Generativity In Business Education

Generativity is a broad concept that describes the desire to give back to society, to grow and help others succeed, and to preserve the community of practice for posterity. In the business education profession, generativity is demonstrated by nurturing and guiding new teachers while contributing to the next generation of business educators. Ultimately, the success of efforts toward generativity depends on the intergenerational opportunities that are available to effectively shape our profession. **We believe** generativity is a process for ensuring longevity of the discipline and the well-being of the next generation. A positive legacy is established through teaching, mentoring, collaborating, participating in professional associations, and utilizing other creative contributions.

Variances exist in teaching skills from the beginning to the more experienced teachers. In this digital age, younger teachers are often technologically savvy; however, experienced teachers offer wisdom and broader perspectives in the learning environment. **We believe** generativity preserves a rich legacy of shared experiences. **THUS**, these experiences enrich professional lives and the learning environments for both teachers and students, keeping the business education profession strong and energized.

We believe an effective mentoring program will help ensure business educators develop as professionals. Generativity helps beginning teachers navigate the formal and informal institutional cultures while encouraging fresh ideas. As experienced teachers mentor these beginning teachers, they model the principle of giving back to their profession. Teachers who mentor and facilitate the growth of others—both internally at our institutions and externally in our profession—achieve satisfaction and a feeling of accomplishment through all stages of their careers. **THEREFORE, WE BELIEVE** a proactive approach in retaining teachers engages educators of all generations by providing mentoring, professional development, and continuing educational opportunities.

Collaboration mutually benefits both new and veteran teachers with opportunities to share instructional strategies, develop curriculum, advise student organizations, attend conferences, present sessions, conduct research, and publish professional articles. Because beginning and experienced teachers offer different perspectives, **WE BELIEVE** collaboration ensures generativity.

Professional organizations provide a network of individuals with common interests—a positive opportunity for generativity. **We believe that** professional organizations will continue to be vital as retired and experienced professionals mentor new members to

keep business education strong and thriving. Professional organizations provide mentoring opportunities to share pedagogy, foster leadership, improve classroom management, and enhance all aspects of the profession. While professional organizations generally rely on experienced educators for leadership, new members must be given opportunities to share ideas and responsibilities in organizations. As beginning educators become involved with professional organizations, generativity creates enthusiasm for continuous engagement in professional organizations and fosters friendships while building global, professional networks.

We believe generativity is further enhanced by the number of retired people who remain active in professional organizations at the state, territory, province, regional, national, and international levels. Organizations should find productive roles for retired professionals—roles that offer opportunities to engage in activities that nurture emerging professionals. Activities might include writing circles that focus on grant writing or research leading to scholarly journal articles, workshops, panel discussions, oral history presentations, storytelling, coaching, and mentoring relationships.

WE BELIEVE THAT business teacher education programs can facilitate generativity by requiring students to join professional associations and instilling in them the desire and responsibility to continue membership throughout their careers. Non-traditional teacher education programs should be identified, contacted, and encouraged to promote professional association membership both by the teacher educators themselves and prospective business educators.

WE BELIEVE THAT generativity can be measured using multiple methods. Instruments, such as generativity scales, are available to measure or self-identify generative activities. Behaviors and actions that exemplify generative activities include learning a new skill, teaching a skill, developing new courses and teaching ideas, serving in a leadership role for a professional business education organization, and conducting research. While the level of one's generativity fluctuates during a lifetime, highly-generative educators are concerned with leaving a strong legacy for future generations–the heart of generativity.

CALL TO ACTION

Experienced teachers bring a reservoir of real-world knowledge, shared experiences, collaborative skills, and expertise to the practice of generativity. New teachers bring fresh perspectives, innovative practices, and enthusiasm to the generativity paradigm. **We believe** all teachers, regardless of age or years of experience, can benefit from and enjoy the profession through generative activities throughout their career.

WE BELIEVE

- business educators should recognize the importance of generativity and engage in activities that enrich teaching knowledge and experiences

- professional organizations, when planning conferences and similar types of activities, should create opportunities for generativity and reward the participation of all members, especially retirees

- educational institutions should recognize and support teachers by providing time and funding to attend conferences, to nurture professionalism, and to facilitate the development of others

THUS, WE BELIEVE generativity embodies what we have received from others, as well as what we pass on to the future. Honoring the power of generativity through the activities of individual business educators and professional organizations is imperative.

Policy Statement 87, 2010

This We Believe About Virtual Professional Development

Today's educational community is seeking a system of professional development that can be accessed virtually as members' lifestyles have become technocentric. This community demands instant access to information through technology. Educational providers of professional development have the ability through virtual learning environments to offer flexibility, mobility, connectivity, and interactivity anywhere, anytime. **We believe that** the virtual learning environment must be a component of ongoing, sustainable professional development.

As the 21st Century learner increasingly demands web-based information sharing and interactivity, professional development for the educational community must become more readily accessible in the form of virtual learning opportunities. Virtual professional development includes formal and informal learning, activities delivered through on-line facilitated courses, conferences and webinars offered by professional organizations/consortia, and use of emerging web-based technologies. The implementation of virtual professional development is imperative for the educational community to develop and deliver timely, relevant curricula that will prepare students to be competitive in the global environment. **We believe that** virtual professional development is, in essence, part of the continuum of professional development impacting a teacher's professional practice, curriculum, educational community, professional organizations, and professional philosophy.

Virtual Professional Development

Professional development has been a staple of teachers' career growth from pre-service teacher education to retirement. Choices have traditionally included continuing education units (CEUs), credit courses, and activities that enhance our ability to work within our educational environments as learners and teachers. These choices include in-service education, participation in professional conferences, graduate credit courses, curriculum writing, study groups, peer mentoring or coaching, and programs designed to help teachers gain insight into their teaching and pedagogy.

Technology is changing the way professional development is delivered, creating virtual learning environments that include but are not limited to mobile, electronic, distance, hybrid, and web-based instruction. Virtual professional development platforms are constantly evolving and vary in the level of interactivity and services provided. **We believe that** these virtual learning environments foster the creation of virtual professional

development, leading to greater possibilities and opportunities for long-term, sustainable interaction; professional growth; and shared learning.

The Structure of Quality Virtual Professional Development

Virtual professional development should be viewed by all stakeholders as complementary to traditional methodologies and as a data-driven response to identified needs. To be accepted by the educational community, instructors, and administrators, virtual professional development has to meet professional standards for context, process, and content. **We believe that** high-quality virtual professional development is measurable, collaborative, active and focused on problem solving, and connected directly to local, state, territory, province, and federal education reform initiatives.

Virtual professional development can be delivered synchronously, asynchronously, or in combination. Virtual professional development includes formal and informal learning activities such as e-learning, e-published documents (on-line journals), e-libraries, and e-portfolios.

Educational Community in Virtual Professional Development

The educational community in virtual professional development is comprised of teachers as virtual learners, instructors, administrators, and providers. Virtual professional development providers include professional associations and consortia, commercial organizations, and educational institutions. Each member of the educational community plays a vital role in the success of virtual professional development.

Therefore, we believe that teachers as virtual learners must

- Embrace the concept of life-long learning;
- Take responsibility for locating high-quality virtual professional development activities;
- Possess self-discipline to manage the virtual learning environment; and
- Participate in opportunities to learn and apply new technologies to remain abreast of current trends and student knowledge, skills, and abilities.

We believe that instructors of virtual professional development content must

- Understand the needs of their audience;
- Create and deliver relevant virtual professional development opportunities—accounting for different learning styles and technology abilities;
- Provide instruction/training using e-tools as needed;
- Utilize an appropriate presentation method; and
- Support virtual participants to reinforce learning.

We believe that administrators must

- Embrace, support, and participate in high-quality virtual professional development as a valid method of delivery and learning;
- Select virtual professional development programs that are sensitive to the needs of constituents and aligned with institutional goals and culture;
- Seek and provide funding for virtual professional development; and
- Foster professional development partnerships with groups such as professional organizations/consortia, institutions of higher learning, and school districts.

We believe that virtual professional development providers must

- Respond to the needs of the institution and the educational community;
- Use a variety of learning platforms;
- Make available virtual conference sessions, webinars, interactive networking opportunities;
- Show flexibility in offering credit options—CEU's, professional development hours, or graduate credit; and
- Offer compelling online experiences that foster positive virtual exchanges and the building of personal learning networks.

