



NASBE NEWSLETTER

National Association of Supervisors for Business Education

Website: <http://www.nasbe.us>

President's Corner Mary Nemesh

To the members of NASBE, I wish to express my profound gratitude for having me serve as your president. It has been a privilege and an honor to work with so many outstanding professionals within our association.



No one can accomplish the goals of an association alone. I am sincerely grateful to the members for numerous hours invested in program planning for the ACTE Convention in Orlando and the NBEA Convention in Chicago, the NASBE Dinner Soiree, Program of Work, recruitment efforts, legislative efforts, the NASBE Newsletters and many other activities that provided leadership within Business Education. Your support of these ventures made it possible to accomplish the NASBE goals. This year gave me the special opportunity to act on a level of full participation in work that was a challenge, which made the completion of each task personally rewarding.

Through your commitment, our work became a service of, by and for NASBE in the true sense of the words: GROUP ENDEAVOR. You provided the synergy that makes NASBE greater than the sum of all of its parts. I extend my sincere thanks to you, the members, for such loyal support and faithful cooperation.

--continued in column 2--

President's update, continued from column 1

Because each of us is a career professional, I am fully aware of the sacrifices you have made in giving your time and talents toward constructive change and the implementation of programs. I do appreciate that service.

I wish to extend a special note of thanks to Glencoe/McGraw-Hill and Southwestern/Thomson Learning for their sponsorship and contributions to the success of the ACTE/BE Division Convention and NBEA Convention—NASBE RAP Session. Their assistance and programs were an invaluable asset to the convention's success.

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President's Corner

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I also wish to thank the Executive Board and committee members for providing the leadership for this association. Your efforts in all phases of our association's activities are sincerely appreciated. Without reservation, I am proud to say that I had the "crème de la crème" on the Executive Board with the members at large. You are the cornerstone of the association.

As I pass the duties of president on to Deborah Seehorn, I pledge to her my total support in accomplishing our goals and tasks for 2004-2005. May you forge ahead with the work that lies ahead of you. Continue to maintain a strong voice for business education. To my successor, I extend my heartiest congratulations and wishes for a good year.

As I leave office, I hope our combined accomplishments have some beneficial effect on our everyday lives. Let us not forget that all things must come to an end—not with sorrow or pain, but with a sense of success, gratitude, and the realization that the tasks we set before us have been realized. I cherish my personal friendships here and the opportunities NASBE afforded me, as a member, to balance an appreciation of past performances with a delight in new approaches. My fellow members, you gave me models of accomplishment and an open exchange of ideas. I step away from leadership, happy with these, in the belief that open sharing will continue to be our greatest asset for the future.

Let us look to the future as an opportunity to continue our professional growth by exchanging ideas and sharing our experiences. I have enjoyed my experiences in office, and I look forward to continuing my work with you and my support of our association in accomplishing our common goals.

Mary Nemesh, President



Tom Cunningham presents Marcia Anderson
John Robert Gregg Award



Speaker Patti Holmes on The Spirit of Leadership

Singer-speaker Monte Selby



NASBE Year-in-Review

By Maurice S. Henderson, Past President

The 2003-2004 school year has been quite interesting for many of us. If there is one thing that many of us won't forget, it's the letters N-C-L-B. These letters signify the ongoing legislation that we have heard so much about this year—"No Child Left Behind." It has also been a year like many others where we continue to hear about threats to the Carl Perkins Legislation and funding for CTE programs. As administrators and supervisors, we must continue to encourage everyone to communicate with their legislators to support Career & Technical Education programs. As I tell many people, "your job depends on it!"

NASBE has had a wonderful year of continuing our mission of supporting, improving, and evaluating our business education programs throughout the country. This year, we were fortunate enough to meet in two exciting locations—Orlando and Chicago. Both of these venues brought lots of excitement as we spent time with one another.

On December 11-14, 2003, NASBE members attended the ACTE Annual Convention in Orlando, Florida. Prominent keynote speakers during the convention included: Jack Canfield, Joe Clark, Fred Grandy, and Neil Howe. Each speaker shared insightful information with the conference attendees.

