Business and Computer Science Industry Certification Standards

Sponsored by: Georgia State Council
Society for **H**uman **R**esource **M**anagement

Under the supervision of the
Georgia Department of Education

Office of Career, Technical &
Agricultural Education

What is Industry Certification?

Industry Certification is a program implemented to promote high quality instruction in business education at the high school level. Competency standards and specific performance objectives provide the foundation for a solid curriculum based in Business and Computer Science. The Society for Human Resource Management (SHRM) and the Georgia Department of Education (GADOE) have determined the CTAE Foundation Skills (thinking skills, basic skills, interpersonal, technology, etc.) and specific performance objectives and standards that must be incorporated in each course to meet the criteria of an **exceptional** Business and Computer Science program.

Industry certification provides recognition to high schools that have exceptional business education programs and document them through the use of the certification standards. SHRM personnel evaluate the Business and Computer Science program, based on these standards, in the areas of:

Advisory Committee and Community Relations
Instructional Planning and Organization
Curriculum
Career Guidance and Career-Related Services
Technology, Budget, and Facilities
Professional Competence
Future Business Leaders of America

On the day of the onsite visit, each standard will be scored separately. Documentation provided for each standard will be reviewed. If all documentation is provided and the standard is met, a score of "1" should be given. If all documentation is provided and the program has exceeded the minimum requirements for the standard, a score of "2" should be given. If documentation is missing or the standard has not been met, a score of "0" should be given. All standards must be met and a minimum score of 41 is required for a program to become certified. All standards must be met annually in order for the program to remain classified as a certified program. Re-certification is required every five years.

SCHOOL DEMOGRAPHICS & TEACHER INFORMATION

Provide a detailed summary of your school's demographics (can be found on the first page of your SACS report) behind your title page of your notebook.

Provide "biographies" of the teachers in the Business and Computer Science Department including the teacher's schedule of classes, educational background and goals, and FBLA involvement.

Standards

I. ADVISORY COMMITTEE AND COMMUNITY RELATIONS

An effective and continuous program of community relations is necessary to maintain a close working relationship with business, industry, and other organizations and individuals, as well as to ensure that Business and Computer Science programs are relevant to the needs of students. The Business and Computer Science Department should have a formally organized program advisory committee that is broadly representative of the business and industrial and school community it serves. The purpose is to inform the public of the program's operations and capabilities and to generate active participation in the development and implementation of the program's goals.

I-1.   **STANDARD: The Business and Computer Science department has a well-structured advisory committee with at least 51 percent of the members coming from the local business community and committee members representing the following:**
Local Chamber of Commerce
Georgia Department of Labor Representative
Local Board of Education
Local business representatives
One SHRM member---If there is no SHRM member in the local area, a human   **resources professional can fill this position**
One Business Representative Per Career Pathway Offered
        For example: Accounting Pathway – accountant on advisory committee
        Small Business Development Pathway – entrepreneur on advisory committee
School Guidance Department
Post-Secondary Institution
Middle School Business Teacher
Parent of Business and Computer Science student
Student enrolled in BCS program of study/career pathway
All members of the Business and Computer Science staff
        More information on Advisory Committees can be found in Appendix E.

Documentation Required:

- Provide a list of the officers of the committee.
- A roster of the committee members, their business/education affiliation, and the area from the above list represented by each member should be included.
- Members of the advisory committee must be present for a breakfast meeting on the day of the onsite team visit.
- The Chair and other members should be prepared to report on their involvement with the committee and the impact of the committee on the Business and Computer Science program for the interview by the onsite team.

Standard I-1 Rating	

2 pts. Exceeds Requirements   1 pt. Minimum Requirement is Met   0 pts. Does Not Meet Requirements

I-2. STANDARD: The advisory committee has a well-defined purpose and conducts structured meetings two or more times a year.

Documentation Required:

- Provide the short-term and long-term goals of the Advisory Committee.
- Provide agenda and minutes from meetings for the past two years.
- Provide attendance on minutes or "sign in sheets" for the meetings.

Standard I-2 Rating	
2 pts. Exceeds Requirements 1 pt. Minimum Requirement is Met 0 pts. Does Not Meet Requirements	

I-3. STANDARD: The community is actively involved with the Business and Computer Science department (i.e., guest speakers, field trips, etc.).

Documentation Required:

- Provide a list of all community resources used in each course in the Business and Computer Science department.
- Document involvement with local SHRM Chapter or Personnel Association. Information on SHRM Chapters can be found at www.shrm.org

Standard I-3 Rating	
2 pts. Exceeds Requirements 1 pt. Minimum Requirement is Met 0 pts. Does Not Meet Requirements	

I-4. STANDARD: A variety of in-school and out-of-school activities are conducted for program promotion.

Documentation Required:

- Include a copy of the Business and Computer Science brochure. The brochure should include the departmental mission statement and philosophy, Career Pathways offered and information on available courses, and information on the local FBLA Chapter.
- Provide evidence of publicity in school and local newspapers, websites, newsletters, photographs etc.

Standard I-4 Rating	
2 pts. Exceeds Requirements 1 pt. Minimum Requirement is Met 0 pts. Does Not Meet Requirements	

II. INSTRUCTIONAL PLANNING AND ORGANIZATION

The instructional program should have a well-defined purpose and be designed to provide knowledge and skills that are essential for success in meeting the students' occupational objectives. Industry and follow-up data should support a need for the Career Pathways offered as well as the technology tools that are utilized in the curriculum.

II-1. STANDARD: The curriculum offerings are based on the needs of the business community and the student population.