The stakeholders that comprise the educational community—teachers as learners, instructors, administrators, and virtual professional development providers—must embrace and integrate virtual professional development into the mainstream. **Thus, we believe that** a concerted, collaborative effort must be made by the entire educational community to maximize the potential of virtual professional development.

Call to Action

Since professional development is crucial to the growth and success of educators, they must embrace and participate in virtual professional development opportunities that remove the boundaries of distance, time, and space. **Thus, we believe** the stakeholders in the educational community have a responsibility to embrace, participate in, and provide virtual learning activities that respond to the demands of the 21st Century.

Policy Statement 88, 2011

This We Believe About Personal Financial Literacy

In a 2008 message at the annual Jump$tart Coalition Conference, Benjamin Bernanke, Chairman of the United States Federal Reserve Bank, stated that the financial preparedness of our youth is essential to their well-being and vitally important to the nation's economic future. He further affirmed the critical importance of individuals becoming financially literate at an early age so they are better prepared to navigate an increasingly complex financial marketplace. Promoting financial literacy must be a high priority, according to Bernanke.

The National Business Education Association's standard for Economics and Personal Finance addresses the importance of financial literacy to consumers as they make economic decisions related to their personal lives and careers. **Therefore, we believe** personal financial literacy is an essential component of business and economic education.

Research indicates a serious lack of personal financial literacy among both students and adults. Various media outlets have responded to the need for personal financial literacy with an increase in television and radio programs. Additionally, many local and national newspapers, including *The Wall Street Journal*, now have sections covering personal financial issues. With the increasing complexity of the financial world, teaching students to become financially literate is more important than ever. **We believe** personal financial literacy is a fundamental life skill. Credit card abuse, high debt levels, increased bankruptcies, and low savings rates illustrate the necessity for personal financial literacy at all educational levels. The well-being of individuals, households, and governments depends on citizens making effective financial decisions. **Therefore, we believe** personal financial instruction should begin during early elementary school and continue throughout life.

The President's Advisory Council on Financial Literacy, in its 2008 Annual Report to President George W. Bush, recommended the U. S. Department of the Treasury specify the requisite skills a person should have upon completion of a comprehensive personal financial literacy program. Research indicates that instruction and competency testing should include, but not be limited to, the following:

- consumer protection and fraud prevention
- credit and credit cards
- debt management
- financial institutions
- investments

- money management skills
- postsecondary funding plans
- retirement and estate planning
- risk management
- savings
- taxes

According to a recent Charles Schwab & Company survey, nearly two-thirds of U. S. teens believed they were prepared to deal with the adult financial world after high school. However, less than half of the teens responding considered themselves knowledgeable about budgeting, saving, investing, paying bills, or wisely using check-cashing services and credit. Even fewer teens believed they understood income taxes and retirement plans. **We believe** students who have the knowledge, skills, and understanding of personal financial principles will be better prepared to avoid excessive debt, safeguard assets, and make sound financial decisions.

Personal financial literacy is also vitally important to the overall welfare of consumers. Today's financial indicators show that the level of personal debt has been scaled back from its peak in 2008 but still remains high compared to historical data. U.S. citizens are starting to save more; however, personal savings rates continue to trail the 50-year average of 7 percent of disposable income. **Therefore, we believe** personal financial literacy is critically needed by people of all ages.

Based on the 2008 Survey of States, conducted by the Council for Economic Education, personal finance concepts were included, to some extent, in the educational standards of 44 states, with 34 of these states requiring implementation of personal finance standards. Thirteen states—representing nearly 31 percent of the entire United States population—have mandated a personal finance course (or personal finance concepts in an economics course) as a high school graduation requirement. Therefore, we believe all states should mandate a personal finance course for high school graduation.

Because business educators have undergone rigorous training and are certified to teach accounting and finance, they are the most qualified to teach personal financial literacy. **We believe** business educators must be vigilant in assuming the sole responsibility for teaching personal financial literacy and maintaining course integrity. Further, **we believe** business teacher education programs must continue to include personal financial literacy concepts and principles in required coursework.

Many Web sites provide resources for instruction in personal financial literacy. One of the most comprehensive is the Jump$tart Coalition for Personal Financial Literacy (www.jumpstart.org). A second comprehensive Web site (www.mymoney.gov) was developed in response to the 2008 President's Advisory Council on Financial Literacy to aid all consumers. Another excellent resource is the Web site for National Endowment for Financial Education or NEFE (www.nefe.org). These three Web sites were specifically selected because of their extensive resources and curricula tied to state standards.

CALL TO ACTION

We believe personal financial literacy is essential, beginning in early elementary school and continuing throughout life.

We believe personal financial literacy should be a high school graduation requirement in all states.

We believe business educators must lead the effort to teach students to make sound personal financial decisions and to accept the responsibility for providing personal financial literacy education to people of all ages.

We believe business teacher educators must ensure that new teachers are well prepared to teach personal financial literacy.

We believe that professional development opportunities must be provided so teachers remain current in their knowledge of personal financial literacy and instructional strategies.

Thus, we believe personal financial literacy education better prepares consumers to make tough—yet smart—financial decisions, building a stronger, more effective and efficient economy. Personal financial instruction by business teachers will have a positive impact on students' economic well-being and will help shape their futures.

Policy Statement 89, 2011

This We Believe About Ethics In A Virtual Environment

A virtual environment is defined as a setting where users interact electronically for business, education, research, personal, and social purposes. Emerging technologies enable us to communicate globally with ever-increasing speed. Technology has profoundly affected all facets of life without a concurrent evolution of society's awareness of the moral and legal ramifications of unethical behavior in the virtual environment.

The Policies Commission for Business and Economic Education Policy Statement No. 51 (1992) stated that personal integrity, honesty, fairness, and respect for the rights of others are measures of ethical behavior. Ethics may be defined as a code of societal behavior—the principles of conduct governing an individual or a group and the specific methods for applying the principles.

We believe the ubiquitous nature of electronic and wireless communication necessitates the development and dissemination of a code of ethics for the virtual environment. This code should include personal/professional conduct and ethical issues for virtual and digital communities that arise from the use and misuse of the Internet and its resources.

We believe educators, students, administrators, and other stakeholders must share responsibility for ethical behavior in the virtual environment.

Educators

We believe educators must establish a climate or culture of ethical behavior by defining and explaining various ways in which unethical practices can occur. Educators should facilitate student involvement in virtual learning communities both within and beyond specific educational settings. Ethical challenges presented by the virtual environment require that educators give students the opportunities to think critically and engage in ethical reasoning and decision making.

We believe educators should incorporate opportunities throughout the curricula for learning about ethical issues in the virtual environment. These ethical issues may include, but are not limited to, the following:

- cheating
- copyright violation
- cyber bullying
- ghostwriting

- hacking
- hate speech
- inflammatory messages
- pharming
- phishing
- plagiarism
- self-misrepresentation
- sexting
- spamming

We believe an ethical virtual environment requires respect for all intellectual property. For example, digital writing is no different than academic writing; plagiarism and respect for copyright rules are equally significant in the virtual environment. Students often fail to make the connection between writing in academic and social environments. The ethical approach to writing in the virtual environment must parallel that in the academic setting.

We believe educators must establish a protocol for appropriate student behavior in the virtual environment. Best practice requires continuous educator engagement with students to develop ethical online practices.

We believe business teacher educators must ensure that teacher candidates possess the knowledge, skills, and attitudes or dispositions to promote ethical practices in the virtual environment.

Students

We believe students must be aware of acceptable-use standards and act responsibly when using the Internet. Students should be accountable for online ethical behaviors with regard to electronic communication, social networking, academic honesty, and civility. The perception of anonymity in the virtual environment may lead students to participate in cyber bullying, posting inflammatory messages, or using hate speech. This false perception may ultimately hurt others and lead to personal, financial, and/or legal difficulties.

We believe students should adhere to standards of academic honesty by respecting the intellectual property of all contributors and by applying copyright rules to the work they produce. Communication and interaction via the Internet provide opportunities for students to engage in privacy violation, ghostwriting, and self-misrepresentation. Cheating in any form is unacceptable regardless of the environment.

Administrators

We believe administrators must establish and maintain an institutional culture that demands appropriate ethical behavior by educators, students, and other stakeholders. The privacy and safety of virtual environment users requires the development and implementation of best practices and acceptable use policies. Appropriate monitoring of digital access is a necessity for fostering ethical citizenship in the virtual environment.