During the convention, ACTE members that were present were informed about the unfavorable financial status of ACTE. Attendees present were advised that they would be receiving a special mailing with a \$30 member assessment in order to keep ACTE in business. ACTE is a strong presence in the legislative community and it would be a tremendous loss if the organization's doors had to close. Therefore, sensing the need to step up to the plate, the NASBE Executive Committee approved a \$1,000 contribution to ACTE.

In accordance with the NASBE bylaws, officers were elected during the NASBE business meeting. The 2003-2004 NASBE officers are as follows: Deborah Seehorn (NC), President; Linda Sullivan (MO), President-Elect; Mary Nemesh (MD), Past President; Jean Kyle (MN), Vice-President; Katherine Cliatt (SC), Secretary; and Sherry Franklin (MS), Treasurer.

In the spring, NASBE met once again in the windy city—Chicago. The group gathered from April 7-10, 2004. Keynote and featured speakers included Anne F. Bieler, Patti Holmes, Monte Selby, and Kathrine Switzer. Each speaker shared information relating to their own life experiences that lead to phenomenal success that can be used to help train our students.

The NASBE members were treated to a wonderful Rap Session breakfast sponsored by South-Western/Thomson Learning. In addition, members were invited to an exciting dining experience at the Grand Lux Café.

During the NASBE business meeting, Anna Nemesh received NASBE's Outstanding Leadership Award. In addition, the 2003-2004 NASBE officers were installed.

At the closing session of the NBEA Convention, members were delighted to hear that our very own NASBE member Cynthia Greene from Georgia was elected NBEA President-Elect. We wish Cynthia the best of luck as she serves NBEA in this leadership position.

As the school year quickly draws to a close, I hope everyone has an enjoyable summer. I hope to see everyone at the upcoming conventions for ACTE in Las Vegas and NBEA in Anaheim.



THE AGNEW GROUP FORMED

Over the years we have seen many efforts to try to work proactively toward the future of business education. In 1985, for example, An Action Agenda for Business Education emerged from one “group think” activity. Today, a new group is at work, one called The Agnew Group.

This group is sponsored by the Peter L. Agnew Foundation, which is housed at New York University. It is managed by a group of trustees, one of whom is Michael Bronner. Michael, along with Burt Kaliski of Southern New Hampshire University, are the conveners of the group.

Other members include the following: Peter Meggison of Massasoit Community College, MA, Donna Cochrane (PA retired), Sharon Lund O’Neil (University of Houston, TX), Pauline Newton (Presentation High School, CA), Marcie Anderson (Southern Illinois University, Carbondale, IL), Judy Lambrecht (University of Minnesota), Bridge O’Connor (New York University), Mary Ellen Oliverio (Pace University, NY), Bonnie Siebert (NE State Department of ED, NE) Dennis Labonte (Utah State University, Utah), and Connie Forde (Mississippi State University, Mississippi).

The purpose of this group is to prepare a white paper on what must be done to ensure the survival and promote the growth of business education in the 21st Century.

The group met three days in New York City in the summer of 2003 and is now in the midst of two specific activities.

The first is collection of extensive data. Regarding enrollment data in business education by state, yearbook contributions and legislative trends and organizations to which business educators can belong.

The second activity is to speak to as many of

our professional organizations as we are able to over this school year. To date, we have presented our plans at state and regional business education conferences, including EBEA and presentation made at the national DPE Conference in Indianapolis this past November.

At NBEA in Chicago in April we made a formal presentation. The group now seeks help from you to send any initiatives or state legislative efforts or research projects the group can consider. Send information either to Dr. Michael Bronner at Michael.bronner@nyu.edu or Burt Kaliski at b.kaliski@snhu.edu.



NBEA president John Lightle presents past president’s plaque to Sharon Lund O’Neil

NASBE Officers



National Association for Supervisors of Business Education

Officer Nomination Form

Name of candidate

Address of candidate

Street

City

State

Zip

Telephone Number

Work

Home

E-mail Address

Indicate position for which candidate is being nominated:

President-Elect

Vice-President

Secretary

Treasurer

Name of nominator

Address of nominator

Street

City

State

Zip

Telephone Number

Work

Home

E-mail Address

Please mail or fax this form by November 21, 2003, to the following address:

Maurice S. Henderson

Business Professionals of America

Eastern Michigan University

Ypsilanti, MI 48197

FAX: 734.487.4329

FBLA - PBL - Student Organization

by Betty Penzner, Communications Chair

Entrepreneurship, college credits, Internet security, computer credentials. These are just some of the benefits FBLA-PBL members enjoy thanks to relationships developed with corporations across the country. Here are some highlights.

