

**Learned Society Matrix
Integrated Business Education
Comprehensive
Licensure Program**

Business Teacher Education Curriculum Guide & Program Standards (1997)
National Association for Business Teacher Education
National Business Education Association

The essential mission NABTE is to encourage continuous improvement in the initial and advanced preparation of business teachers. The curriculum framework and program standards reflect the competencies needed in the '90s by teachers instructing students with diverse needs who can meet society's demands in an emerging information- and service-based society.

Achievement Standard	Correlated Courses and/or Experiences Contributing to this Standard
<p>1. Professionalism The business teacher has an obligation to grow continuously as a professional. The business teacher is a consummate professional who</p> <ul style="list-style-type: none"> ◆ reflects on and continually evaluates the effects of his or her choices and actions on others and actively seeks out opportunities for personal and professional growth. ◆ cares deeply about students, colleagues, the business education discipline, and the teaching profession. ◆ embraces teaching as lifelong learning in order to provide cutting-edge instruction. ◆ participates actively in professional organizations at all levels and seeks opportunities to serve in leadership and advocacy roles. ◆ moves beyond the boundaries of the classroom to assume responsibility as an advocate and promoter of the profession in the community, state, and nation. ◆ projects a positive professional image which personifies the discipline itself and exemplifies the goals and ideals of the profession. 	COM 101 ED 301, 303, 440 EDT 433, 434, 440 VOE 406
<p>2. Curriculum Development The business teacher creates, revises, analyzes, and implements curricula to prepare students for a dynamic and rapidly changing world. The business teacher prepares students</p> <ul style="list-style-type: none"> ◆ for initial employment and careers in business. ◆ for their roles as consumers and citizens. ◆ for advanced education in business. 	EC 201, 202, 203 ED 301 EDT 206, 208, 306, 433, 434, 440 MKT 301, 302, 421 VOE 407, 426, 465, 469

<p style="text-align: center;">Achievement Standard</p>	<p style="text-align: center;">Correlated Courses and/or Experiences Contributing to this Standard</p>
<ul style="list-style-type: none"> ♦ for roles as owners and managers of businesses. ♦ to understand the role and function of business in our global society. ♦ to understand the American economy and how it is similar to and different from other economies. ♦ to locate, access, use, and present information. <p>Course content includes curriculum development in the following areas:</p> <ul style="list-style-type: none"> ♦ Workplace Basics (SCANS Skills). ♦ Employability Skills. ♦ Entrepreneurship. ♦ Career Development. ♦ School-to-Work Initiatives. ♦ Tech Prep. ♦ Coordination of Worksite Learning. ♦ Role of OCAPs, TCPs, and ICAPs in curriculum development ♦ Role of Applied Academics in curriculum development and implementation. ♦ Career Clusters and Career Pathways: Trends and effects on curriculum development and workforce education. 	
<p>3. Instruction</p> <p>The business teacher facilitates the learning of constantly changing subject matter in a dynamic learning environment with diverse students.</p> <p>The business teacher embraces multiple approaches to learning and</p> <ul style="list-style-type: none"> ♦ uses self-directed learning to help students gain access to knowledge, direct their own learning, and learn how to learn. ♦ employs teacher-directed learning where the teacher maintains primary control of the learning process through such methods as lectures, question and answer sessions, and teacher-led discussions. ♦ facilitates collaborative learning by having students work together in groups that may include students, teachers, business and community people, and others. <p>Course content includes the following instructional areas:</p> <ul style="list-style-type: none"> ♦ Students with Exceptionalities ♦ Diversity of Learners ♦ Cooperative Learning ♦ Team Building 	<p>ED 303, 327 EDS 333 EDT 280, 433, 434, 440 VOE 407, 426</p>
<p>4. Assessment</p> <p>The business teacher assesses student progress to alter and enhance the learning environment to optimize student success.</p>	<p>ED 327, 432, 440 EDT 433, 434 VOE 426, 431</p>

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<p>The business teacher</p> <ul style="list-style-type: none"> ♦ uses formal measures (e.g., timed and/or scheduled events including paper and pencil tests, presentations, performances, and portfolios). ♦ uses informal measures (e.g., unscheduled opportunistic examinations of student work such as over-the-shoulder reviews of student projects and “think-pair-share” activities). ♦ assures that there is a clear statement of achievement standards and performance expectations for learning. ♦ uses multiple forms of assessment to obtain accurate measures of student progress. 	
<p>5. Management The business teacher practices positive and effective management techniques. The business teacher</p> <ul style="list-style-type: none"> ♦ manages programs (fiscal, budgetary, and purchasing practices; general curriculum development; and program assessment). ♦ manages the learning environment (e.g., classroom management, curriculum implementation, cooperative education, internship, community-based activities, and student assessment). 	EDT 433, 434, 440 VOE 406, 407, 421, 426, 431, 469
<p>6. Student Organizations The business teacher integrates the professional student organization into the curriculum. The business teacher</p> <ul style="list-style-type: none"> ♦ supports the student organization to provide an environment in which students grow professionally, personally, and socially and experience opportunities to cooperate and work with others. ♦ recognizes the opportunities that the student organization provides to involve the business and professional community in the activities of the organization, to provide real-world experiences for students, and to accomplish the goals of the business education program. ♦ recognizes that student-directed operation of the organization provides valuable learning experiences and promotes a sense of pride and responsibility—leadership is exercised not only by officers, but by all members. 	EDT 433, 434, 440, VOE 426. Activities of the WSU Postsecondary Chapter of Business Professionals of America are integrated with the content of EDT 433, 434. Students are encouraged to participate in state and national leadership conferences. Professional memberships are encouraged for continuing professional growth and development.
<p>7. Professional Communication The business teacher communicates effectively with all publics. To achieve success in all aspects of business education, the business educator</p> <ul style="list-style-type: none"> ♦ bases all communication on principles of respect, fairness, and honesty and understands that building relationships depends on these foundations. 	General Education Component COM 101 ED 301, 327, 440 EDT 208, 209, 280, 305 ENG 330 MGT 302 MKT 302, 421