We believe administrators must stay abreast of current laws and regulations designed to safeguard the privacy of students, educators, and other stakeholders. Administrator support should include due process for ethics violations with appropriate corrective measures. Furthermore, administrators must systematically review and update policies and procedures governing digital communication.

Other Stakeholders

We believe parents, technology coordinators, librarians, and other community members have a responsibility to know and embrace acceptable-use policies that promote ethical behavior in the virtual environment. All stakeholders must be accountable for enforcing ethical behavior.

Conclusion

We believe ethics in the virtual environment requires

- learning about and practicing professional ethical behaviors
- implementing strategies to encourage all forms of academic honesty and ethical behavior
- monitoring, reporting, and correcting unethical conduct
- developing appropriate student behaviors
- developing student awareness of and responsibility for use of personal and institutional electronic assets

updating policies and procedures in response to the dynamic nature of the virtual environment

Thus, **we believe** all educators, students, administrators, and other stakeholders must understand, maintain, and enforce ethical behavior in the virtual environment. To do otherwise is to shirk responsibility to current and future generations.

Policy Statement 90, 2012

This We Believe About Civility In Educational Environments

Civility, defined as courtesy and politeness, is critical in all settings, whether educational, business, personal, or social. Concern about the effects of incivility in society is evident both in the educational and popular literature. The rise of incivility is often attributed to the ubiquitous nature and use of technology, insufficient parental supervision, students' sense of entitlement, and lack of tolerance among diverse student populations. Lack of civility disrupts the learning environment as well as negatively impacts workplace, social, and personal interactions.

Anecdotal evidence and research clearly document the presence of negative behaviors in education. Acts of incivility can manifest as discourtesy, rudeness, disruptive behavior, or threats of physical violence, resulting in an environment that is not conducive to the open exchange of ideas or the sharing of diverse experiences. Educational institutions, in face-to-face and virtual venues, respond to incivility by developing policies and procedures designed to handle inappropriate behavior to provide students and staff with a safe, secure educational setting.

Need for Civility Policies in Education

Lack of civility in the classroom negatively impacts learning. Disruptive and disrespectful students interfere with the learning environment and contribute to stress and discontent.

Inappropriate behavior disrupts the learning process in the face-to-face classroom. Such behaviors include arriving late or leaving early, using cell phones and computers for personal reasons, engaging in personal conversations, dominating discussions, aggressively challenging teachers, arguing with peers, making demeaning comments or gestures, and gathering belongings before class ends.

The risk of misunderstanding in virtual classrooms is greater than in traditional face-to-face instructional environments because of the absence of nonverbal cues. Additionally, the anonymity of the online environment fosters and exacerbates acts of incivility because some students believe they can post comments online without taking responsibility for what they write. Lack of civility in the virtual environment, as in the face-to-face class, can include behaviors such as sarcasm, impatience, manipulation, shouting, harsh criticism, harassment, and bullying.

Role of Stakeholders in Improving Civility in Education

We believe educators, students, administrators, and all other stakeholders must share responsibility for ensuring civil behavior in the educational environment.

We believe business teacher educators should

- practice civility in their interactions and lead by example.
- ensure that business teacher candidates understand the basic tenets of civil behavior.
- instruct business teacher candidates in methods of establishing appropriate classroom management strategies and properly addressing unacceptable classroom behaviors.

We believe business teachers should

- encourage students to practice empathy, respect diversity, and be considerate of others
- provide students with expectations for acceptable classroom and online course behavior by posting classroom rules, stating them in course syllabi, and addressing these rules at the beginning of and throughout the course.
- model civility by engaging in active listening practices, using civil language, and adhering to established classroom rules and practices.
- identify instances of incivility and explain why these behaviors are unacceptable.
- design classroom activities that provide opportunities to practice and reinforce civil behaviors.
- teach students how to properly frame questions and comments to avoid appearing confrontational or disrespectful.
- establish and implement uniform penalties for violations of classroom policies that are administered in a consistent, respectful, and civil manner.

We believe students should

- practice empathy, respect diversity, and be considerate of others.
- use appropriate language.
- avoid stereotyping and bullying.
- report serious acts of incivility, such as bullying, to teachers, parents, and other authority figures.

We believe administrators should

- practice empathy, respect diversity, and be considerate of others.
- establish and enforce policies that define civility, provide examples of policy violations, and include guidelines for consequences.
- support all stakeholders in understanding and valuing civility, as well as helping them recognize uncivil acts that disrupt the learning environment.
- protect individuals who report policy violations.

We believe professional associations should

- develop and promote conference sessions focused on teaching strategies for infusing civility into curricula.
- provide a platform for teachers to share best practices for integrating civility in classroom activities.
- support and encourage scholarly research related to civility in education.
- disseminate relevant articles.

We believe parents should
- encourage their children to practice empathy, respect diversity, and be considerate of others.
- serve as positive role models for their children.
- maintain an ongoing and open dialogue with their children regarding civil behavior.
- establish and practice family rules of civil behavior.
- monitor their children's online interactions and interpersonal communications.

We believe the business community should
- establish business practices that encourage empathy, value diversity, and show consideration of others.
- partner with educational institutions in establishing rules of protocol or etiquette for all stakeholders.
- reinforce rules of civility for students participating in opportunities such as cooperative education, internships, and job shadowing.

A Call to Action

We believe everyone deserves the opportunity to learn in a civil educational environment.

We believe civility should be fostered through
- engaging in lifelong learning of civil behaviors;
- practicing empathy, respecting diversity, and being considerate of others;
- encouraging civility in homes, classrooms, online environments, all institutional settings, and the community;
- developing a policy addressing appropriate behaviors and responses; and
- monitoring, reporting, and correcting inappropriate conduct.

Therefore, we believe business education has the opportunity and responsibility to weave the tenets of civility into its curriculum.

Policy Statement 91, 2012

This We Believe About Social Media In Education

Social media is a broad category of applications that promotes social interaction through web-based and mobile technologies. Current examples include social networking sites such as Facebook and LinkedIn, Ning groups such as NBEAconnect, wikis such as Wikispaces, blogs such as Blogger, and microblogs such as Twitter. Although initial use of social media focused primarily on sharing personal information, these applications have become significant tools for businesses to market their products, enhance communication with customers, and attract new customers.

Social media is an important business communication tool. Online communities provide a unique opportunity for companies to create brand awareness that evolves as social media audiences create content that is shared globally. The expanded marketplace that has resulted affects both large and small companies. Therefore, to be competitive in today's global economy, **we believe** students must be prepared to use social media tools to communicate effectively in the workplace.

Importance to Business Education

Social media is related to several content areas within the business education discipline. First, social media is an important element of public relations and marketing strategies to increase brand exposure, create positive interaction with and among customers, and target niche audiences. Second, social media is closely related to technology skills, such as application development, digital communication, web design, and e-commerce. Third, social media is a valuable tool for entrepreneurs to develop brand recognition, increase word-of-mouth referrals, and enhance customer service opportunities. Finally, teamwork and collaboration are aspects of social media that are applicable across *all* disciplines. Corporate America frequently uses social media tools to support employee collaboration.

Therefore, we believe business education students must be prepared to work effectively via social media channels. To that end, business educators should instruct students *about* social media *with* social media not only to help students become effective social media communicators in the workplace but to enhance the teaching and learning experience.

Support of Effective Learning

Social media can enhance student learning by expanding the educational environment. Social media applications provide anytime-anyplace interaction between the instructor and the students as well as among the students themselves. Students can process information and contribute to class discussions at their own pace. Students who may not feel comfortable participating in face-to-face classes may be more willing to share their perspectives in social media learning groups. They can work collaboratively in teams, create online content, and share information in real time. **Therefore, we believe** learning with social media develops the skills students need to succeed in today's global workplace.

Prior to integrating social media into the classroom, business educators must evaluate the social media applications that best meet student learning objectives and then decide which ones most closely align with their institutions' acceptable use policies. Instructors should assess students' current understanding and experience with social media tools. Although many students may have social media experience, educators should not assume all students are proficient with these tools.