Open Innovation

Five years ago, David VanNorman was PBL National President. Today he is the Innovation Process Manager for Commonwealth Industries and in that role he returned to the fold with a challenge for FBLA and PBL members: take your business, invention, or innovative ideas and develop them with the help of Commonwealth's Open Innovation program. VanNorman and his colleagues have been giving workshops on the program at all FBLA-PBL National Leadership Conferences including those held in the fall. The ideas with the best potential could be funded by Commonwealth and brought to fruition. This is a terrific opportunity for bright young students thinking out of the box.

USC Summer Seminars

For the first time, FBLA-PBL has secured one \$1,000 scholarship to the University of Southern California Summer Seminars. The program is limited to only 350 students who are entering their senior year of high school, so the competition is steep, but the students get a month of real on campus experience. Upon successful completion of a seminar, students will earn an official USC transcript and three (3) of USC elective credits. These credits can be counted as elective credits towards the USC bachelor's degree or transferred to most other four-year colleges.

Computer Certification

Through two key relationships FBLA-PBL has been able to bring critical certifications to its members and advisers. Certiport offers low cost Microsoft Office Specialist and Internet Core Computer Certification (IC³) to members and advisers who attend the National Leadership Conference. Each year, hundreds of participants take advantage of this onsite testing and earn their certificate – an asset to their portfolio.

Meanwhile, Brainbench, an industry leader in a broad range of career certification programs, offers every FBLA-PBL member and adviser one free certification test each year. Over 400 topics are covered in the Brainbench program.

Internet Safety

Congress granted i-SAFE America a charter to educate students on how to protect themselves when navigating the Web. Through its relationship with FBLA-PBL, i-SAFE is bringing seminars to local schools across the country while offering curriculum to integrate into the classroom. I-SAFE's Education component provides students with dynamic, interactive, up-to-date Internet safety curriculum lessons, using peer-to-peer communication and cooperative learning activities to help students retain and recall this valuable information.

Career Development

Every industry has a unique set of employee requirements and the National Hot Rod Association is no exception. Yet its career development program Y.E.S. (Youth and Education Services) brings a clear message to FBLA chapter members. This year, chapters have been invited to race tracks across the country to have a first hand view of how the industry does its job. This isn't just the drivers, mechanics, and pit crews; but also the accountants, the hospitality team, the publicity and media professionals – all the people it takes to produce a race. The Y.E.S. program was created in cooperation with the United States Army. The themes promoted by Y.E.S. are consistently focused on:

- ? The need for continued education
- ? The value of job YES Program presented by the U.S. Army specific training
- ? The relevance of establishing clear, attainable goals
- ? Awareness of the tremendous variety of career options

Speaker Series

Having access to top business decision makers is critical for members and advisers. Through a partnership with TheGraduateClub.com, FBLA-PBL features top

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FBLA - PBL, continued

speakers in live streaming video each month from the national Web site at www.fbلا-pbl.org. Upcoming speakers include “**Capturing Mindshare, Conquering Markets,**” Jack Trout, President, Trout & Partners, **Webcast:** Thursday, May 20; “**Culture and Prosperity,**” John Kay, one of Britain’s leading economists, **Webcast:** Thursday, June 17; “**Soul of Leadership,**” Deepak Chopra, Founder, Chopra Center for Well Being, **Webcast:** Thursday, July 15; and “**Laws of Leadership,**” Michael Feiner, Former Chief People Officer, Pepsi-Cola, **Webcast:** Thursday, August 12.

FBLA-PBL membership has its benefits and the organization strives to keep those on the leading edge. New technology, excellent opportunities, and exciting events are on the horizon and FBLA-PBL will be there to bring them to its membership.

. . . Betty Penzner, Communications Director

For Information, contact:

Jean M. Buckley
President & CEO
FBLA-PBL, Inc.
1912 Association Drive
Reston, VA 20191
ceo@fbلا.org
703-860-3334 ext. 111
www.fbلا-pbl.org

High School Business Teachers Go On-line for Professional Development

Arizona’s Department of Education initiated an on-line project for high school business teachers who are adopting a new curriculum, Business Management & Administrative Services. The goal of this on-line approach to professional development and technical assistance, is to help accelerate the adoption of this new curriculum among teachers across the state. Participating teachers go on line to participate in facilitated collaborative discussions, engage in on-line discussions with content experts and webcasts and exchange lesson plans and teaching strategies.