A needs assessment is conducted in the local business community to determine:

> Types of Entry-Level Positions Available in the Community
>
> Use of Employment Tests for Entry-Level Positions
>
> Types of Employment Tests Required
>
> Skills Critical to Success of Entry-Level Workers
>
> Software Used by Business

A needs assessment is conducted in the local school to determine:

> Career Interest of Students

Documentation Required:

- Summary of All Business Surveys Returned
  Show Number of Surveys Sent
  Number of Responses Received
  > If less than 50% return rate, alternate methods should be used and listed to gather data (i.e. phone survey, follow-up letter, personal visit).
  Summarize Results in the Following Areas:
  > Entry-Level Positions Available
  > Types of Employment Tests Utilized
  > Skills Critical to Success of Entry-Level Workers
  > Software Used by Business
  > Changes in Business Curriculum Based on Survey Results

- Summary of Student Surveys:
  Show Number of Students Surveyed in
  > 9th Grade

10th Grade
Show Number of Responses for Each Pathway
Financial Management – Accounting Pathway
Financial Management – Services Pathway
Office Systems and Support Services
Information Services and Support
Networking
Interactive Media Pathway
Small Business Development Career Pathway
Computing Career Pathway
- List Programs of Study/Pathways Offered Based on Student Surveys
Include:
Number of Students Pursuing Seal in Each Program of
Study/Career Pathway
Courses Offered in Current School Year for Each Program of
Study/Career Pathway
Number of Students Enrolled in Each Course
Name of Teacher Teaching Course
- List Courses to be Added to Curriculum with Projected Date for Implementation

Completed surveys have to be available for review for the visiting team.

Standard II-1 Rating	
2 pts. Exceeds Requirements 1 pt. Minimum Requirement is Met 0 pts. Does Not Meet Requirements	

II-2.   STANDARD—The follow-up of program completers is a critical component of product evaluation. Existing legislation requires that career-technical programs exhibit accountability related to their educational programs. A follow-up study is used to obtain information about the extent to which the objectives of the Business and Computer Science program are being met. Follow-up studies serve a very useful purpose in eliciting reactions from former students about how well the Business and Computer Science program prepared them for career-sustaining employment or further education.

Documentation Required:

- Chart showing the number of program completers in each program of study from the previous two years, number of surveys sent out, and number of surveys returned.
- Summary of findings from follow-up surveys.
- Any changes that will be made based on the results of the program follow-up study.

Completed surveys have to be available for review for the visiting team.

Standard II-2 Rating	
2 pts. Exceeds Requirements 1 pt. Minimum Requirement is Met 0 pts. Does Not Meet Requirements	

II-3. **STANDARD: The Business and Computer Science department has a well-defined mission statement and program philosophy that has been adopted by the Business and Computer Science Advisory Committee and is communicated to the students of the school and those students enrolled in Business and Computer Science courses.**

Documentation Required:

- A copy of the mission statement and program philosophy
- A copy of the minutes of the Advisory Committee when these items were approved
- Provide description of methods used to communicate this information to students

Standard II-3 Rating	
2 pts. Exceeds Requirements 1 pt. Minimum Requirement is Met 0 pts. Does Not Meet Requirements	

II-4. **STANDARD: Course syllabi are in place for all Business and Computer Science courses.**

Documentation Required:

- Include a course syllabus for each course offered.
- Teacher names should be included on the syllabus.
- Other information to include on the syllabi include: career opportunities related to the course, articulation information related to the course, Internet use, and bibliographical information for textbooks and other resource materials used in the course.

Standard II-4 Rating	
2 pts. Exceeds Requirements 1 pt. Minimum Requirement is Met 0 pts. Does Not Meet Requirements	

II-5. **STANDARD: An articulation (ECP) agreement is in place with a local postsecondary institution.**

Documentation Required:

- Include a copy of the agreement showing all articulated courses related to BCS and the post-secondary courses with which they are articulated.

Standard II-5 Rating	
2 pts. Exceeds Requirements 1 pt. Minimum Requirement is Met 0 pts. Does Not Meet Requirements	

II-6. **STANDARD: The needs of special needs students are met in Business and Computer Science courses.**

Documentation Required:

- Create a chart listing examples of accommodations used in each course for each type of special needs student.

Standard II-6 Rating	
2 pts. Exceeds Requirements 1 pt. Minimum Requirement is Met 0 pts. Does Not Meet Requirements	

III. CURRICULUM

The Technology/Career Education Division developed business-validated, competency-based curriculum frameworks for all occupational programs funded under the auspices of this division. The competencies included within the curriculum frameworks are identified as state-required, student performance standards, or GPS, for individual courses of instruction. Thus, these student performance standards represent a major component within the state's occupational accountability system and should be incorporated in all courses offered in the Business and Computer Science Program.

III-1. STANDARD: Instructional materials are competency-based and support a variety of project-based learning opportunities for individuals and teams.

Standard III-1 Rating	
2 pts. Exceeds Requirements 1 pt. Minimum Requirement is Met 0 pts. Does Not Meet Requirements	

III-2. STANDARD: The 11 CTAE Foundational Skills from the Georgia Department of Education are implemented into all courses in Business and Computer Science course offered.

Standard III-2 Rating	
2 pts. Exceeds Requirements 1 pt. Minimum Requirement is Met 0 pts. Does Not Meet Requirements	

Documentation Required:

The two standards above will be met by the following:
- For Each Course Prepare a Sheet Showing the Following:

Course Name: **Number of QCC/GPS Standards:**

CTAE Foundational Skill Number	QCC/GPS Standard Number	Name of Project	Individual or Team Project

Note: At least 50% of all individual course standards should be met through project-based instruction.
ONE PROJECT MUST RELATE TO FBLA

- A project notebook showing project guidelines and samples of completed student projects that includes the projects for each course offered in each program of study/career pathway should be prepared.
  The format of the project guidelines should be the same as the format used in the Lesson Plan Builder/Unit Builder by the Georgia Learning Connection for lesson plans. See Appendix B for more information. The foundation skills that are met should be shown in the project guidelines as either assessed or non-assessed standards.

III-3. STANDARD: A long-term cooperative learning project that simulates an actual business activity is incorporated in the upper level courses of each program of study/career pathway offered so that students can experience the advantages and disadvantages of teamwork.

Documentation Required:
- A minimum of four weeks should be dedicated to the long-term project.
- Guidelines for each long-term project should be included in a display notebook. Use creativity when developing the long-term project. Included in the guidelines should be the name of the program of study/career pathway in which the project is completed, the name of the course in which the project is completed, and the teacher's name for the course.
- Students will give presentations to the Industry certification Visiting Team on each long-term project. Students giving the presentation should have been involved in completing the project and should develop the presentation they give. The presentation should cover how the project was completed and what everyone involved in the project learned. Examples of the final project work should be shown but should not be the focus of the presentation. A multimedia program (PowerPoint) and effective presentation skills should be used by the students when giving the presentations.
- The long-term project should not be a published simulation activity.
  Students should be dressed in appropriate business attire for presentations.