Instructors must also consider how "open" their social media channels should be. "Open channel" social media platforms allow public access and information exchange. In these environments, users form relationships by "friending" or "following" each other and potentially can be exposed to others who may not be part of a collaborative network. "Closed channel" social media platforms allow a facilitator to limit access to selected users. When utilizing social media in the classroom, **we believe** educators must conduct transparent class interactions to alleviate any appearance of impropriety. Educators must also establish and communicate clear boundaries about appropriate instructor-student communication.

Student Learning Outcomes

When business educators critically evaluate social media activities and use them to integrate educational experiences that relate directly to student learning objectives, **we believe** students will benefit from several positive outcomes including the following:

- Improving their communication skills by increasing opportunities to compose content and review other students' communication.
- Enhancing their knowledge of marketing strategies designed to create, promote, and evaluate product and/or service brand awareness.
- Creating their own professional brand to expand networking capacity and enhance employment options as they transition from the role of student to employee.

Legal and Ethical Considerations

Social media implementation in schools is not without controversy. As social media evolves, the line between public and private content blurs as do the laws regarding privacy issues and ethical online behavior. To facilitate students' transition to the workplace, **we believe** the educational use of social media should emulate appropriate

business practices and policies. Just as companies share responsibility for employees' online behavior and often establish written policies, educational institutions share responsibility for students' online behavior. Potential issues include plagiarizing content by reposting, posting potentially offensive content, and harassing others. **Therefore, we believe** students should be educated about what they can and cannot do during school/working hours and on school/company equipment with social media—for both personal and professional use.

A Call to Action

To support effective education *about* social media *with* social media:

We believe business educators should be knowledgeable about emerging social media technologies that affect business communication, marketing, and information sharing.

We believe business educators should integrate appropriate social media tools into the business education curriculum to support effective learning of course objectives.

We believe business educators should ensure students understand how businesses leverage social media tools to enhance marketing strategies, brand awareness, and customer interaction.

We believe business educators should prepare students to be effective, responsible, and ethical communicators in social media environments.

We believe business educators should encourage students to create their own professional brand to enhance employment-related communication and networking opportunities.

Therefore, we believe business education has the opportunity and responsibility to take the lead in promoting and integrating appropriate use of social media across the curricula to best prepare students to compete in the global economy.

Policy Statement 92, 2013

This We Believe About The Importance Of Professional Associations To The Future Of Business Education

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Professional associations contribute to the vitality of the business education profession. They advocate for educators at the local, state, and national levels on issues such as legislation, state and federal mandates, professional development, and funding. Membership in professional associations provides both intrinsic and extrinsic benefits. Business educators who join and actively participate in professional associations invest not only in themselves, but in the future of the business education profession.

CURRENT PRACTICES

Many business education professional associations embrace the challenges and opportunities inherent in providing relevant and timely member benefits and services. Examples include digital and print journals, magazines, newsletters, Web sites, discussion boards, webinars, listservs, conferences, seminars, and training sessions. Associations provide the opportunities for members to:

- network with colleagues and business professionals
- develop leadership skills
- encourage and disseminate research
- learn classroom management techniques and instructional strategies
- identify new and emerging technologies, curricula, and best practices.

Thus, **we believe** many business education professional associations are delivering useful, timely, engaging, and critical support for business educators.

Professional associations provide benefits and services to attract members, yet recruitment and retention of members pose significant challenges. Research suggests an individual's decision about membership is impacted by:

- limited professional development funds
- priorities and obligations in other areas
- increased costs of membership and conferences
- a lack of interest in or awareness of the value of available resources

- the availability of free online resources
- expectations of immediate returns on membership investments.

We believe associations must meet these challenges by creating a paradigm shift that boldly offers creative and innovative ways to effect outcomes and rewards.

Stakeholders

Members of professional associations represent diverse educational categories, including K-12, postsecondary, college/university, and administration. Professional associations also need to reconsider membership incentives and services to attract and retain members from all generations. **We believe** professional associations should continue to recognize the changing needs and demographics of current and potential members.

Business and Technology Educators

The majority of traditional business education programs during the 20th century indoctrinated future educators with the mantra "join a professional association." In contrast, 21st century educators are trained in both traditional and alternative certification programs and come from a variety of backgrounds, such as business, industry, government, and military. As a result, the expectation and motivation of new and current educators to join a professional association is not as strong today.

Generational characteristics also impact changes within professional associations. While Baby Boomers cite a strong work ethic as their chief identifier, Generation Xers and Millennials consider technology their primary identifier. **We believe** changes in business teacher education programs, generational characteristics, and technological implications are important factors for professional associations to consider when providing membership benefits and services.

Students

Learners in the 21st century are technologically savvy and are expected to be critical thinkers, decision makers, and problem solvers. Professional associations should offer a valuable support system to educators by providing the knowledge, skills, and dispositions necessary to prepare students for the future. **We believe** students are ultimately the most important beneficiaries of an educator who seeks continual professional growth through participation in professional associations.

Administrators

Administrators are key stakeholders who can become valuable partners with professional associations to enhance educators' performance and professional growth. **We believe** professional associations should collaborate with administrators to encourage and support professional development for educators.

Teacher Educators and Certifying Agencies

Traditional business teacher educators promote professional association memberships and participation; however, educators in non-traditional programs may not be aware of these associations or the value of embedded benefits and services. Furthermore, many professionals in other disciplines or certifying agencies who work with business education candidates do not understand or appreciate business education professional associations. **We believe** professional associations must identify and collaborate with all agencies and programs preparing and certifying business educators to support professional growth.

CONCLUSION AND CALL TO ACTION

The goal of professional associations should be to support educators and strengthen academic programs—not merely to save the associations. To that end, **we believe** the network of professional associations must:

- Provide leadership, direction, and a unified voice for the discipline (PCBEE Statement #79, 2006)
- Continually reassess the professional development needs of current and potential members
- Create and implement a viable and sustainable marketing plan for promoting professional growth opportunities
- Focus on follow-up strategies that encourage first-year members or first-time conference attendees to continue their professional growth
- Encourage educators to identify and communicate with the person(s) who control their professional development resources
- Partner with states to provide state pre-approved professional development credits for conference attendance, webinars, and committee involvement
- Evaluate the effectiveness of all membership outreach efforts to ensure the focus is on supporting educators and strengthening academic programs
- Facilitate discussion forums among leaders from different associations to share successful strategies that benefit members
- Ensure that association activities and resources are readily accessible to professionals through creative delivery opportunities
- Contact and collaborate with state departments of education, educational institutions, and other certifying agencies/programs that prepare business educators and provide association information emphasizing the benefits for educators
- Explore the potential membership benefits for non-business educators teaching business/technology courses

Therefore, **we believe** professional business education associations must strive to provide innovative, timely, and accessible member benefits and services that will strengthen educators' personal and professional portfolios to help them be the best educators they can be.

Policy Statement 93, 2013

This We Believe About Generational Issues In Education And The Workforce

Today's adult workforce includes people who range in age from 18 to 70+ years creating an age-diverse workforce and spanning the following generations:

Generation	Born	Percent of Workforce
Silent/Traditionalists	1925 to 1945	8%
Baby Boomers	1946 to 1964	44%
Generation X	1965 to early 1980s	33%
Millennials/Generation Y	1980s to early 2000s	15%
Generation Z	Early 2000s to present	-

The **Silent Generation** lived through the Great Depression, World War II, and the New Deal. As a group, they are loyal and patriotic; they value respect for authority, personal sacrifice, civic pride, and frugal living. As a result of the challenging times in which they were raised, this generation brings a strong work ethic, determination and commitment, and the belief that success is earned.

Baby Boomers' perspectives were shaped by the Martin Luther King, Jr. and Kennedy assassinations, the civil rights and women's movements, Watergate, and the Vietnam Conflict. Boomers want to be successful in their careers and are often motivated by financial and material gains. Boomers are competitive and like to be challenged--traits that make them hard-working employees.

Generation X (Gen Xers) often grew up as "latchkey" kids; they were impacted by working mothers, single-parent homes, and increasing violence portrayed in the media. These factors contribute to their independent and skeptical nature. They have strong technical skills and are motivated by accomplishments rather than the number of hours at work. Gen Xers are amenable to change and prefer flexible schedules. They are entrepreneurial, pragmatic, and creative.

Millennials, the most racially and ethnically diverse generation in the workforce, are optimistic and engaged. They trust institutions but are skeptical of authority, expect to advance rapidly in the workplace, use technology to remain in constant contact with

others, and are focused on achievement rather than personal development. Millennials seek balance between their work and personal lives. They have a strong social conscience and want to help others.