The following are comments from a few of the 30 teachers representing 25 high schools across the state who have participated in the first year of this project. “The sharing of ideas with teachers who have many years of experience is great. A great change to converse with teachers in other cities without leaving my school. Having questions answered more quickly and sharing information makes this a great instructional tool.”

Dr. Janet Gandy, State Supervisor of Business Education at the Arizona Department of Education views this method of delivering professional development and technical assistance as innovative and cost effective. She is looking for funding sources to help off set the expense to the school districts for participating. District’s currently pay a subscription fee. For further information about this project, contact Dr. Janet Gandy at jgandy@ade.az.gov.

MEMBERSHIP in NASBE

Please print and complete the form and then mail or fax it to the NASBE Treasurer. Your check of \$15 for membership as an active or associate member of NASBE will be greatly appreciated. **NOTE: Membership is July 1 – June 30. To be included in directory, information must be post-marked ASAP. After the ACTE Conference, only paid members receive correspondence. Current members will be sent a profile form after July 1.**

If eligible to be a NASBE member, complete and return to Sherry Franklin, NASBE Treasurer, Mississippi Department of Education, P.O. Box 771, Jackson, MS 39205-0771. Phone: 601-359-3940, E-mail: sfranklin@mde.k12.ms.us

2003-2004 NASBE DIRECTORY INFORMATION FORM

Name		
Title		
Address		
City	State	ZIP
Business Phone ()	Business Fax ()	
Home Phone ()	Home Fax ()	
E-mail Address(es) Work:		Home:

SUPPORT YOUR NASBE ORGANIZATION BY BECOMING A MEMBER!!

Active Members are Business Education program supervisors who are direct employees of a state, region, or local education agency. Each active member of NASBE present at the NASBE business meetings at ACTE and NBEA conventions is eligible to vote. **DUES ARE \$15.**

Associate Members are persons from the field of business who are interested in supporting the purposes of NASBE. Associate members may pay dues and become non-voting associate members. Associate members may include student organization directors, association directors, members of the U.S. Department of Education, publishers, vendors, and former state supervisors of business education. Associate members may attend all meetings of the association and may, upon request to the presiding officer, be extended the privilege of the floor. **DUES ARE \$15.**





NASBE Membership

Membership in the Association for Career and Technical Education shall be a requirement for active membership in NASBE. There are three kinds of membership available in NASBE: ***active, associate, and honorary.***

Active Members

State, regional, and local supervisors (including assistant supervisors and district supervisors with direct responsibility for program development and/or Business Education co-curricula student organizations) of multiple Business Education programs who are direct employees of a state, region, or local educational agency may become active members. Each active member of NASBE present at the NASBE Business meetings at ACTE and NBEA conventions is eligible to vote.

Associate Members

Associate members are persons from the field of business who are interested in supporting the purposes of NASBE and are members of ACTE. Associate members may pay dues and become nonvoting associate members. Associate members may include student organization directors, association directors, members of the U.S. Department of Education, publishers, vendors, and former state supervisors of Business Education. Associate members may attend all meetings of the association and may, upon request to the presiding officer, be extended the privilege of the floor.

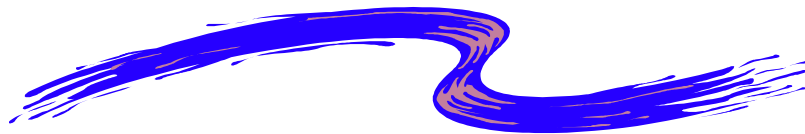
Honorary Members

Honorary members are persons who are officially concerned with administration and supervision of vocational education as well as others, including those in the fields of vocational education, who are actively and materially assisting to encourage and to develop Business Education. Honorary members may be elected by a majority vote of the active members present at any business meeting upon proposal by the Nominating Committee. Honorary members **do not** pay dues and are **nonvoting** members.

