



# NASBE NEWSLETTER

National Association of Supervisors for Business Education

Website: <http://www.nde.state.ne.us/BUSED/nasbe/nasbehome.htm>

President's update, continued from column 1

## President's Update . . . . . Maurice S. Henderson

Well the end of the school year is here. It truly has been an action-packed year and has been exciting serving as your NASBE President. I must start my final message by thanking each and every one of our NASBE members for providing so much support throughout the year. In addition, a special thank you to the 2002-2003 NASBE Executive Committee. This committee was composed of an awesome group of professionals and really made my job easy by fulfilling their responsibilities. I would not have been able to complete this endeavor without their active participation. During our NASBE Executive Committee meeting at the NBEA Convention, all committee members were present (which is a first in who knows how long).



During the 2002-2003 school year, we were faced with many budget cuts and the re-authorization of Carl Perkins legislation. Unfortunately, it looks as if those budget cuts may follow us into the 2003-2004 school year. Furthermore, since the Carl Perkins re-authorization has been postponed until January 2004, it looks like we are not quite out of the dark yet. Please continue to communicate with your legislators and other officials regarding the importance of funding for Career/Technical Education. We need to continue to share our success stories with key officials. Don't stop communicating...spread the word!

The NASBE members that attended the NBEA Convention in Dallas, Texas, were able to participate in some exciting sessions. The convention provided a wealth of information that will be useful in our Business Education programs. In addition, the NASBE members participated in a very powerful NASBE Rap Session that allowed each member to share information from his/her respective state. This "sharing" time was extremely rewarding and allowed

--continued in column 2--

members to hear fabulous things that are going on. This type of networking is one of our purposes and I'm so glad that we were able to focus on that objective this year. A special thank you to Karen Schmohe and our friends at South-Western/Thomson Learning for sponsoring this Rap Session/Breakfast and making this event possible.

Without a doubt, a special thank you is extended to Tom Cunningham and Glencoe/McGraw-Hill for sponsoring our Thursday night social activity to Texas de Brazil Restaurant. The event was spectacular and the members who were able to attend truly enjoyed themselves and had a great time. Unfortunately, those of us who were unable to make it surely missed out and certainly heard all about it. This definitely put the icing on the cake for two fabulous social events this school year.

As I close, I encourage each NASBE member to recruit other members to join our association. The more members we have, the stronger our voice. Also, I encourage each of you to get involved in a leadership position in NASBE, NBEA, and ACTE's BE Division. If you are interested in serving in a leadership position, please do not hesitate to contact NASBE President Mary Nemesh or any NASBE officer.

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## Step it up a Notch with MBEA

### Michigan Business Education Association

By Judith K. Berry, President

This year's annual theme, *Step It Up a Notch with MBEA*, is very appropriate given the MBEA Executive Board Committee priorities. The MBEA Executive Board has been busy revising its Executive Handbook to align with the policies and guidelines of the constitution and bylaws. The Board held its first officer training retreat in January since we have many new members of the Executive Board. Priorities for this year's Program of Work include a review of increasing the membership dues, implementing an on-line newsletter, recruiting business educators from all levels of education for membership in the Association, and improving the quality of the newsletter which would include having one theme per issue. Our April newsletter focus was, *Step It Up a Notch with MBEA: Curriculum and Program Review*.



During the Spring, each regional representative is holding a one-day Spring Event in their region and sessions for these events include an update from our state of Michigan consultant, Karen Pohja regarding the alignment of the state's vocationally funded Business, Management, Marketing, and Technology curriculum with the U.S. Department of Education's 16 career clusters. Technology sessions will focus on voice recognition and macromedia software. Non-technology sessions will focus on implementing core employability skills to assist students in sustaining employment such as dialog smart skills using crucial conversation tools and building a positive attitude using the FISH philosophy.

The MBEA State Convention will be held this fall at the Amway Grand Plaza Hotel in Grand Rapids Michigan from October 22 through 24, 2003. Maurice Henderson, our V.P. for Professional Development should be contacted for further information at Maurice.henderson@emich.edu. We are hoping to have at least 300 MBEA members attend the convention. This year, the Professional Development Committee is trying out some new ideas based on last year's evaluations. The Awards Program which is normally held during lunch will be the opening session on Thursday morning to add more excitement and importance to the awards. The Thursday Luncheon will be a time for networking and relaxation. Tim Cusack of *Laughter That Matters* will be the keynote speaker for this luncheon.