Standard III-3 Rating	
2 pts. Exceeds Requirements 1 pt. Minimum Requirement is Met 0 pts. Does Not Meet Requirements	

III-4. STANDARD. Business ethics are incorporated in all courses in the Business and Computer Science curriculum.

Documentation Required:

Give samples of business ethics activities conducted in each course.

Standard III-4 Rating	
2 pts. Exceeds Requirements 1 pt. Minimum Requirement is Met 0 pts. Does Not Meet Requirements	

III-5. STANDARD: Reading, writing, spelling, and math skills are integrated in all courses in the Business and Computer Science curriculum.

Documentation Required:

- Give samples of (each topic) reading, writing, spelling, and math activities for each course offered.
- List of business periodicals available for student use i.e. Wall Street Journal, Business Week, HR Magazine, etc.

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Standard III-5 Rating	
2 pts. Exceeds Requirements 1 pt. Minimum Requirement is Met 0 pts. Does Not Meet Requirements	

III-6. STANDARD: Presentation skills, utilizing a variety of visual aids, are integrated in all Business and Computer Science courses.

Documentation Required:

- For each course taught, show the topic of presentations that are given by students, the number of students presenting, and the type of visual aid used.

Course Title:

Topic of Presentation	Number of Students Presenting	Type of Visual Aid Used

Standard III-6 Rating	
2 pts. Exceeds Requirements 1 pt. Minimum Requirement is Met 0 pts. Does Not Meet Requirements	

IV. CAREER DEVELOPMENT AND CAREER-RELATED SERVICES

A systematic guidance system should be provided to ensure that students are being advised according to career interests

IV-1. STANDARD: Activities are developed and implemented to ensure that counselors and administrators are familiar with the Business and Computer Science programs of study, goals, objectives, activities, prerequisites, and enrollment guidelines of the Business and Computer Science program.

Documentation Required:

- Provide a description of activities that are developed and the date of implementation.

Standard IV-1 Rating	

2 pts. Exceeds Requirements   1 pt. Minimum Requirement is Met   0 pts. Does Not Meet Requirements

IV-2. STANDARD: The department fosters relations with feeder schools' business teachers, counselors, and other school personnel, makes contact with eighth-grade students prior to registration for ninth grade, and utilizes Individual Career Plans for students enrolled in Business and Computer Science Programs of Study/Career Pathway.

Documentation Required:

- Provide a description of the activities conducted with feeder school personnel
- Provide a description of activities conducted with eighth grade students prior to ninth grade registration
- Provide a description of any activities conducted with a middle school FBLA Chapter
- Evidence that Individual Career Plans are utilized for students following Business and Computer Science Programs of Study/Career Pathway.

Standard IV-2 Rating	

2 pts. Exceeds Requirements   1 pt. Minimum Requirement is Met   0 pts. Does Not Meet Requirements

IV-3. STANDARD: Career development activities, relating to the subject, are incorporated into each Business and Computer Science course.

Documentation Required:

- A description of the career development project that is conducted in each class. No two courses should use the same career development project. A program such as GCIS should be used in the Computer Applications course. Activities other than those in Computer Applications should be related directly to the career pathway that the course is part of.

Standard IV-3 Rating	

2 pts. Exceeds Requirements   1 pt. Minimum Requirement is Met   0 pts. Does Not Meet Requirements

IV-4. STANDARD: Opportunities are provided for ninth and tenth grade students to participate in job shadowing activities for career development.

Documentation Required:

- Provide a list of the students, grade level, name of company where job shadowing was completed, and the types of career(s) shadowed.
- Each student should prepare a one-page report on the shadowing experience telling what they learned and their general impression of the experience.

NAME OF STUDENT	GRADE LEVEL	NAME OF COMPANY FOR JOB SHADOWING	CAREER(S) SHADOWED

Standard IV-4 Rating	

2 pts. Exceeds Requirements   1 pt. Minimum Requirement is Met   0 pts. Does Not Meet Requirements

IV-5. STANDARD: Opportunities are provided for students to participate in work-based learning experiences (internship, cooperative education, Youth Apprenticeship and/or school-based enterprise) so that necessary skills and competencies needed for employment and career success can be developed.

Documentation Required:

- Provide a list of the students, grade level, type of work-based experience, and name of company.

NAME OF STUDENT	GRADE LEVEL	TYPE OF WORK-BASED EXPERIENCE	NAME OF COMPANY

Standard IV-5 Rating	

2 pts. Exceeds Requirements   1 pt. Minimum Requirement is Met   0 pts. Does Not Meet Requirements

IV-6. STANDARD: Students participate in activities that will further their skill and knowledge development and prepare them for future careers in their chosen field..

Documentation Required:

- Students should have the opportunity to acquire industry-recognized credentials. Provide a list of courses and tell which industry-recognized credential students are prepared for at the conclusion of the course. Show number of students taking test and number passing.

COURSE	INDUSTRY-RECOGNIZED CREDENTIAL STUDENTS ARE PREPARED FOR	NUMBER OF STUDENTS ATTEMPTING CERTIFICATION TESTING	NUMBER OF STUDENTS PASSING CERTIFICATION TESTING

- Students with a definite career focus should have the opportunity to further their knowledge in the field by participating in professional organizations related to the field if available in the area. These organizations could include the Chamber of Commerce, SHRM, Georgia Society of Certified Public Accountants, etc.

Standard IV-6 Rating	

2 pts. Exceeds Requirements   1 pt. Minimum Requirement is Met   0 pts. Does Not Meet Requirements

V. TECHNOLOGY, BUDGET, AND FACILITIES

Support of the local administration is necessary to ensure that the program has up-to-date materials, equipment and software that reflect what is being used in the business community. Facilities should be conducive to a variety of learning methods.