Honorary members may attend all meetings of NASBE and may, upon request to and/or by the presiding officer, be extended the privilege of the floor. Honorary membership will be presented to the NBEA Executive Director, ACTE/BE Division Vice President, and the CEO's of Business Professionals of America and the Future Business Leaders of America/Phi Beta Lambda (effective July 1, 1995).

Membership Year

The membership year shall coincide with that of the Association for Career and Technical Education.



2003-2004 ACTE/BE COMMITTEES

COMMITTEE	TERM
ACTE/BE Division Policy	
Mary Nemesh (MD).....	2002-2004
Deborah Seehorn (NC)	2003-2005
AWARDS	
Mary Nemesh (MD).....	2001-2004
EDITORIAL/PUBLICATIONS	
Deborah Seehorn (NC)	2001-2004
LEGISLATION	
Jean Kyle (MN)	2003-2005
MEMBERSHIP	
Sherry Franklin (MS)	2003-2006
DIVERSITY ACTION	
Fred Reed (FL)	2003-2005
NOMINATING	
Jimmy Smith (NC).....	2001-2004
OPERATING POLICIES	
Barb Beadle (IN).....	2002-2005
PROFESSIONAL DEVELOPMENT	
Anna Nemesh (MD)	2003-2005
PROGRAM LEADERSHIP	
Janet Gandy (AZ)	2001-2004
RESOLUTIONS	
Kara Burkett (TN).....	2002-2005
CAREER & TECHNICAL STUDENT ORGA- NIZATIONS	
Colleen Hunt (IA)	2003-2005*

*indicates finishing a term for someone else.

NASBE NOMINATING COMMITTEE & TERM

Maurice Henderson (MI) (Chair) ... 2003-2005
 Jimmy Smith (NC) 2003-2005
 Anna Nemesh (MD) 2002-2004

MEETING ANNOUNCEMENTS


NBEA - March 23-26, 2005 - Anaheim, CA

ACTE - Dec. 9-12, 2004 - Las Vegas, NV

NCBEA - October 14-16, 2004 - Des Moines, IA

NEWSLETTER EDITOR

Barbara J. Bielenberg
 Head Teacher, Business Education
 Sioux City Community Schools
 1121 Jackson Street
 Sioux City, IA 51055
 E-mail: bielenb@sioux-city.k12.ia.us
 or bielenb46@yahoo.com
 Phone: 712-279-6644
 Fax: 712-279-6747



NASBE OFFICERS AND INFORMATION



Officers, from left: Maurice, Mary, Deborah, Linda, Sherry, Anna (not pictured, Barb)

RENEWAL OF DUES

August is the time to renew your membership in NASBE and ACTE.

NASBE is your organization, and it needs your support and input. Be an active participant. Renew your membership and make the commitment that we all work together in making NASBE a strong affiliate of the BE Division of ACTE.

An application form is included in the newsletter.



2003-2004 NASBE OFFICERS

In accordance with our bylaws, during the ACTE Convention NASBE officer elections are held. The following officers were elected for 2003-2004.

PRESIDENT Mary Nemesh
Anne Arundel County Public Schools
1001 Annapolis Road - Gambrills, MD 21054
410-674-6500 x219 *Office*
301-405-9888 *Voice Mail*; 301-314-6877 *Fax*
m_nem@hotmail.com

PRESIDENT-ELECT Deborah Seehorn
North Carolina Department of Public Instruction
301 N. Wilmington Street Raleigh, NC 27601-2825
919-807-3871 *Office*; 919-80703899 *Fax*
dseehorn@dpi.state.nc.us

VICE PRESIDENT Jean Kyle
Minnesota State Department of Education
1500 Highway 36 West Roseville, MN 55123
651-582-8514 *Office*; 651-582-8492 *Fax*
jean.kyle@state.mn.us

SECRETARY Linda Sullivan
Missouri Department of Education
P.O. Box 480 Jefferson City, MO 65102
573-526-4456 *Office*; 537-526-2004 *Fax*
lsullivan@mail.dese.state.mo.us

TREASURER Sherry Franklin
Mississippi Department of Education
P.O. Box 771 Jackson, MS 39205
601-359-3932 *Office*; 601-359-6619 *Fax*
sfranklin@mde.k12.ms.us

NEWSLETTER EDITOR Barb Bielenberg
Sioux City Community Schools
1121 Jackson Street - Sioux City, IA 51105
712-279-6644 *Office*; 712-279-6747 *Fax*
bielenb@sioux-city.k12.ia.us

PAST PRESIDENT Maurice S. Henderson
Business Professionals of America
Eastern Michigan University
Ypsilanti, MI 48197
734-487-1700 *Office*; 734-487-4329 *Fax*
maurice.henderson@emich.edu

Policy Statement 74

This We Believe About Business Education in a Global Environment

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.