Should you want to contact any of the MBEA Executive Board Members, our contact information is available via our website at [mbeaonline.org](http://mbeaonline.org).

#### Jan Treichel and Dee Dee Myers (opening session speaker)



## **Congratulations**

to  
**Mary Nemesh**  
for her election to  
ACTE Business Education Division  
**President-Elect**

**Our Sympathy**  
to **Phyllis Smith**  
from Arkansas.

**Thinking of you!**

**Good Luck &  
Best Wishes**

to  
**retiring members:**  
**Harold Harris**  
**Joni Loock**  
**Bette Schmitt**  
**Sandra Yelverton**



**NBEA speaker Craig Karges, Magician  
Experience the Extraordinary**

**Mark J. Snyder, NBEA speaker  
MSA Consulting Group  
Employer Expectations for the 21st Century Workforce**



## ***ACTE Wants Your E-mail Address***

**A**CTE 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.

*Pictures from NBEA, 2002, in Dallas*

**Executive Board Meeting**



**NASBE Breakfast-Thanks, South-Western!**



## Pictures from NBEA, 2002, in Dallas

**Brazilian Dinner - Thanks, Glencoe!**



## NASBE Business Meeting

**Past President  
Plaque  
(right)**



**Swearing  
in New  
Officers  
(below)**



# 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.

Complete and return to Sherry Franklin, NASBE Treasurer, Mississippi Department of Education, P.O. Box 771, Jackson, MS 39205

## 2002-2003 NASBE DIRECTORY INFORMATION FORM

Name	
Title	
Address	
Address	
Business Phone ( )	Business Fax ( )
Home Phone ( )	Home Fax ( )
E-mail Address(es)	

### SUPPORT YOUR NASBE ORGANIZATION BY BECOMING A MEMBER!!

**Active Members** are Business Education programs 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.

## **2002-2003 COMMITTEES**

### **ACTE BE DIVISION POLICY COMMITTEE**

#### **TERM**

ACTE/BE Division Policy  
Maurice S. Henderson (MI) ..... 2002-2003  
Mary Nemesh ..... 2002-2004

### **AWARDS**

Mary Nemesh (MD) ..... 2001-2004

### **COMMUNICATIONS**

Deborah Seehorn (NC) ..... 2001-2004

### **LEGISLATION**

Kay Orrell (CA) ..... 2001-2003

### **MEMBERSHIP**

Cheryl Lott (MS) ..... 2000-2003

### **DIVERSITY ACTION**

Sherry Franklin (MS) ..... 2002-2003\*

### **NOMINATING**

Jimmy Smith (NC) ..... 2001-2004

### **OPERATING POLICIES**

Barb Beadle (IN) ..... 2002-2005

### **PROFESSIONAL DEVELOPMENT**

Bonnie Sibert (NE) ..... 2002-2003\*

### **PROGRAM LEADERSHIP**

Janet Gandy (AZ) ..... 2001-2004

### **RESOLUTIONS**

Kara Burkett (TN) ..... 2002-2005

### **CAREER & TECHNICAL STUDENT ORGA- NIZATIONS**

Nancy Flores (TX) ..... 2002-2005

\*Indicates filling vacancy of an unexpired term.

### **NASBE NOMINATING COMMITTEE & TERM**

Janet Gandy (AZ) ..... 2000-2003  
Jimmy Smith (NC) ..... 2001-2003  
Anna Nemesh (MD) ..... 2002-2004

## **MEETING ANNOUNCEMENTS**

NBEA - April 7-10, 2003 - Dallas, TX

ACTE - Dec. 11-14, 2003 - Orlando, FL

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

## **NEWSLETTER EDITOR**

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## NASBE OFFICERS AND INFORMATION

### Subscribe to the NASBE LISTSERV

**D**o 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](mailto: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: [masbe@lists.thomsonlearning.com](mailto:masbe@lists.thomsonlearning.com). E-mail address changes for the listserv should be sent to [maurice.henderson@emich.edu](mailto: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."