V-1.   STANDARD: Equipment is up-to-date, replaced according to the replacement plan, and provides for emerging occupational opportunities.

Documentation Required:

- Description of equipment for each lab
- A copy of the equipment replacement plan showing the replacement schedule for each Business and Computer Science lab.
- Each lab should have access to a multimedia projection system that is used to enhance and facilitate the teaching/learning process.

Standard V-1 Rating	

2 pts. Exceeds Requirements   1 pt. Minimum Requirement is Met   0 pts. Does Not Meet Requirements

V-2.   STANDARD: The software used reflects technology that is used in the business community.

Documentation Required:

- Needs assessment results matched up with the software being used in the department.

Standard V-2 Rating	

2 pts. Exceeds Requirements   1 pt. Minimum Requirement is Met   0 pts. Does Not Meet Requirements

V-3.   STANDARD: The budget for consumable supplies is adequate to meet the needs of the department.

Documentation Required:

- Provide a copy of the departmental budget and a list of consumable supplies purchased.

Standard V-3 Rating	

2 pts. Exceeds Requirements   1 pt. Minimum Requirement is Met   0 pts. Does Not Meet Requirements

V-4.   STANDARD: Adequate space is provided for Business and Computer Science labs and the rooms are arranged to provide an environment conducive to learning and working for individuals and teams and for project-based instruction.

Documentation Required:

- Provide a floor plan for each lab in the Business and Computer Science department including dimensions of the lab and the layout of furniture and equipment.

  This statement will be verified through the tour of the department on the onsite visit.

Standard V-4 Rating	

2 pts. Exceeds Requirements   1 pt. Minimum Requirement is Met   0 pts. Does Not Meet Requirements

V-5.   STANDARD: Facilities are barrier-free to accommodate students with disabilities.

Documentation Required:

  No documentation required for this standard. This statement will be verified through the tour of the department on the onsite visit.

Standard V-5 Rating	

2 pts. Exceeds Requirements   1 pt. Minimum Requirement is Met   0 pts. Does Not Meet Requirements

V-6.   STANDARD: Adequate office space is provided for the use of teachers in the Business and Computer Science department and contains a networked computer workstation, telephone, desk, and other necessary equipment.

Documentation Required:

- Provide location of office space and a floor plan showing dimensions and layout of furniture and equipment.

  This standard will be verified through the tour of the department on the onsite visit.

Standard V-6 Rating	

2 pts. Exceeds Requirements   1 pt. Minimum Requirement is Met   0 pts. Does Not Meet Requirements

VI. PROFESSIONAL COMPETENCE

In an ever-changing field, professional organizations and professional development activities are necessary to help Business and Computer Science educators keep up to date. These activities ensure that educators are teaching students about the most current procedures and programs used in business.

VI-1.   STANDARD: Each teacher is an active member of the Georgia Business Education Association, NBEA-SBEA, and ACTE-GACTE.

Documentation Required:

- Copies of GBEA membership cards or a printout of the GBEA membership list from the GBEA web site with department member names highlighted.
- Copies of NBEA membership cards for each teacher.
- Copies of ACTE-GACTE membership cards for each teacher.
- Teachers are encouraged to take an active role in professional organizations by volunteering to serve on a committee or fill a leadership role in the organizations. Include a list of any offices or committee membership that teachers hold.

Standard VI-1 Rating	
2 pts. Exceeds Requirements 1 pt. Minimum Requirement is Met 0 pts. Does Not Meet Requirements	

VI-2.   STANDARD: Each business instructor participates annually in a shadowing program in a true business environment (minimum of eight hours per instructor per year), which relates to courses or pathway taught by the instructor. (must be a business not an educational intuition etc)

Documentation Required:

- Each teacher should prepare a one-page report on the job shadowing experience showing how the experience relates to the courses being taught by the teacher. Any experiences or findings from the job shadowing that result in changes or reinforcement of course content or teaching methods should be included. Provide documentation from the business verifying participation in the job shadowing experience.
  Teachers should complete job-shadowing program at different business locations.

Standard VI-2 Rating	
2 pts. Exceeds Requirements 1 pt. Minimum Requirement is Met 0 pts. Does Not Meet Requirements	

VI-3. STANDARD: Each Business and Computer Science teacher participates annually in at least twenty (20) hours of professional development activities related to Business and Computer Science.

Documentation Required:

- Provide proof of business-related professional development for each teacher.

  State-sponsored workshops and staff development can be used to fulfill this requirement. One PLU equals 10 hours of professional development activities.

  Graduate level courses must be in the business or computer science area to count in this standard. Provide the course name, name of college/university, number of credits earned, and the instructor's name. Each credit hour counts as 10 hours of professional development activities.

Standard VI-3 Rating	

2 pts. Exceeds Requirements   1 pt. Minimum Requirement is Met   0 pts. Does Not Meet Requirements

VII. FUTURE BUSINESS LEADERS OF AMERICA

The leadership component of the Business and Computer Science Program is available to students through activities of the Future Business Leaders of America. Students should have access to an active chapter that conducts a variety of activities and participates in activities at the region and state levels.

VII-1. STANDARD: All students enrolled in Business and Computer Science courses have access to an FBLA Chapter affiliated with the state and national organization.

Documentation Required:

- Provide copies of
  - FBLA membership recruitment plan & timeline for recruitment plan
  - FBLA recruitment materials (school created)
  - Membership roster that is submitted to FBLA-PBL, Inc.

Standard VII-1 Rating	
2 pts. Exceeds Requirements 1 pt. Minimum Requirement is Met 0 pts. Does Not Meet Requirements	

VII-2. STANDARD: The FBLA Chapter strives for excellence by conducting activities based on a program of work that includes monthly meetings, leadership development activities, community service projects, and social activities with the support of all teachers in the Business and Computer Science department.

Documentation Required:

- Provide a copy of the FBLA Program of Work for the current school year showing the plan of activities for each month and the adviser responsible for each activity and the FBLA Goal the activity meets.
- Include agendas and minutes for at least five meetings held during the current school year that included a leadership or career development activity as well as attendance numbers at each meeting or "sign in sheets".
- Provide a copy of the Georgia FBLA Chapter of the Year Entry Form showing that a minimum rating has been earned.
- Provide documentation showing student participation in the Business Achievement Awards Program.
- At least two of the local chapter officers should present a summary of the chapter's FBLA activities to the visiting team.