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Policy Statement 74, continued

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 75

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.

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Policy Statement 75 continued

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.



WEBSITES

NBEA - www.nbea.org
ACTE - acteonline.org
ISBE - www.siec-isbe.org



EDUCATION WEB SITES

Explore the education portals listed in the Classroom Connect magazine. All content and curriculum areas and subjects are covered, which includes classroom management, schedules and working with administrators. Check the sites out.

DiscoverySchool

<http://www.school.discovery.com>

Kathy Schrock's Guide for Educators

<http://www.school.discovery.com/schrockguide>

<http://www.school.discovery.com/schrockguide/assess.html>

<http://www.school.discovery.com/schrockguide/eval.html>

<http://www.school.discovery.com/schrockguide/gadgets.html>

Education World

<http://www.educationworld.com>

http://www.educationworld.com/a_curr/profdev066.shtml

http://www.educationalworld.com/a_curr/

Scholastic

<http://www.teacher.scholastic.com/>

<http://www.teacher.scholastic.com/products/instructor/cyberhunt.htm>

<http://www.teacher.scholastic.com/products/instructor/activities.htm>

Blue Web'n

<http://www.kn.pacbell.com/wired/bluewebn/>

<http://www.kn.pacbell.com/wired/bluewebn/updates.html>

Filamentality

<http://www.kn.pacbell.com/wired/fil/>

Teachers.Net

<http://www.teachers.net>

Internet4Classrooms

<http://www.internet4classrooms.com>

<http://www.internet4classrooms.com/on-line.htm>

TeachersFirst

<http://www.teachersfirst.com>

<http://www.teachersfirst.com/matrix.htm>

<http://www.teachersfirst.com/handouts.html>

ProTeacher

<http://www.proteacher.com>

<http://www.proteacher.com/030000.shtml>

Pictures from Chicago NBEA



New Officers Installed



Mary giving out appreciation gifts to officers



Deb gives Mary past president's plaque

Deb gives Anna past president's plaque



Executive Board Meeting



Kara Burkett, Resolutions Chair

Links to Standards Web Site - From Bonnie Sibert . . . Nebraska

The Nebraska Links to Standards web site is available! Electronic access to the State Standards and Essential Learnings from Nebraska's educational curriculum frameworks is now available using an online report generation tool. The report tool also uses the results of a statewide linkage project that identified supporting standards and essential learnings among curriculum areas found in Nebraska schools.



Bonnie Sibert
Nebraska D.E.

The web site can be accessed at <http://nelinks.nde.state.ne.us> and provides resources, sample agendas and report generation capabilities for supporting the efforts of school improvement through curriculum alignment, assessment and learning standards. Additional resource links are provided on the web site to each of the specific curriculum areas as well as links to accountability and school improvement resources in Nebraska.

The project was partially funded using federal Carl D. Perkins funds and Eisenhower grant funds administered through the Nebraska Department of Education.

Business Resolutions Show Support for Career and Technical Education

Almost 5,000 employers from across the United States and its territories signed the national resolution in support of Career and Technical Education (CTE)! In answer to the petition issued by the National Association of State Directors of Career and Technical Education Consortium and the Association for Career and Technical Education (ACTE), the business community showed its support of CTE and the federal government's continued investment in this system. Collectively, the employers that signed the resolution represent over 4 million employees and \$4.2 trillion in revenue. Almost 2,400 employers that have 25 employees or less signed the resolution. Small employers are a primary driver of our nation's economy, and small employers placed a big value on CTE. The employers that signed the resolution

also reflect a broad and representative array of all industry sectors that comprise the U.S. economy. The results of the business resolutions can be viewed at <http://www.careertech.org/resolution/>.