### NASBE Elections

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

**President:** ..... **Mary Nemesh (MD)**  
----- [m\\_nem@hotmail.com](mailto:m_nem@hotmail.com)  
**President-Elect:** ..... **Deborah Seehorn (NC)**  
----- [dseehorn@dpi.state.nc.us](mailto:dseehorn@dpi.state.nc.us)  
**Past President:** ..... **Maurice S. Henderson (MI)**  
----- [maurice.henderson@emich.edu](mailto:maurice.henderson@emich.edu)  
**Vice President:** ..... **Nancy Flores (TX)**  
----- [nflores@tea.state.tx.us](mailto:nflores@tea.state.tx.us)  
**Secretary:** ..... **Linda Sullivan (MO)**  
----- [lsullivan@mail.dese.state.mo.us](mailto:lsullivan@mail.dese.state.mo.us)  
**Treasurer:** ..... **Sherry Franklin (MS)**  
----- [sfranklin@mde.k12.ms.us](mailto:sfranklin@mde.k12.ms.us)

The term of office will begin on July 1, 2003. Congratulations to our newly elected NASBE officers!

### NASBE OFFICERS

President ----- Maurice S. Henderson (MI)  
President Elect ----- Mary Nemesh (MD)  
Vice President ----- Deborah Seehorn (NC)  
Secretary ----- Linda Sullivan (MO)  
Treasurer ----- Sherry Franklin (MS)  
Past President ----- Anna Nemesh (MD)  
Newsletter Editor: ----- Barb Bielenberg (IA)  
-- [bielenb@sioux-city.k12.ia.us](mailto:bielenb@sioux-city.k12.ia.us)/[bielenb46@yahoo.com](mailto:bielenb46@yahoo.com)



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

# ACTE-WIRE LEGISLATIVE ALERT

## Statement of the Association for Career and Technical Education

### On the Resignation of Honorable Carol D'Amico

May 30, 2003

The Association for Career and Technical Education (ACTE) has learned that the Honorable Carol D'Amico, Assistant Secretary for the Office of Vocational and Adult Education (OVAE), is resigning her position with the Administration, effective June 30, 2003, to return to her home state of Indiana.

ACTE appreciates the efforts of Assistant Secretary D'Amico to conduct a dialogue with career and technical educators about how best to position our education initiatives for the benefit of students and the economy. Her high hopes for students and their success as well as her respect for employers and their needs have shown clearly in her work at the Department of Education. We convey our thanks for the time she has committed to these efforts and her willingness to work with ACTE in the process.

ACTE looks forward to assisting the current staff and new leadership of OVAE in our continuous efforts to strengthen career and technical education and to promote its value in enhancing student achievement and meeting the needs of the global economy.

**Editors' Note:** For further information, please contact Tina Pugliese at (703) 683-9377 or by e-mail at [tpugliese@acteonline.org](mailto:tpugliese@acteonline.org).

June 18, 2003 - Vol. 3, No. 19

[http://www.acteonline.org/members/career\\_tech\\_update/ctu061803.cfm](http://www.acteonline.org/members/career_tech_update/ctu061803.cfm)

(ACTE website log-in required to view this page!)

**Headlines: WIA reauthorization process continues with Senate hearing this week**

[http://www.acteonline.org/members/career\\_tech\\_update/ctu061803.cfm#headline1](http://www.acteonline.org/members/career_tech_update/ctu061803.cfm#headline1)

The second phase of the reauthorization process for the Workforce Investment Act will begin June 18 on Capitol Hill with a hearing held by the Senate Committee on Health, Education, Labor and Pensions. ACTE has partnered with other stakeholders and signed on to letters that address specific aspects of the legislation that could negatively impact the career and technical education community.

**Report: CTE needs more rigor and relevance**

[http://www.acteonline.org/members/career\\_tech\\_update/ctu061803.cfm#headline2](http://www.acteonline.org/members/career_tech_update/ctu061803.cfm#headline2)

The pending reauthorization of the Carl Perkins Act is the perfect time for the federal government to rethink the way it allocates funding to career and technical education programs, according to a new report by the America Youth Policy Forum, a nonprofit professional development organization.

**Briefing Room: Backlash grows as exit exams cost students diplomas**

[http://www.acteonline.org/members/career\\_tech\\_update/ctu061803.cfm#briefing](http://www.acteonline.org/members/career_tech_update/ctu061803.cfm#briefing)

As states across the country institute the latest generation of exit exams, more and more students are finding that they will not graduate from high school. The Houston Chronicle reported on June 11 that school districts across the country are facing pressure to scrap the tests including Nevada, Florida, Massachusetts, California and North Carolina because of the number of students failing them.