Generation Z is still shaping their perspectives and attitudes. They are growing up with global conflicts and economic uncertainty, and they are digital communicators. This generation is not yet working; how their characteristics will impact the adult workforce is unknown.

To minimize inter-generational conflicts, instructors need to implement instructional strategies for effective classroom environments and prepare students to be successful in the workplace.

INSTRUCTIONAL CHALLENGES

Instructors and students differ in their generational characteristics. Currently, the majority of instructors are Boomers, Gen Xers, and Millennials. Instructors may struggle to engage students of other generations effectively if the teaching and learning styles are incongruent.

Technological proficiency should not be assumed based on age alone. For example, students well versed in the use of mobile devices may not be as familiar or confident with business computer applications or have a solid understanding of how to access, evaluate, analyze, or present information.

Learning style preferences differ by generation:

- The **Silent Generation** prefers teacher-centered lessons and responds well to positive reinforcement. These students need to connect what they know to what they are learning and understand how the two are related. They work well in groups but want to be respected for their experience and knowledge. Although these students are Digital Immigrants, once they learn technology, they know it well.
- **Baby Boomers** value structure and guidance; they relish competition with classmates. Boomers tend to be optimistic, responding well to both traditional teaching methods and active learning techniques. Although they did not grow up with technology, Boomers use technology extensively in their personal and professional lives.
- **Gen Xers** prefer active learning while working alone or in small groups; they like to be assigned a task and then given the freedom to complete it in a way that they think is appropriate. Gen Xers are comfortable with technology and often use it to streamline their work.
- **Millennials** are very social and are accustomed to having input in decisions. They are open to learning new applications, building relationships online, and integrating technology into daily life. They enjoy group work, want to be

respected as equals in the learning process, and prefer active learning projects with an instructor nearby to provide assistance.

- **Gen Z** students are motivated by activities linked to their goals. They need frequent feedback and respond favorably to positive reinforcement rather than constructive criticism. Gen Z students seek instant gratification and want quick responses.

INSTRUCTIONAL STRATEGIES

Although non-traditional learners are evident at the post-secondary level, Millennial and Gen Z students make up the largest portion of today's student population at all educational levels. Instructors should be prepared to use a variety of methods to provide directions and feedback quickly, such as text messages, tweets, Facebook posts, blogs, or other technologies. Some Silent Generation and Boomer students may be challenged by these technologies, favoring more traditional methods.

Younger generations prefer engagement over lectures, videos over books. These students value options and choices that allow them a measure of control in their learning. Case studies and other problem-based activities that focus on contemporary issues provide opportunities for students to be engaged, make decisions, and solve problems. These methods are also effective with older generations who can contribute real-world experience.

WE BELIEVE…

Inter-generational perspectives enhance learning and working environments; students and instructors must learn to understand and appreciate differences among classmates and co-workers.

Generational diversity in the classroom and workplace may be an obstacle to collaborative environments. Instructors need to be mindful of generational learning preferences and adapt their teaching styles accordingly.

To be successful, students must be educated to apply technology effectively and use communication channels appropriate for their audience.

Therefore, we believe business educators are challenged to fill a critical role in ensuring students are prepared to be effective communicators and collaborators in an inter-generational world.

Policy Statement 94, 2014

This We Believe About New And Emerging Instructional Strategies

As our world becomes more globally connected through dynamic technological advancements, business education students must increase their critical-thinking and problem-solving abilities to remain competitive in the workplace. Emerging and evolving instructional strategies equip an increasingly diverse student population for active engagement with course content and prepare them for advanced learning and career success.

Many emerging instructional strategies are being used in business education. These instructional strategies—including the flipped classroom, mobile learning, and quest-based learning—promote digital literacy, inventive thinking, and effective communication skills needed in the ever-changing workplace. Based on extensive discussions in the current literature, three evolving instructional strategies are addressed below.

FLIPPED CLASSROOMS

The flipped classroom is a student-centered, blended approach to teaching that requires students to actively engage in the learning process. In the flipped classroom, students acquire content knowledge prior to attending class (e.g., videos, webinars, podcasts, blogs, vlogs, online lectures, reading assignments, and quizzes). Class time is then used to deepen learning through applications such as collaborative learning experiences, in-depth discussions, case studies, project-based learning, peer instruction, reflection, and evaluation.

Two advantages of the flipped classroom include the students being responsible for their knowledge acquisition and analytical skill development so class time can be used more efficiently to address individual learning needs and project-based activities. Two potential disadvantages of the flipped classroom are the substantial investment of time in initial preparation of course materials and the intensified digital divide.

The following scenario uses the flipped strategy in the context of a business education course. Students read the textbook, take online quizzes, and participate in webinars or online lectures outside of the classroom. During class time, students have the opportunity to ask questions, get more in-depth information from the instructor on the topic, and complete project-based activities (e.g., create company logo, write a mission statement and value statement, and present completed projects for peer evaluation).

MOBILE LEARNING

The widespread use of mobile learning (m-learning) technologies around the world represents a significant opportunity in education. While m-learning is currently in the early stages of implementation in education, many teachers and students are beginning to realize its potential for enhancing teaching and learning. M-learning provides a customized approach to education, which enables the learning process to transpire anytime and anywhere.

Handheld computers, e-readers, smartphones, and tablet computers are possible mobile devices used to access course content and activities. Accessing learning management systems and integrating, creating, and uploading podcasts, videos, and presentations for project-based learning are among the many uses of mobile devices in the m-learning environment.

Several advantages of m-learning include its low cost for schools, device and content portability, potential for equitable access, and the appeal to digital learners. However, potential drawbacks of m-learning include small screen size, need for increased network infrastructure, and safety and security issues.

The following application uses the m-learning strategy in the context of a business education course addressing professionalism. Outside the classroom students watch a podcast on how to dress for an interview and then take pictures of people dressed appropriately and inappropriately for the interview process using mobile devices. Students make an electronic presentation on this topic in class.

QUEST-BASED LEARNING

Quest-based learning, also known as gamification, is an instructional approach that uses game mechanics and gaming communities to provide student choice in completing course objectives. Students are engaged and empowered in quests (assignments) covering required course content that offer individualized and flexible options as they earn points toward a final grade. Quests provide multiple pathways to learning through what was once sequential course content.

Several advantages of quest-based learning include students using critical-thinking and problem-solving skills to master a concept and to move to the next level, accepting failure as part of the learning process; choosing quests to satisfy their curiosity by exploring required course topics in a manner that interests them; and receiving immediate feedback and results, level achievements, or incentives. Disadvantages may include student procrastination without formal deadlines within quests and extensive preparation for the quests and game design by teachers.

The following application uses the quest-based learning strategy in the context of a business education class addressing emerging technologies. Students begin with no points and earn points toward their grades. Students must master basic skills before moving on

to more advanced skills. Students can submit quests as many times as needed in order to achieve the skill. Students earn badges and rewards as they progress toward their ultimate point goal. The course syllabus details grade requirements with the only deadline being the one at the end of the semester.

SUMMARY

Although only three examples of emerging instructional strategies have been discussed above, other new and repurposed strategies that engage today's diverse and global learners may be identified through current literature and professional development opportunities.

Emerging and new instructional strategies and the role of business teachers have resulted in a paradigm shift that will continue to change the process and environment in which students learn. Teachers remain instructional leaders in the classroom regardless of the tools or strategies used and should continue to carefully select appropriate strategies and technologies that engage the student and enrich the learning process.

WE BELIEVE THAT….

Emerging instructional strategies enable students to engage with content.

Business teachers must continue to embrace emerging and evolving instructional strategies and technologies.

Business teachers should assess the needs of a diverse student population before implementing an instructional strategy.

Business teachers must utilize instructional strategies that prepare students to work, live, and contribute to their societies and communities.

Policy Statement 95, 2014

This We Believe About The Importance Of Business Education In The Curriculum

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Historically, business has been one of the most popular elective areas at the secondary level and frequently the largest major field of study for college students. Business education serves two important purposes: to educate students *for* business and *about* business. In classrooms nationwide business education should play a prominent role in preparing students for the workforce and becoming responsible citizens capable of making astute decisions that will benefit their personal and professional lives.