Technology Academy of Northeast Nebraska Offers High-Tech Classes

By Mickie Mueller, Norfolk Senior High School, Norfolk, NE

How many of you know students who know more about the insides of a computer than you do? Do you know students who are interested in pursuing a career in an Information Technology field but the most advanced course your school offers is Computer Applications? Are you adequately preparing your students to enter an IT career? Does your school district have the resources and staff to offer a high tech class that only two or three students might register for it?

Those were just some of the problems facing five Northeast Nebraska school districts. The solution: The Technology Academy of Northeast Nebraska (TANN). The superintendents of Battle Creek Public Schools, Madison Public Schools, Norfolk Senior High, Pierce Public Schools and Stanton Public Schools all felt that students in their school districts were in need of a more advanced technology curriculum. Each school knew of a few students in their district who would want to take this kind of coursework. But all schools agreed that they could not afford to offer this kind of curriculum to only a few students. The answer then was to form a consortium and pool their resources including students and teachers and offer an advanced level technology curriculum.

Once the consortium agreement was in place, the schools contacted Northeast Community College to see if they were interested in becoming involved. John Blaylock, Dean of Business, Math and Technology, was the liaison between the TANN schools and the NECC administration. NECC donated a room at the Lifelong Learning Center to house the TANN lab. An agreement was also reached to allow TANN students to earn college credit at no cost to them. High school teachers would teach the

Nebraska Standards News, continued

courses from the various TANN schools.

In order to take a TANN course, students must have successfully completed Computer Applications at their home school. Juniors and seniors are eligible to apply for admission. Students fill out an application and receive a recommendation from a teacher. Each school has a selection committee and selects the students to fill their three slots per class.

The first courses, each 90 minutes long, were offered in the 2003-2004 school year. First semester courses included Web Page Design and Programming I in Visual Basic.NET. Second semester courses included Digital Media and Programming II in C++. Three students in the Web Page Design course submitted web sites for the NETA web page design contest. TANN students took first-, second- and third-place in the high school division.

The TANN curriculum has been expanded for the 2004-2005 school year. New classes include PC Support and Maintenance and Web Page Design II. Web Page Design I and Digital Media will be offered again. Two classes for next year already have a waiting list.

To date, TANN has been funded by two grants from the Nebraska Department of Education, and TANN has been working with the AIM Institute to find additional sources of funding. TANN is also a member of the National Academy Foundation (NAF), which has various academies around the United States, but this is NAF's first attempt to locate an academy in a rural area. The Technology Academy of Northeast Nebraska is in its beginning stages. TANN will continue to look for additional sources of funding to provide an up-to-date, cutting-edge technology curriculum to the students of Northeast Nebraska.

Auburn, Nebraska Students Teach Mentors

Accounting students at Auburn High School, Auburn, NE are teaching mentors from area businesses how to use personal digital assistants (PDAs) in their work. Mark MCMahon, technology trainer at ESU No. 4, taught Teresa Hahn, accounting instructor, and her students about basic PDA uses

and continues to train them twice monthly. The students then train their business mentors. The students spend two days with their mentors at work and are responsible for researching ways the business people might use the PDAs in their jobs. Class instruction includes a unit on getting a job, which requires the students to prepare resumes and participate in mock interviews with the mentors.

Funds for the students' PDAs came from foundations and the school's general funds. The business professionals supplied their own PDAs. "There is no better way to include the community in your curriculum than to include them in the everyday learning process," said Hahn. "The positive atmosphere created in the classroom when the mentors visit is priceless."

ESU No. 4 *In4mation*.



Colleen Hunt wins Distinguished Service Award for Administrator of the Year



NATIONAL ASSOCIATION OF SUPERVISORS OF BUSINESS EDUCATION

OUTSTANDING LEADERSHIP AWARD

Purpose

To encourage and reward outstanding contributions to the advancement of Business Education, especially contributions made through the National Association of Supervisors of Business Education to the development and advancement of Business Education and Career and Technical Education.

The Award

The award will be presented by citation of testimony of the recipient's contribution to the National Association of Supervisors of Business Education, Business Education and Career and Technical Education.

Selection Criteria

The recipient of this award (or recipients, in the event the award is shared) **must** be or have been a member of ACTE/ Business Education Division, and the National Association of Supervisors of Business Education. The recipient must be a person who, in the judgment of the Selection Committee, has made an outstanding contribution to the development and advancement of business education, supervision and career and technical education.