**News Clips: A key U.S. Department of Education official steps down**

[http://www.acteonline.org/members/career\\_tech\\_update/ctu061803.cfm#newsclips](http://www.acteonline.org/members/career_tech_update/ctu061803.cfm#newsclips)

The U.S. Department of Education's No. 2 official has announced his resignation, effective July 4. In a letter to President Bush, Deputy Secretary of Education William D. Hansen cited his family as a reason for his resignation.

## NASBE BUSINESS MEETING HELD

Linda Sullivan, Secretary

Twenty-four members of NASBE met on April 18, 2003, at the Dallas Wyndham Anatole during the Annual Convention of the National Business Education Association (NBEA).



The following 2003-2004 officers were installed by Past President Anna Nemesh: Mary Nemesh (MD), President; Deborah Seehorn (NC), President-Elect; Nancy Flores (TX), Vice President; Linda Sullivan (MO), Secretary; and Sherry Franklin (MS), Treasurer. Maurice Henderson (MI) will continue to serve on the Executive Committee as Past President. He was recognized with a plaque for his service and leadership as president during 2002-2003.

Dr. Janet Treichel, Executive Director of NBEA, thanked Bonnie Sibert for serving as the 2003 Convention Program Director and Maurice Henderson for serving as the Administration and Supervision Program Coordinator. For the 2004 NBEA Convention in at the Chicago Marriott Downtown, Paggie McSpadden will be the Administration and Supervision Program Coordinator. Dr. Treichel highlighted two new NBEA publications: *25+1 Communication Strategies for Business Education* and *Mentor Me: A Guide to Being Your Own Best Advocate in the Workplace*.

Dianna Carpenter, ACTE/Business Education Division President, called attention to the revised BE Division Website. The Member Only section, which includes the *Career Update* and *Techniques* magazine, requires your ACTE membership number. The 2003 ACTE Convention will be December 10-14 at the Orlando Peabody and Rosen Center.

Jean Buckley, FBLA-PBL president and CEO, provided a report announcing recognition on the floor of the U.S. Senate when Senator Brownback (KS) acknowledged February 10-14 as FBLA-PBL

Week. An update of Partner Projects included the announcement that 900 teacher applications had been received for the Educator Challenge sponsored by Visa; over 300 chapters have signed on to the new Stock Market Game; and Brainbench has extended their offer for teachers and students for a free Brainbench certification through next year. FBLA-PBL has over 450 new and reactivated chapters, an increase of 345 members (4 percent) at the middle level, and over 6000 additional students.

John Boyd, president and CEO of Business Professionals of America, reported that BPA membership is up. Becky Hannah, with 8-9 years in industry, will be working to make BPA contests more meaningful to students. John's email address is [jboyd@bpa.org](mailto:jboyd@bpa.org).

Vice President Deborah Seehorn encouraged members to communicate their thanks to the sponsors of the NASBE functions at NBEA: Thomas Cunningham, Glencoe/McGraw-Hill, for the social at the Texas de Brazil restaurant and Karen Schmohe and Mike Cloran, South-Western/Thomson Learning for the Rap Session.

Because of significant overlap of responsibilities between the membership chair and the treasurer, membership duties will be handled by the treasurer in the future. The NASBE Directory—with each paid member's work address, work phone, work email, and the state Website—will be on the Website in the future.

ACTE Nominations Representative Jimmy Smith announced that Mary Nemesh was elected ACTE Business Division President-Elect and will begin her term in July 2003 and will become president in July 2004.

Thirty-nine attended the Wednesday, April 16, NASBE Rap Session, which was sponsored by South-Western/Thomson Learning. Attendees shared a volume of information—ideas, projects, events, issues, etc.—about business education in their states.

## Apprenticeships Turn Virtual

*During the 2002-2003 school year Stall High School in Charleston, South Carolina, implemented a Virtual Enterprises, International TM student practice firm, Tribal Treasures.*

*by Peggy Bozard, Director - Tribal Treasures - Virtual Enterprises, International TM*

**A**pprenticeships, or practical experiences under skilled employees to learn an art or a trade, date back to the 17<sup>th</sup> century. But for the new millennium, students are getting “virtually” prepared for their futures. Students from Stall High School are learning valuable skills through an innovative program called Virtual Enterprises, International™. Virtual Enterprise offers students the opportunity to experience in a simulated business environment all facets of being an employee in a firm. The only difference between the Virtual Enterprise and an actual business is that no material goods are produced and no legal tender is exchanged. This live simulation fosters economic literacy through enterprise education in a global marketplace.