BENEFITS OF BUSINESS EDUCATION

Business education impacts students, employers, and communities. A direct link exists between business courses and the business environment; students are equipped to enter the workplace with greater confidence and to leverage their knowledge and skills in unique ways. Business education curriculums, supported by the National Business Education Association's *National Standards for Business Education*, are based on the conviction that business education competencies are essential for all students.

Student Benefits

All students will participate in an economic system; they need to be literate in business and economics to be successful. The knowledge and skills needed in the free enterprise system and the global economy are integrated throughout a business education curriculum and enhanced by involvement in business student organizations.

Within a diverse business environment, the benefits of business education are evident in the demonstration of interpersonal, teamwork, technology, communication, and leadership skills. Students with these skills are prepared to adapt to an ever-changing workplace.

Employer Benefits

A rigorous business curriculum benefits employers by preparing highly qualified interns and employees. Business courses develop individuals who exhibit professional attitudes and behaviors, are flexible, and can effectively analyze and solve business problems.

Business students often provide critical technical and consultative assistance to local and regional businesses and organizations. In addition, employers benefit from reduced training expenses by hiring students who possess industry-specific skills and certifications.

Community Benefits

Communities benefit from well-informed citizens engaged in community service, entrepreneurship, and economic development. Business education curriculum standards embed opportunities for students to participate in service learning and other community partnerships.

Understanding the interrelationships of business decisions and the impact on the community is a key component of business education. Students apply the principles of economic, legal, and political systems that enhance citizen involvement and effectively address the varied needs of the community. This understanding inspires entrepreneurship leading to economic growth, additional employment opportunities, and an increased tax base.

WE BELIEVE THAT

. . . education *for* and *about* business offers students the opportunity to acquire knowledge and skills needed to succeed in business and in life.

. . . business courses are an ideal academic complement to general education courses. A business education curriculum encompasses business topics and integrates other academic skills such as reading, writing, math, and problem solving. Course material taught in a real-world context enhances learning, application, and retention.

. . . students completing business courses should demonstrate the necessary knowledge and skills to succeed in the workplace, pursue further education, or both.

CALL TO ACTION

The critical contributions of business education depend on the ongoing commitment of various stakeholders. Sustainability of a business education curriculum is dependent upon the engagement of the following groups.

Counselors/Advisors

Students rely on the expertise and guidance of counselors/advisors when exploring course selections and career options. **Therefore,** counselors/advisors should acknowledge the importance and benefits of business education by actively recommending enrollment in appropriate business courses to all students.

Administrators and Board Members

Programs are dependent upon funding and support of administrators and board members. **Therefore,** administrators and board members should provide financial resources and program support for business education in the curriculum to ensure a well-rounded education.

State Departments of Education

State departments of education are in a position to mandate graduation requirements. **Therefore,** state departments of education should require essential business courses for graduation.

Legislators

The responsibility for creating legislation and establishing budget allocations belongs to state and federal legislators. **Therefore,** legislators should provide adequate funding and create policies that support comprehensive education, including business education.

Business Teachers

Business teachers have the primary influence on the success of business education programs. **Therefore,** business teachers should actively promote their programs within the school and community, foster business and community partnerships, develop relationships with legislators, participate in professional activities, and collaborate with educators in other academic areas.

Parents

Parents want the best educational opportunities for their children. **Therefore,** parents should become aware of the benefits of business education and encourage their children to enroll in business courses and to participate in activities that ensure career and personal success.

Career and Technical Student Organizations

Business education prepares students for leadership in college, careers, and life. **Therefore,** career and technical student organizations should provide and promote relevant opportunities that connect educational experiences to the real world.

Professional Organizations

Professional organizations provide an avenue for continued growth, development, and leadership for individuals in the business education profession. **Therefore,** professional organizations should be proactive in advocating for business education programs and in developing and disseminating appropriate, timely resources for business teachers.

Community Partners and Advisory Councils

Community partners and advisory councils provide input to influence curriculum and opportunities beyond the traditional business classroom. **Therefore,** community partners and advisory councils should be a link between classroom business education and society.

Therefore, we believe that business education in the curriculum is important for communities that desire economic growth, value economic freedom, and aspire to cultivate citizens with the knowledge and skills to perpetuate these ideals. Students enrolled in business education courses are getting more than an education; they are gaining knowledge and skills essential for life.

Policy Statement 96, 2015

This We Believe About Diversity In Business Education

Diversity represents differences including, but not limited to, racial and ethnic background; gender; socioeconomic status (SES); individuals with disabilities; English language learners (ELLs); and lesbian, gay, bisexual, transgender, queer, and intersex (LGBTQI) individuals. Some aspects of diversity are readily visible; others are not as obvious. The world is a mosaic of differences, all of which provide value and significance to the greater good. Regardless of the ability to classify different levels of diverseness, the concept of diversity plays a critical role in today's global society.

Diversity has been traditionally perceived as individuals categorized according to one of the aforementioned differences. The interconnectedness of people living multiple and layered identities is known as *intersectionality*; individuals are members of more than one category or social group and can experience advantages and disadvantages related to those classifications.

The following sections describe selected aspects of diversity, identify related issues, and empower business educators to transform their pedagogical practices within an ever-changing, global society.

Race/Ethnicity

Race is an ambiguous construct that implies a taxonomy or species when, in fact, all people belong to the same human race (i.e., *Homo sapiens*). By contrast, ethnicity is a social category that groups people by ancestry. Ethnicities can be represented by national, religious, or cultural traditions. Differences in racial and ethnic backgrounds have historically led to stereotypical assumptions based on generalizations and ethnocentric thinking.

Gender

Inequities still exist among genders in the workforce; many traditional occupations are still gender dominated. For example, females tend to be overrepresented in lower-paying occupations and, on average, are still paid lower than males—even in comparable jobs.

Socioeconomic Status (SES)

SES is influenced by a combination of factors such as geographical location, vocation, income, and education. On average, students with low SES struggle with language, reading, writing, and math skills as well as access to technology.

Individuals with Disabilities

Disabilities can include behavioral, cognitive, emotional, mental, physical, sensory, verbal, and social challenges. Students with disabilities transitioning from high school to the workforce and/or further education face considerable challenges in their pursuits of economic, employment, and personal success as well as independence. Students with disabilities are often underemployed or unemployed.

English Language Learners (ELLs)

ELLs enter the classroom using a language other than English as their primary mode of communication and often do not speak English at home. The percentage of public school students who are ELLs has steadily increased. These students are tasked with learning course content while learning a second language, which may result in lower academic performance.

Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex (LGBTQI)

LGBTQI students navigate societal stigmatization about their identities while often coping with victimization and harassment. As such, LGBTQI students are at increased risk of experiencing negative psychosocial welfare, health complications, and adverse academic outcomes.

We believe that business educators should:

- reflect, recognize, and become accountable for their own personal biases;
- complete diagnostic tools such as self-assessment inventories about pre-dispositions;
- engage in conversations with individuals who have different characteristics and perspectives than their own;
- participate in professional development opportunities (i.e., professional conferences and webinars) to stay current regarding terminology and diversity issues;
- encourage students to engage in self-exploration to understand how intersecting identities impact interactions with others;
- celebrate diversity as a strength by enabling students to share their individual experiences and challenges;

- highlight perspectives from students' rich and diverse cultural backgrounds including international experiences, trips, and guest presentations, possibly through the use of technologies;
- facilitate students' awareness and respect for other cultures using collaboration;
- learn about students' backgrounds and use this information to reach and teach all students;
- use technology as a tool for students to showcase their individual backgrounds;
- recognize their diverse and unique experiences to enrich the learning environment;
- assist students in developing individualized career plans focusing on their strengths and interests;
- identify resources and connect students with tutoring, mental health counseling, physical wellness, and other support services;
- implement culturally relevant pedagogy which encourages students to experience academic success, respect their cultural beliefs, and develop a critical consciousness to challenge the status quo;
- facilitate discussions on intersectionality, social justice, and equality;
- place students strategically within teams and other collaborative opportunities that prepares them for success in the classroom and the diverse, global workforce;
- accommodate students' needs using a variety of differentiated instructional methodologies and utilizing inclusive examples in course materials;
- provide a wide array of work-based learning opportunities from job shadowing to internships to enable students to see diversity in professional settings and help develop their negotiating skills in relation to salaries and promotions;
- form partnerships with business and educational stakeholders and develop a placement process for employers to understand the diverse needs of potential employees as well as establish follow-up and tracking mechanisms for ensuring the success of all students;
- recruit guest speakers and mentors to encourage students to explore professions related to their strengths and interests;
- establish a respectful environment that includes anti-harassment and bullying policies, an inclusive curriculum, and any necessary interventions to combat negative interactions based on individual differences.