Nature of the Contribution

The following suggested criteria may be used in reviewing the nominee's contributions:

1. Contributions made to teaching and/or administration of business education and career and technical education programs in high schools, colleges, career and technical schools, and/or business schools. **(10 points)**
2. Contributions made to the administration and supervision of business education programs. **(25 points)**
3. Contributions to business and industry, with definite implications and significance for education (membership in business community organizations) **(5 points)**
4. Contributions to the promotion of NASBE. **(30 points)**
5. Contributions to the promotion, expansion, development, and/or strengthening of ACTE/BE DIVISION/NASBE **(20 points)**
6. Other significant professional contributions **(10 points)**

NATIONAL ASSOCIATION OF SUPERVISORS OF BUSINESS EDUCATION

OFFICIAL NOMINATION FORM

Any member of the Association may make nominations for Career and Technical Education (ACTE) with active or affiliate membership in the National Association of Supervisors of Business Education (NASBE) for the **OUTSTANDING LEADERSHIP AWARD**. The Chairperson of the NASBE Awards Committee will contact the nominee directly for the necessary supporting materials. Nominations must be postmarked no later than **January 15**. Send by first-class mail. Please key all information.

Date _____

Nominee Name _____

Address _____

City	State	Zip
------	-------	-----

Telephone Numbers: Work _____ Home _____

E-Mail Address _____

Position _____

Employer _____

Nominator's Name _____

Address _____

City	State	Zip
------	-------	-----

Telephone Numbers: Work _____ Home _____

E-Mail Address _____

Position _____

Employer _____

Signature _____

Please return the completed **Nomination Form** to: Deborah Seehorn
Bus. & Info. Tech. Ed. Consultant
North Carolina Dept. of Public Instruction
Raleigh, NC 27699-6358

NASBE Pictures - NBEA Chicago



NCBEA President Matt Hankins and Linda Sullivan

Barb Beadle, new
NASBE website sponsor



Deborah Seehorn, incoming president



Treasurer Sherry Franklin, Secretary Linda Sullivan

Jimmy Smith, Maurice Henderson



Friday Night Dance Party

At Friday night dance Party



NASBE Pictures - NBEA Chicago



John Boyd
BPA Director



Colleen Hunt, Jean Kyle



Tom Cunningham hosts Glencoe Dinner



ACTE Wants Your E-mail Address

ACTE is trying to obtain the year-round e-mail addresses for all members. In order to provide you with additional membership services, they need this information. E-mail is the quickest and sometimes most convenient way for people to communicate. Make sure you contact ACTE at 1-800-826-9972 for additional details.

The *Career Tech Update* Newsletter is now being published in an e-mail format. This newsletter will be free to all ACTE members starting in 2003. This is yet another reason to make sure ACTE has your e-mail address.



**Speaker and
Marathon Runner
Katharine Switzer**

**Please submit articles for the
next issue of the NASBE News-
letter, and attach a picture of
yourself (digital or scanned)**

**NASBE Website: (Thanks to Barb Beadle,
Indiana D.E.)**

<http://www.nasbe.us>

The next **deadline is:**

September 17, 2004

Subscribe to the NASBE LISTSERV

Do you need to keep in touch with fellow business education supervisors? Do you have good information you want to share with your colleagues? Then use the NASBE Listserv as a way to reach all your fellow business education supervisors.

If you have not signed up for the listserv, please send an e-mail message to maurice.henderson@emich.edu indicating that you would like to subscribe to the listserv.

If you are subscribed, and once you have subscribed, you can send a message that will reach all members subscribed to the list by sending an e-mail message to: nasbe@s-listserv.thomsonlearning.com. E-mail address changes for the listserv should be sent to maurice.henderson@emich.edu.

Don't miss out on sharing and receiving valuable information that can assist you.

"Please note that attachments of any kind are not accepted through the listserv. Sending a message with an attachment will cause the message to be rejected and not sent without receiving any type of rejections message.

Also, as a subscriber to the listserv, you will also receive a copy of any messages that you send. This can be used to confirm that your message was sent. If you don't get a copy of your message, then your message was not successfully transmitted."



**Speaker Anne
Beiler
Auntie Anne's
Pretzels**