Standard VII-2 Rating	
2 pts. Exceeds Requirements 1 pt. Minimum Requirement is Met 0 pts. Does Not Meet Requirements	

VII-3. STANDARD: The FBLA Chapter (students and adviser) participates in the FBLA Motivational Rally.

Documentation Required:

- Provide a copy of the FBLA Rally Registration Form.

Standard VII-3 Rating	

2 pts. Exceeds Requirements   1 pt. Minimum Requirement is Met   0 pts. Does Not Meet Requirements

VII-4. STANDARD: The FBLA Chapter (students and adviser) participates in the FBLA Fall Leadership Conference.

Documentation Required:

- Provide a copy of the FBLA Fall Leadership Conference Registration Form.

Standard VII-4 Rating	

2 pts. Exceeds Requirements   1 pt. Minimum Requirement is Met   0 pts. Does Not Meet Requirements

VII-5. STANDARD: The FBLA Chapter (students and adviser) participates in the FBLA Region Conference.

Documentation Required:

- Provide a copy of the FBLA Region Conference Registration Form.

Standard VII-5 Rating	

2 pts. Exceeds Requirements   1 pt. Minimum Requirement is Met   0 pts. Does Not Meet Requirements

VII-6. STANDARD: The FBLA Chapter (students and adviser) participates in the FBLA State Leadership Conference.

Documentation Required:

- Provide a copy of the FBLA State Leadership Conference Registration Form.

Standard VII-6 Rating	

2 pts. Exceeds Requirements   1 pt. Minimum Requirement is Met 0 pts. Does Not Meet Requirements

Additional Information and Resources

Lesson Plan Builder Offline Template

NOTES:
- ♦ Fields with an asterisk and red print are required.
- ♦ To add additional rows, highlight the row where you want to insert, then click on Tables menu → Insert Rows.
- ♦ To delete rows, highlight row(s), then click on the Tables menu → Delete Rows
- ♦ The table cells on the right will grow as you type in them.

Name:

School:

*Lesson Title *The title should accurately reflect the content of the lesson in a catchy, descriptive way.*	
*Annotation *In three to five sentences describe the lesson. What is this lesson about? Your annotation may include the type of lesson (demonstration, hands-on, research, project, lecture, etc.), single subject area or cross-curricular, learning objective or result, target group, any technology connections, etc.*	
*Primary Learning Outcome *After the lesson is taught, what concepts or skills should students be able to demonstrate as an outcome of participation? You may use statements or you may state the critical questions students should be able to answer here. They should relate to the QCCs listed as being assessed below.*	
Additional Learning Outcome *This is an optional field. Add any outcomes that will occur during the lesson but are not considered to be integral to the lesson. They can be listed as statements or critical questions.*	
*Assessed QCCs *Select up to three Assessed QCC Standards around which the lesson is to be focused. These QCCs (or parts of*	

these QCCs) must be addressed by the procedures and activities and <u>must</u> be assessed in a tangible, qualitative, and/or quantitative manner. At the end of the lesson the teacher must have a method of evaluating whether or not the students learned these concepts or skills. **Lessons must be written for one grade at a time but may include standards from more than one subject.**	
Non-assessed QCCs *List no more than three QCCs that will be covered during the lesson, but not assessed.*	
Local and/or National Standards *List any local or national standards you may address.*	
*Materials Provide a numbered list of items required to teach this lesson. Include necessary media, science, or technology equipment, and other supplies.	
*Total Duration *Give the total estimated time to teach this lesson. Use hours and minutes.*	
Technology Connection *If you are using technology to teach the lesson or the students are using technology within the activities or in the creation of artifacts, list those uses and integration strategies here. Directions for using the technology should be adequately explained in the Procedures section. Specific URLs should not be listed in this field, but should appear as Web resources in the procedures section. Example: Students will use Excel or another spreadsheet program to record, graph, and analyze data from their experiments.*	

*Procedures	
The Procedures area should include teaching strategies that lead to achieving the Primary Learning Outcomes and the QCC standards listed within the lesson plan. A variety of learning activities should be included that are meaningful and actively engage students in the learning. The learning activities should reflect some consideration for individual student needs. The lesson should use original ideas, text, and graphics, or attributes ideas, text, and graphics in a manner in keeping with current copyright laws. The Procedures section should include an introductory step in which new material is reviewed/taught, a guided practice or student-centered activity, an individual or group activity on which students will be concretely assessed and a conclusion to sum up the lesson. Appropriate resources should be identified, attached, given titles and annotations, and linked to the appropriate step.	
Lesson Materials to Be Attached: List the names and descriptions of attachments you will provide (Worksheets, graphic organizers, transparencies, PowerPoint presentations, etc) and/or the names and annotations of Web sites that you believe will assist the teacher or the students. Add or delete rows for attachments, Web sites, or steps as needed. Make sure that you use only copyright-free graphics in your attachments and state the source of these attachments in the description field.	
Step 1	
Description	
Duration in hours/minutes	
Attachment #1 – Name and description	
Attachment #2 – Name and description	
Web Site #1 – URL and annotation	
Web Site #2 – URL and annotation	
Step 2	
Description	
Duration in hours/minutes	
Attachment #1 – Name and description	
Attachment #2 – Name and description	
Web Site #1 – URL and annotation	
Web Site #2 – URL and annotation	
Step 3	
Description	
Duration in hours/minutes	
Attachment #1 – Name and description	
Attachment #2 – Name and description	
Web Site #1 – URL and annotation	
Web Site #2 – URL and annotation	
Step 4	
Description	
Duration in hours/minutes	
Attachment #1 – Name and description	
Attachment #2 – Name and description	