Therefore, we believe that business educators serve as professional role models who promote a supportive and safe environment that fosters the positive development of all students and enables the expression of their individual differences that is critical for student success in the classroom, workforce, and life.

Policy Statement 97, 2015

This We Believe About Business Education In Career Academies

Career academies are a type of learning environment within a school or a small learning community that provides a career-focused, rigorous educational experience. The academy model blends academics, career, and postsecondary opportunities that strengthen student engagement and achievement. Practical and authentic activities are designed to reflect and support the career focus of the academy.

Career academies provide students with a context to examine the relationship between academic study, career exploration, and occupational training. Business education plays an important role in preparing students in all career academies to reach diverse social and economic goals. Therefore, **we believe** that business education is an integral component of *all* career academies helping students to enhance their business-related knowledge and skills.

CHARACTERISTICS OF EFFECTIVE CAREER ACADEMIES

An effective career academy is built upon a shared vision that incorporates strong partnerships, relevant curriculum, and dynamic professional learning communities. The identified characteristics are not mutually exclusive, nor static; together they comprise the framework for effective career academies. **We believe** that business educators serve as vital members of all career academy leadership teams to advocate for the inclusion of essential business skills needed in any career.

Shared Vision. A shared vision for career academies is developed through strong partnerships that recognize input from individuals, businesses, and other community partners. The shared vision supports the development and delivery of connected academic and career experiences that enhance student learning and economic well-being of the community. **We believe** that business education provides an important context for developing and supporting a shared vision for *all* career academies.

Partnerships. Partnerships are the driving force of effective career academies. Partners--which may include local chamber of commerce representatives, teachers, parents, students, administrators, and members of the local business and industry community--provide input on program development, curriculum, equipment and supplies, and facilities. These partnerships provide a link between student learning and the needs of the local workforce. Partnerships provide opportunities for education and business/industry collaboration through work-based learning. **We believe** that business

educators are important team members in identifying and working with career academy partners.

Curriculum. Career academy curriculum provides the framework for the development of skills necessary for successful transition to employment and continued education in a specific career path. Academy curriculum allows instructors the flexibility to meet required academic standards while integrating career-focused interdisciplinary projects and work-based learning experiences. Together, these experiences and projects provide students with the interpersonal and employability skills needed for success in postsecondary education and career. **We believe** that all career academy curriculum should reflect business and industry needs and current practices.

Professional Learning Communities. In career academies, professional learning communities foster collaboration among the team of interdisciplinary teachers. Collaboration is accomplished through common, regular, and purposeful meeting times. Professional learning communities focus on developing curriculum, creating meaningful assessments and activities, and reviewing and determining appropriate instructional practices. Within the professional learning community, teachers identify and address needed professional development as related to their unique responsibilities within the career academy. **We believe** that all career academy educators will participate in professional learning communities and professional development activities that enhance their role in the academy.

CAREER ACADEMY OUTCOMES

Educational. Career academy models support cohort structures, personalized learning, relevant curriculum, and consistent use of skills and knowledge across disciplines. Therefore, students participating in career academies are more engaged in the educational experience resulting in improved school attendance, increased high school completion rates, and a successful transition to postsecondary and career options.

Labor Market. Work-based and extended learning experiences within the career academy curriculum are integral for providing students with more work opportunities. These experiences along with the opportunities to obtain industry-recognized credentials provide students with a competitive edge and the potential to earn significantly higher wages. Career academy students often experience longer employment tenure in occupational areas that directly relate to their career focus.

We believe that effective career academies engage all students in learning and ultimately provide a skilled and educated workforce; **therefore**, **we believe** that business education is an integral component of *all* career academies helping students to develop their knowledge and skills for and about business.

Policy Statement 98, 2016

This We Believe About The Role Of Business Education In College And Career Readiness

Business education plays a unique and important role in students' college and career readiness. Students who are college and career ready have the academic, employability, personal, and technical knowledge and skills to be productive members of society. College and career readiness is critical to all students' success in their postsecondary education, careers, and personal lives especially with respect to their economic and social well-being. Business educators prepare students for a successful future by ensuring they have:

1. awareness of numerous current and future career options,
2. knowledge of the educational requirements to pursue those careers,
3. academic skills to complete the required education,
4. technical skills to be competitive in the workforce,
5. employment skills to obtain the job they want, and
6. soft skills needed to perform well on the job.

All students can become college and career ready by taking business education courses, which include but are not limited to, accounting, business communication, business law, business math, career development, economics, finance, entrepreneurship, information technology, international business, management, and marketing.

We believe that business education improves students' college success. College-ready individuals are able to participate in college-level coursework without remediation or supplemental instruction. Through business education courses, students gain valuable academic skills within a real-world context. For example, they improve their research and analytical skills in business law, entrepreneurship, and marketing courses. Students enhance their productivity by learning how to use computer applications efficiently in information technology courses. Additionally, they develop effective teamwork and leadership skills in business communication and management courses.

We believe that business education improves students' career success. Career-ready individuals are well prepared to pursue employment opportunities and advance in their careers. Students who complete business education courses develop skills that give them a competitive advantage in the global workplace. For example, problem solving and productivity skills are enhanced in information technology courses, and effective interpersonal skills are developed in business communication courses. Technical

knowledge and employability skills are gained through industry certifications and work-based learning opportunities such as job shadowing, apprenticeships, mentorships, and internship experiences. Additionally, business-related student organizations are well known for their development of students' leadership, collaboration, intercultural competency, professionalism, and attitudes.

We believe that business education integrates college and career readiness skills. College- and career-ready individuals understand how the knowledge and skills gained from their business education courses prepare them for success. Skills such as professionalism, work ethic, attitude, and cooperation are essential in the workforce and the classroom. Business education courses provide students with academic and employability skills, such as preparing for interviews, verbal and nonverbal communication, dependability, professional attire, and presentation skills.

All careers utilize business skills and knowledge, and individuals need an understanding of business to be successful in life and in their careers. Business and industry leaders continue to stress that students need to be globally competitive, which requires learning experiences involving global labor markets and the integration of academic and technical skills. These skills are explicitly taught and practiced within the context of business courses where students learn to apply their academic knowledge to workplace settings.

We believe that…

- **Business educators** at every level must promote the role of business education in preparing students to be college and career ready. This can be accomplished by (a) ensuring course content meets expectations through building partnerships with business, industry, and postsecondary representatives; (b) seeking professional development opportunities that enhance their college and career knowledge and resources; and (c) educating stakeholders about the connection between business education and college and career readiness.

- **School personnel and policy makers** at every level must understand the standards of college and career readiness and the role that business education programs play. Administrators must hire, mentor, and retain business educators who are uniquely qualified to develop and teach business courses that reinforce college and career readiness. These leaders must advocate for high-quality, research-based teacher preparation programs that produce business teachers who are both academically and professionally qualified. School counselors must understand the content of business education and the significance it has in college and career readiness. They must advise students to enroll in business courses that relate to their college plans and/or career goals.

- **Business and industry leaders** must partner with both secondary and postsecondary educational representatives to shape curricula that prepares students to be college and career ready. They must actively participate on

advisory committees to ensure course content is relevant. Additionally, leaders must provide work-based learning opportunities to ensure students obtain appropriate experiences, and they must provide support and/or resources such as speakers, field trips, equipment, and supplies.

- **Parents/guardians and community members** must advocate for schools to offer a variety of business courses in order to provide college- and career-readiness content for all students. Parents/guardians and community members must explore the opportunities within business education and encourage students to enroll in business courses.

- **Professional organizations** must assist business educators in their efforts to prepare students to be college and career ready. They must inform policy makers and provide networking and professional development opportunities to increase business educators' connections with college- and career-readiness content.

Therefore, we believe that business education is essential to students' college and career readiness regardless of their educational and career goals.

Policy Statement 99, 2016

This We Believe About The Role Of Business Education In STEM

Business education prepares students at all educational levels for a wide range of high-growth, high-wage business and STEM-related (Science, Technology, Engineering, and Math) careers. Through the development of business and technology skills, business education is a pathway to STEM careers because of the crossover of knowledge and skills. Both business and STEM programs provide rigorous and relevant instruction, which empowers students to maximize their potential for success in the workplace or higher education. **We believe** that a strong connection exists between business education and STEM.