Achievement Standard	Correlated Courses and/or Experiences Contributing to this Standard
<ul style="list-style-type: none"> ♦ exhibits an understanding of communication as a dynamic system of people, processes, cultures, media, and fluid boundaries in developing strategies. ♦ demonstrates exceptional communication abilities to deliver knowledge and develop students in the learning environment. ♦ represents the discipline positively by incorporating quality standards in all forms of communication and serves as an ambassador for business education with all publics. ♦ recognizes that culture impacts business communication in the international arena. ♦ uses technology to enhance and expand communication opportunities. 	
<p>8. Publics The business teacher builds relationships with various publics to produce a vibrant, holistic learning environment which reflects the real world and provides tangible and intangible benefits for the student and the community. The business teacher</p> <ul style="list-style-type: none"> ♦ builds relationships with various publics to create a learning environment in which students move continuously and easily between school and community in seamless fashion to facilitate the learning process. ♦ develops a special partnership with members of the business community to improve programs, develop new programs, provide student access to learning opportunities, and ensure a curriculum based on real-world experiences. ♦ builds relationships with all publics based on trust, respect, ethical standards, and mutual benefits to earn commitment, dedicated involvement, visible advocacy, and financial support. ♦ understands that all achievements and efforts must be accomplished through the identified partners in the education process and cannot be the sole responsibility of the business teacher and/or the department. <p>Federal and state legislation affecting Workforce Education is specifically addressed in EDT 440 and VOE 406.</p>	ED 321, 323, 440 EDT 440 VOE 406, 407, 469
<p>9. Career Development The business teacher helps students realize their full potential. The business teacher</p> <ul style="list-style-type: none"> ♦ assists students in adjusting to and functioning effectively in the educational environment. ♦ helps students discover their potential for personal, social, and emotional growth. 	ED 303, 321, 323, 327, 333, 432, 440 VOE 407, 421, 426, 465, 469

Achievement Standard	Correlated Courses and/or Experiences Contributing to this Standard
<ul style="list-style-type: none"> ♦ helps students make decisions regarding careers and career transitions. ♦ collaborates, both formally and informally, with guidance and counseling personnel and other publics involved in the learning experience (e.g., parents, employers, and other professionals including coordinators of cooperative and work-based learning). 	
<p>10. Subject Competencies</p> <p>The business teacher must possess a broad background in business subjects.</p> <p>The business teacher</p> <ul style="list-style-type: none"> ♦ studies a broad range of introductory business subjects (e.g., accounting, microeconomics, macroeconomics, information systems, keyboarding, communications, management, marketing, entrepreneurship, business law, and international business). ♦ completes additional study in areas related to business (e.g., personal finance, career education, mathematics, and the interrelationships of business functions). <p>This standard is further reflected in the range and depth of additional requirements addressing the Business Information Systems OCAP:</p> <p>CEG 210 CIS 141, 142, 214 EDT 204, 206, 207, 208, 209, 212, 220, 221, 222, 305</p> <p><i>National Standards for Business Education (1995), the National Business Education Association.</i></p> <p><i>Education for and about business includes the following content areas:</i></p> <ul style="list-style-type: none"> ♦ Accounting ACC 101, 102 ♦ Business Law LAW 350 ♦ Career Development VOE 407, 426, 465 ♦ Communications COM 101, EDT 434, ENG 330, MKT 302 ♦ Computation EDT 335, MTH 127 ♦ Economics & Personal Finance EC 201, 202, 203 ♦ Entrepreneurship Education VOE 465 ♦ Information Systems CEG 210; CIS 141, 142, 214; EDT 206, 305, 306, 434 ♦ International Business EDT 440, MKT 421 ♦ Management EDT 440, MGT 302 ♦ Marketing MKT 301, 302, 421 	<p>This standard is reflected in the range and depth of curriculum requirements in business subjects and in additional study in areas related to business:</p> <p>ACC 201, 202 EC 201, 202, 203 EDT 335 ENG 330 LAW 350 MGT 302 MKT 301, 302, 421 EDT 211, 306, 402 VOE 465</p>

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<p>♦ Interrelationships of Business Functions EDT 433, MGT 302, MKT 302</p> <p>Internet resources supplement instruction in the following courses:</p> <p>ED 327 EDT 208, 209, 220, 221, 222, 280, 305, 433, 434, 440 VOE 406, 407</p>	