Web Site #1 – URL and annotation	
Web Site #2 – URL and annotation	
Step 5	
Description	
Duration in hours/minutes	
Attachment #1 – Name and description	
Attachment #2 – Name and description	
Web Site #1 – URL and annotation	
Web Site #2 – URL and annotation	
Step 6	
Description	
Duration in hours/minutes	
Attachment #1 – Name and description	
Attachment #2 – Name and description	
Web Site #1 – URL and annotation	
Web Site #2 – URL and annotation	
***Assessment** *How will this lesson be assessed? Describe how teachers can assess the lesson and QCC standards listed. Attach quizzes, tests, rubrics, checklists, etc. Remember that a concrete assessment is required and must provide a qualitative and/or quantitative method of evaluating whether the students have mastered the concepts and skills taught in the lesson.*	
Extension *How can this lesson be modified to work with students who already understand the concepts taught? What supplemental activities can challenge these students?*	
Remediation *For students who do not readily grasp concepts, how can the lesson be taught differently? What additional strategies, resources, and activities can help these students master the concepts?*	

STANDARDS & PROJECTS

Course Name: Number of GPS Standards:

CTAE Foundational Number	Course GPS Standard Number	Name of Project	Individual or Team Project

Note: At least 50% of all individual course standards should be met through project-based instruction.

RATING SCALE TO BE USED BY SHRM PERSONNEL

0 Pts.	Does Not Meet Requirement
1 Pt.	Minimum Requirement is Met
2 Pts.	Exceeds Requirement

TIPS FOR DESIGNING POWERPOINT PRESENTATIONS

1. Every presentation should have a title slide. Make sure the title relates to the presentation.

2. Maintain a consistent color scheme throughout the presentation. Be conservative.
    - Too many colors only confuse, distract, and "cheaper" the presentation.
    - Contrast between background and foreground; lettering is more important.

3. Keep the background simple, making sure the text can be seen clearly.
    - Consider the people who have color problems. Greens and reds should not be placed adjacent to each other. For example: Do not use green background with red lettering or place green beside red on a pie chart.
    - Consider the amount of light in the room. For example: If the room is light, use a light background with dark lettering. If the room is dark, use a dark background with light letters.

4. Avoid long lines of text. Avoid too many lines of text. Avoid small text.
    - No line should consist of more than five words.
        - Use phrases instead of complete sentences. *Remember PowerPoint is MERELY a tool with phrases to guide you as you speak.*
    - No slide should consist of more than five lines.
    - Text on slides should be no smaller than 28 points—30 or more preferred.
    - Use white space effectively.

5. For bulleted text:
    - Do not use a single bullet on one slide or use more than five bullets per slide.
    - Don't use more than two levels of bullets.

6. Use consistent wording in bulleted text:
    - Be consistent with font color and text attributes (bold, italic, etc.).
    - Use no more than 2-3 type fonts and styles. Use simple font styles—Script fonts are difficult to read; Serif fonts, such as Times New Roman, are best.

7. Use ClipArt that relates to the content and does not distract from the message. Avoid the temptation to "jazz up" a slide show with TOO much clip art.

8. Keep charts simple. The most effective charts are pie charts with three or four slices and column charts with three or four columns. Only use charts if they enhance your slideshow.

9. Transitions and special effects should be used sparingly. Be sure to practice the presentation and if you find yourself *waiting* on things to appear, take out the transitions and special effects.

10. Your final slide should provide a conclusion, summary, or recommendation. It should be obvious it is your ending slide.

11. Provide some form of handout so your audience can keep track of the presentation.

WEB RESOURCES

Association for Career &
    Technical Education   www.acteonline.org

Brainbench (testing)   www.brainbench.com

Career Center on the Web
        http://www.glc.k12.ga.us/passwd/trc/ttools/attach/careerdev/careercenter2003.doc

Curriculum Frameworks
               http://www.doe.k12.ga.us/curriculum/edtech/frameworks.asp

Expert Rating (testing)   www.expertrating.com

Future Business Leaders of America   www.fbla-pbl.org

Georgia Association for Career &
    Technical Education   www.gacte.org

Georgia Business Education Association   www.georgiagbea.org

Georgia Department of Education   www.doe.k12.ga.us

Georgia Department of Education Technology/Career Education
                   http://www.doe.k12.ga.us/edtech/index.html

Georgia Future Business Leaders of
    America   www.georgiafbla.org

Georgia Learning Connection   www.glc.k12.ga.us

Georgia Learning Connection/Project and Programs Page for Business and Computer Science
        http://www.glc.k12.ga.us/pandp/technlgy/BusInfTech/homepg.htm

CTAE Resource Network   www.ctaern.org

Individual Career Plans   http://www.glc.k12.ga.us/pandp/careerdev/6yearicp.htm

National Business Education Association   www.nbea.org

Project-Based Activities
        http://www.doe.k12.ga.us/curriculum/edtech/buss.asp or www.georgiagbea.org

Society for Human Resource Management   www.shrm.org

A Career Center on the Web

Georgia Department of Education

Career Exploration Resources

Career Questionnaire
Welcome to Your Future
Occupational Outlook Handbook
O*NET, The Occupational Information Network
Mapping Your Future provides college, career and financial aid information.
Georgia Career Information System (GCIS) *you will need password and ID for use at home*
Career Keys
Sports Career Planning
My Future *provides military information*
Career Planning
ACT *career planning*
College Board *http://myroad.collegeboard.com/*
Career InfoNet
Think College Early
Her Own Words *Women in nontraditional careers*
Institute for Women in Trades, Technology, and Science
Wider Opportunities for Women

Financial Aid Resources

Federal Government Student Resources
FastWEB *Scholarship search.*
Educaid *Great information for students, parents, and educators.*
Funding Your Education *Federal publication-- good information regarding the financial aid process.*
HOPE/Georgia Student Finance Commission/Georgia colleges and technical institutions *Financial aid information unique to Georgia and the Georgia HOPE Program*
Minority Scholarships
Looking for Student Aid *Federal brochure*
The Financial Aid Information Page *The best site for current and practical information on the financial aid process and a free scholarship search.*
FAFSA Free Application for Federal Student Aid *Application online*
Sallie Mae *Financial planning*

Postsecondary Education Search Resources

Common Application *This site will allow you to apply to several colleges (check the list) using the same application.*