Requiring students to think critically and creatively in addressing real-world situations are components of both business and STEM programs. Through experiential and project-based learning, students are able to develop essential skills and knowledge in each discipline. Business and STEM programs share an emphasis of workforce development, which propels educators to incorporate standards that raise the bar in regard to student preparation and achievement. Students master the knowledge, applications, and attitudes that reinforce core and workplace competencies. As a result, business educators connect students to future career opportunities in a STEM-influenced global work environment.

A clear connection exists between business education and STEM. Many skills taught in business education strengthen those taught in STEM programs. For example, these skills include, but are not limited to:

- critical and creative thinking
- mastering technology
- managing projects through communicating, planning, researching, organizing, analyzing, allocating time and resources, and evaluating finished products
- reading and comprehending information
- calculating and measuring
- identifying relationships and contributions of parts to the whole
- leading and collaborating
- focusing on detail
- troubleshooting and problem solving

We believe these skills drive the business and STEM curriculum to meet the needs of today's workplace as well as those predicted in the future.

The *National Standards for Business Education* are based on the conviction that business and technology competencies are necessary for all students to be competitive in the global marketplace. These standards, as well as the previously mentioned skills, influence the business curriculum, which provide students with lifelong learning skills and confidence in adapting to an ever-changing workplace. This curriculum provides a foundation for business educators to correlate STEM career paths with the traditional business areas of information technology, computer information systems, and other technology-related disciplines. Mastery of technology skills is a requirement rather than an option for enhancing academic, business, and personal performance. Educators must focus on the use of technology as a tool for teaching business and STEM skills to prepare students to be successful in the global business environment, which is increasingly dependent on and defined by technology tools.

We believe because of business educators' expertise in technology and career readiness, it is natural for them to take the lead in cross-disciplinary and interdisciplinary collaboration with STEM educators.

The business education curricula enhance students' skills in the areas of STEM and connects students to growing career opportunities; therefore, **we believe:**

- Business teacher preparation and initial and advanced certification and/or licensure programs must develop a knowledgeable and competent generation of business educators prepared to collaborate with STEM educators.
- Business educators must identify skill sets in STEM areas to develop and enhance the integration of business and STEM curricula.
- Business educators must evaluate the effectiveness of their pedagogical skills, instructional strategies, and assessment techniques for STEM curricula to determine needs and pursue professional development opportunities.
- Business educators must effectively brand and promote business education curricula as a complement to STEM programs by educating administrators, parents, and other stakeholders.

Through career pathways, business education has the unique opportunity to shape a seamless education from K-12 to postsecondary education and/or direct employment. Students benefit from the collaborative effort between business and STEM educators. Business education improves educational and employment opportunities for students to pursue STEM-related careers by:

- providing dual enrollment and other college credit options;

- preparing students to earn industry-based credentials in the areas of information technology, computer information systems, and other technology-related disciplines;
- partnering with employers in STEM career areas to provide students with relevant work-based learning experiences such as internships and mentorships;
- providing students with community service and service-learning opportunities; and
- creating advisory councils with representation from both business and STEM areas.

We believe that business education enhances students' employment opportunities in STEM-related careers through industry credentialing and partnering with stakeholders.

Business and technology skills are pivotal in students' success in STEM-related careers. As business educators, we are poised to lead a collaborative effort to prepare students to enter the workplace or higher education with greater confidence and marketability. With the ever-increasing demand for proficiency in teaching STEM-related skills, business educators play a prominent role in delivering rigorous and relevant instruction necessary for students' success. Business and STEM skills are deeply interwoven, as they are both essential for students' success in a global workplace.

Therefore, we believe the role of business education in STEM is limitless.

Policy Statement 100, 2017

This We Believe About the Future of Professional Collaboration in Business Education for Excellence

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Business education professionals are at a crossroads in charting the future of the discipline. **We believe** excellence in business education requires professional collaboration among multiple stakeholders, including:

- business, industry, and community;
- professional organizations;
- educators, researchers, and learners; and
- policymakers

Excellence is not achieved without direction, and the course of this journey requires guidance from business education professionals and other stakeholders.

Collaborative Partnerships

Collaboration among stakeholders results in the following benefits:

- work-based learning experiences (e.g., job shadowing, internships, externships);
- college- and career-ready learners;
- curriculum standards aligned with workforce competencies;
- funding and support for education purposes;
- mentorship and scholarship opportunities for educators and learners; and development of a strong, educated, and diverse workforce.

Partnerships with business, industry, and community have a positive impact on student engagement. The added value of collaboration contributes to the development of a strong, educated, and diverse workforce. Partnerships help shape the future workforce by calibrating the direction and refining business education. While these partnerships allow for collaboration, professional organizations provide additional opportunities and benefits.

Professional organizations inform members of current business, industry, and community trends; strategies to address trends; and venues for business educators to practice and model professionalism. In addition, they provide opportunities for meaningful collaboration among educational professionals through courses, workshops, conferences, publications, communication, and advocacy.

Educators, researchers, and learners develop and enhance business knowledge and skills through active engagement with professional organizations. Business educators prepare learners of all ages to be successful in the classroom, the workplace, and life. Researchers investigate educational issues that lead to the advancement of education for and about business. The work of business educators requires collaboration among educators and researchers to address current and emerging workforce trends. This collaboration is vital for learners to be successful in the workforce.

Professional organizations offer opportunities for business educators to work collaboratively with policymakers to provide support for the discipline. Collaboration among business educators and other stakeholders leads to a shared vision that influences local, state, regional, national, and international policies. Collaboration with policymakers results in the development, implementation, and evaluation of legislation, policies, and guidelines for business education. This collaboration is necessary for all to realize the strength and value of business education programs, foster meaningful change, and recognize the essential role of business education in developing a competitive workforce.

Collaboration Challenges

Although the relationships developed and support garnered through collaborative efforts are essential, collaboration among all stakeholders is challenging. Some challenges include time, knowledge of processes and procedures, adequate support and funding, declining membership in professional organizations, and an awareness of critical issues. These challenges may constrain business educators in making connections with policymakers.

A lack of collaboration creates a separation between preparing learners and meeting the current and future needs of the workforce. This separation is heightened by the lack of collection, analysis, and dissemination of useful data. Residing in a data driven society, educators and researchers must communicate a common message to establish relevancy. Collaborative efforts are necessary to ensure a smooth transition and transfer of knowledge and skills from one generation to another.

We believe collaboration among all stakeholders

- enhances the learning experience and provides opportunities for problem solving, teamwork, analysis, and communication between business educators and learners.
- brings together many voices with a unified message thus expanding business education’s visibility making the discipline more influential.

- generates a shared understanding of the importance and sustainability of business education programs through the collection, analysis, and dissemination of data for program advocacy.
- influences policy to strengthen business education.

Business educators should take advantage of collaboration opportunities with stakeholders to harness knowledge from collective partnerships that can elevate perceptions of the educational discipline. The ability to influence positive change is the most significant benefit of collaborative partnerships.

Therefore, we believe

- a common strategic vision allows educators and other stakeholders to guide students on a pathway to success in education, careers, and lifelong learning; and
- business education professionals have a stronger voice and greater influence when collaborating with business, industry, and community; professional organizations; educators, researchers and learners; and policymakers to advance excellence in business education.

PCBEE…Continuing Forward

This is the 100th "**This We Believe**" statement, which signifies not only the end of an era, but also the beginning of a new era. The Policies Commission for Business and Economic Education (PCBEE) continues to identify and define both existing and emerging issues in business and economic education. However, instead of the current "**This We Believe**" format used in the 100 statements written from 1959-2017, one "policy paper" will be developed each year. The policy paper will focus on current and existing research topics that are relevant to business and economic education. In addition to the policy paper, accompanying talking points will be developed.

The Commission, through this effort, will continue to collaborate with business, governmental, and educational communities. The Commission will continue to develop recommendations for achieving set goals, clarifying issues, and unifying the efforts of the various business education groups represented on the Commission.

PCBEE committee members will continue to be representatives from the following four business education organizations: Business Education Division of ACTE (Association for Career and Technical Education, ARBE (Association for Research in Business Education), NABTE (National Association for Business Teacher Education), and NBEA (National Business Education Association).