Stall High implemented the state approved Virtual Enterprise course for students to set up and work in their simulated business to ultimately prepare them for working in a real business environment. With the guidance of teachers, or “directors”, Peggy Bozard and Debbie Martin along with real-world business partners, the students have determined the nature of their business, its products and services—delete this, its management and structure, and engage in the daily operations of running a business. Not only is emphasis placed on using current business software, communications, and the Internet for business transactions but the “simulated” workplace environment also looks and operates like an actual business office. The classroom with rows of desks has been completely transformed with modular office furniture and state-of-the-art technology equipment.

Students work in departments, as individuals and members of teams to fulfill the responsibilities and tasks associated with their department and the business. Students generate documents and information needed to do business with other Virtual Enterprises throughout the United States and abroad. Through students working in a wide array of fields, including commerce, trading, research and marketing, accounting, personnel and administration, the teachers have seen firsthand dramatic results. “Through hands-on learning and tangible results, Tribal Treasures “employees” have improved their skills in problem-solving, team-working and written and verbal communications,” says Peggy Bozard.

Stall High saw the need to provide ways to teach students contextually to help students see the relevance in their academics. “Teachers can now answer, this is why you need to know math and this is why being a good English student pays off,” says James Hampton, Principal of Stall High School. Students work daily to accomplish real-life tasks; such as, develop job descriptions, conduct job interviews, set goals and objectives for the company, prepare a directory and employee manual, establish an accounting system, submit a loan request, file tax forms and reports, prepare company and departmental budgets, write the firm’s business plan, handle business correspondence, prepare and deliver presentations, and conduct research to solve simulated business problem-solving scenarios.

While realizing the importance of providing opportunities for students to learn professionalism and business expectations and practices prior to entering their eventual career,

## Apprenticeships Turn Virtual

*continued from p. 12*

*more and more classroom teachers have found ways to bring the business world to their students. Virtual Enterprise teaches entrepreneurship and soft skills that are essential to career readiness while promoting healthy competition to motivate students. One of the main advantages is the opportunity to link students in a global business network. This simulation takes the teacher outside of the traditional instructional paradigm and then places the students on the front lines of the business world.*

*Mayor Summey was proud to officially open Tribal Treasures at the ribbon cutting ceremony. "Pilots go through a simulated flying course before operating an airplane, students should have the same opportunity to practice before they're expected to actually perform well in their college and career experiences. These students aren't just going to fly, they're going to soar," boasts Summey.*

Currently, more than 3,600 Virtual Enterprises exist in 36 countries. There are approximately 250 Virtual Enterprises in the United States with South Carolina being one of 18 states operating the program. "These students are not only increasing their chances for success in high school through Tribal Treasures, but their future employers will undoubtedly benefit too," said Mayor Summey. If you and your company interested in making a donation or offering your time as a career speaker to help support Tribal Treasures (e.g. copying paper office supplies, trade show booth, etc.) please contact the Education Foundation at (843) 805-3017.

***Peggy Bozard, Director - Tribal Treasures***

***Virtual Enterprises, International TM***

***R. B. Stall High School***

***7749 Pinehurst Street - Charleston, SC 29420***

***Phone/Fax: (843) 764-2204***

***Peggy\_Bozard@gmail.charleston.k12.sc.us***

**NBEA Opening Session Speaker  
Former White House Press Secretary  
under President Clinton  
Dee Dee Myers**



**Robert M. Sherfield, NBEA Speaker  
3rd General Session  
Community College of Southern Nevada  
Extraordinary Educators . . .  
. . . Extraordinary Results**



# POLICIES COMMISSION FOR BUSINESS AND ECONOMIC EDUCATION - 2002-2003

Lillian Greathouse, Chair - Eastern Illinois University

A Statement by the Policies Commission for Business and Economic Education  
Statement No. 72, 2003

## Policy Statement 72

### 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.

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**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.

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## **Policy Statement 73**

### **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.

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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.

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\*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.