The Georgia Applications and Electronic System (GAEASY) *Great site if you are planning to attend a Georgia Public College/University; will also link you Georgia Career Information System with the user ID and password (check with your counselor for this information)*
National Association for College Admission Counseling
Christina DeMello Search *College homepage search site*
Princeton Review
Peterson's Education Center
Colleges and Universities Search *Simple homepage search*
Jesuit Colleges and Universities
College Board Online *College Board offers valuable information on a variety of subjects including college selection, testing and career planning*
CollegeNET
Georgia Technical Institutions and Adult Education *Great site for students planning to attend a Georgia Public Technical College*
Two-Year Colleges *A national college search for two-year institutions*
Campus Tours *Requires Shockwave*
CollegeBound Net
National Electrical Contractors Association's JATC Apprentice School *Joint Apprentice and Training Center*
 http://www.atlantaelectrical.org/
Department of Labor Bureau of Apprenticeship and Training *requires a search for state and county programs*
C3 APPLY *offer students information regarding the college planning process and application services: College Search, College Applications and Financial Aid Need Estimator*

Parenting Resources
Connect For Kids *provides guidance for grown ups on a multitude of topics*
Preparing Your Child for College *Federal publication*
Think College Early *A great site for preparing young people for higher education; provides information for students and parents*
Handouts for Parents
Parents Guide to the Internet
Stepfamily Network
National PTA | Violence Kids Crisis | What you can do
The You Can Handle Them All Web Site
SAT Prep
ACT
Educational Testing Service Network *SAT, GRE, GMAT, TOEFL, LSAT, Praxis Series (teacher exams) also offers SIGI PLUS*

Job Skills
JobSmart: Resumes & Cover Letters Index

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites History Mail Print Edit Discuss Dell Home Real.com Links

Address http://www.glc.k12.ga.us/pandp/careerdev/6yearicp.htm

Projects and Programs

Georgia Department of Education

You are here: [**GLC Home** | **Projects and Programs** | **Career Development** | 6-Year Individual Career Plans]

Home

QCC Standards and Resources

Search GLC

Teacher Resource Center

Georgia Education Initiatives

Professional Development Center

Projects and Programs

Lesson Plan Builder

News

Sequenced Lesson Plans

6-Year Individual Career Plans (ICP)

The Individual Career Plan (ICP) was developed as a tool for conversation between the local school teacher-as-advisor/counselor, parent/guardian and 8th grade student. GDOE recommends that students and parents/guardians participate in an advisement session in the spring of the 8th grade year to discuss a plan that will take the student beyond high school graduation to postsecondary plans that link to a career focus. GDOE recommends that schools print these plans for a visual aid in the conversation with parents/guardians. These plans were developed with several outcomes in mind:

- Students/parents will see that high school should begin with an end in mind--a career goal.
- Students/parents will see the expectation of postsecondary education.
- Students/parents will see the number of units and classes required to reach the chosen career goal.
- Students/parents will see the connection between school and work.
- Student/parents will see the possibilities that Tech Prep can offer.
- Students/parents will see recommended classes for a specific instructional area.
- Students/parents will see a dual diploma track that will allow students to pursue postsecondary education at any level and will require students to perform at the highest possible level of achievement.

Health and Medical	Human Services
Technical and Engineering	Business, Marketing, and Information Technology

Done   Internet

Purpose of the Advisory Committee

●Assists with the design, development, implementation, administration, and evaluation of the program
●Members should represent career focus area(s) served by curriculum and the work-based program

Advisory Committee Structure
●At least 51% of attendees should be major stakeholders in the program (employers)
●Use care not to overload the committee with school personnel
●Invite counselors and non-technical instructors to be a part of the committee

Leadership
●Meeting facilitator should be a business/industry owner or senior management
●Educational representatives to act as co-chair
●Seek the advice of the Advisory Members

Planning
●Select meeting dates well in advance
●Do not change meeting dates
●Be creative in selecting meeting dates and times. Breakfast meetings work well for most business people
●Meetings don't always have to be at the school

Agenda
●Should be developed with input from all members.
●Tentative agenda should be mailed to members in advance of the meeting
●Send documents requiring approval at least 30 days in advance

Potential Committee Assignments
●Identify curriculum and equipment needs
●Act as a resource for current industry information (brochures, manuals, posters)
●Plan and schedule field trips
●Serve as guest speakers
●Reinforce "soft skills" with students
●Practice interviews, public speaking, team activities, etc.

Minutes
●Minutes should be kept for all meetings
●Copies to be sent to all stakeholders
●Notes on each agenda item should include:
    –Discussion
    –Decisions
    –Action Plans

Communication
●The job is not finished until the paperwork is done
●Assemble a package for those members unable to attend the meeting. Include:
    –Brief cover letter
    –Executive Summary of the minutes
    –Complete set of handouts from the meeting
    –Minutes

[Place on School Letterhead]

Date

Name
Address
City, State, Zip

Dear _____

Each year the faculty and administration of [*name of local education institution*] ask our graduates to evaluate the Business and Computer Science program. As a graduate who completed a program of study/career pathway in Business and Computer Science, I am asking you to participate in a follow-up study. We are trying to determine the current status of our graduates and to solicit your input for making the Business and Computer Science program better.

You can make a tremendous contribution to the future improvement of the program by completing and returning the enclosed survey. The information that you supply will be treated in **strict confidentiality**.

Please take a few minutes to complete this form and return it to me in the stamped, self-addressed envelope. I would appreciate having your response returned by *[insert date]*. Thank you for your help. If I can be of any assistance to you, please feel free to call upon me.

Sincerely

Business and Computer Science Instructor

Enclosure: Follow-up Survey and Mailing Envelope

STUDENT FOLLOW-UP QUESTIONNAIRE

DIRECTIONS: Please complete all sections of this questionnaire. When you have completed the questionnaire return it in the enclosed self-addressed, stamped envelope.

All responses are held in strict confidentiality.

Employment History

1. Are you currently employed (please check one):
_____ Full-time (30 hours or more per week)
_____ Part-time (Under 30 hours per week)
_____ Not employed at the present time (go to question 5; skip questions 2, 3, and 4)

2. If you are employed either part-time or full-time, please indicate the name and address of the firm and your position within the firm.
Name of Firm for whom you are presently working: _____
Mailing Address:_____
City: _____ State: _____ Zip: _____
Your Position: _____

3. How satisfied are you with your current position (please check one)
_____ Very Satisfied
_____ Satisfied
_____ Not Satisfied

4. What is your wage scale per week (gross pay)?
_____ Under $200 per week
_____ $201-300 per week
_____ $301-400 per week
_____ Over $400 per week

Education History

5. Are you currently attending a postsecondary institution (technical institute, two-year college, four-year college, or university)?
_____ Full-time student
_____ Part-time student
_____ Not currently in school (go to question 8; skip questions 6 and 7)

6. If you are attending school either full- or part-time, please indicate the name of the institution and your current major or emphasis area of study.
Name of Institution: _____
Major or emphasis area of study: _____

7. Please indicate the type of diploma you expect to receive and your anticipated graduation date:
_____ Certificate
_____ 2-year Associate Degree
_____ 4-year Bachelors Degree
Expected date of graduation: _____

8. If you are not either currently employed or attending school, are you actively seeking employment? YES NO (circle one)

OTHER INFORMATION:

9. What topics covered in the Business and Computer Science program's curriculum were the most beneficial to you?
_____

10. What should be emphasized more or added to the Business and Computer Science program's curriculum?

11. How has the Business and Computer Science program helped you in business, education, or your personal life?

12. What part of the Business and Computer Science program do you feel was not worthwhile or should be changed?
_____

13. Other comments you wish to make:

_____

Thank you for your assistance. Please enclose this questionnaire in the self-addressed, stamped envelope and mail today!

Pre-Visit & On-Site Visit Guidelines

During the fall, you will be sent the tentative dates of your pre-visit and on-site visit. Your pre-visit is dress rehearsal of the on-site visit. When the Industry Certification Coordinator comes for the pre-visit, all documentation should be complete and in notebooks ready for review. Two weeks before your scheduled pre-visit if you find that you will not be ready, please notify the Industry Certification Coordinator and plan for another date. As schedules are very tight in the spring, it is important that you work diligently to be ready for the scheduled pre-visit date.

1. Pre-Visit
   a. Quiet place to view notebooks with documentation
   b. Meet with department members

2. After the pre-visit, send out invitations to guests. Include the following:
   a. School Board Members
   b. Superintendent
   c. Advisory Committee Members
   d. On-Site Team Members
   e. Career Technology Central & Local Office Staff
   f. Local School Administration

3. Complete all revisions necessary after pre-visit and mail packets to Team Members 8-10 days before visit
   a. Cover Letter
   b. Directions to the school
   c. Copy of the standards with required documentation
   d. Copy of Industry Certification Scoring Sheet
   e. An agenda for the date of the visit
      aa. Breakfast/refreshments
      bb. Advisory Committee Interviews
      cc. On-Site Team review documentation
      dd. Students present long-term projects and FBLA projects to team members
      ee. Tour business department
      ff. Team meet to discuss summary
      gg. Team meet with business teachers & administrators for exit meeting

4. Things to do for On-Site Visit
   a. Prepare breakfast
   b. Provide a location for team members to interview advisory committee members, review notebooks & for students to do presentations
   c. Refreshments available for team members
   d. Substitute teacher for one teacher

TENTATIVE AGENDA

Breakfast with School Personnel and Advisory Committee   30 minutes

Advisory Committee Interviews   30 minutes

Review of Documentation   90 minutes

Student Presentations   For each presentation allow 15 minutes

Tour of Department   30 minutes

Preparation of Final Report   15-30 minutes

Exit Interview with Teachers and Administrators   30 minutes

Documentation Cover Sheet—Include the following information:

School Name
School Address
School Phone Number
School Web Site

Administration
       Principal
       Technology/Career Supervisor

Business and Computer Science Department
       List all staff members

Cover Letter to Team Members—Include the following information:

Address each letter personally to the committee member.

Thank the member for serving

Tell date and time and place for onsite visit

Give directions to the school

Tell visitors where to park

REPORT OF BUSINESS INDUSTRY CERTIFICATION PRE-VISIT

SCHOOL NAME: _____

DATE OF PRE-VISIT: _____ **DATE OF TEAM VISIT**: _____

Additional work is needed on the following standards:

STANDARD	RECOMMENDED IMPROVEMENT	CHECK WHEN COMPLETED

ADDITIONAL COMMENTS

INDUSTRY CERTIFICATION SCORING

Each standard should be scored separately. Review documentation provided for each standard. If all documentation is provided and the standard is met, a score of "1" should be given. If all documentation is provided and the program has exceeded the minimum requirements for the standard, a score of "2" should be given. If documentation is missing or the standard has not been met, a score of "0" should be given. **All standards must be met and** a minimum score of 41 is required for a program to become certified. All standards must be met annually in order for the program to remain classified as a certified program. Re-certification is required every five years.

SCORING SUMMARY

STANDARD NOT MET	STANDARD	POINTS EARNED	
	I-1		
	I-2		STANDARD I TOTAL
	I-3		
	I-4		
	II-1		
	II-2		
	II-3		STANDARD II TOTAL
	II-4		
	II-5		
	II-6		
	III-1		
	III-2		
	III-3		
	III-4		STANDARD III TOTAL
	III-5		
	III-6		
	IV-1		
	IV-2		
	IV-3		
	IV-4		
	IV-5		STANDARD IV TOTAL
	IV-6		

STANDARD NOT MET	STANDARD	POINTS EARNED	
	V-1		
	V-2		
	V-3		
	V-4		
	V-5		STANDARD V TOTAL
	V-6		
	V1-1		
	VI-2		STANDARD VI TOTAL
	VI-3		
	VII-1		
	VII-2		
	VII-3		
	VII-4		
	VII-5		STANDARD VII TOTAL
	VII-6		
TOTAL POINTS EARNED			

COMMENDATIONS:

RECOMMENDATIONS:

_____   _____
SIGNATURE   SIGNATURE

_____   _____
SIGNATURE   SIGNATURE