

# **Business and Computer Science Programs Industry Certification Standards 2017-2018**

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**Partnership between**



Richard Woods, Georgia's School Superintendent  
"Educating Georgia's Future"

**Georgia State Council  
Society for Human Resource Management**

**and**

**Georgia Department of Education  
Office of Career, Technical &  
Agricultural Education**

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**Working together to recognize**

**OUTSTANDING**

**Business and Computer Science Programs  
preparing students to be  
College and Career Ready**

## **What is Industry Certification?**

Industry Certification is a high school program designed to recognize and promote exemplary Business and Computer Science programs. Certified programs include the following:

- involved advisory committees
- project-based instruction
- career development activities
- up-to-date technologies and equipment
- dedicated teachers through professional development
- an active student organization (FBLA).

Competency standards and specific performance objectives provide the foundation for a solid curriculum based in Business and Computer Science. Industry certification provides recognition to the high school's programs that document evidence to meet certification standards.

The Society for Human Resource Management (SHRM) and the Georgia Department of Education (GaDOE) have partnered to develop standards of excellence for Business and Computer Science programs across Georgia. SHRM personnel and volunteers evaluate the Business and Computer Science programs based on standards in the areas of:

Standard 1: Curriculum and Instruction

Standard 2: School, Program, and Teachers

Standard 3: Advisory Committee and Community Involvement

Standard 4: Employability Skills and Career Development Activities

Standard 5: Program Facilities

Standard 6: Future Business Leaders of America

## **Which Areas are Included?**

Career Clusters included in the Business and Computer Science program area are Business Management & Administration, Finance, and Information Technology.

## **Which Teachers are Included?**

All Business and Computer Science teachers are required to participate in the Industry Certification process. A Business and Computer Science teacher is defined as anyone who teaches any course, even if they are only teaching one course, in the Business Management & Administration, Finance, or Information Technology career clusters.

## **Approval for Industry Certification**

Each school must apply and may receive grant approval through the Georgia Department of Education. Grant applications should be completed fully, including as much detail as possible to aid the approval committee during the approval process. It is not required for a school to receive the grant to complete the certification process. Prior to applying for the program, each program should complete the industry certification checklist to ensure the program is ready to begin the process.

## **Industry Certification School Chair**

One teacher at each school should be identified as the Industry Certification School Chair for the Business and Computer Science program. The IC Chair will serve as the primary contact for SHRM and the GaDOE during the process. It is recommended that the department head not be the certification chair, but the decision is up to the teachers in the program.

## **Industry Certification Prep Workshop**

Every teacher in the Business and Computer Science program (full time, part time and teaching even just one course) at each school must attend an Industry Certification Prep Workshop to review the process and procedures for Industry Certification for initial and re-certification. The workshop must be completed by each teacher to earn certification. It is recommended that Career Technical and Agriculture Education (CTAE) administrators and school administrators also attend the workshop so that they are familiar with requirements for earning Industry Certification. All teachers from one school will work together to develop a plan of action to complete the program. At the workshop, each school will work to complete an action plan for the certification process that outlines the steps needed to complete the process. Workshops are offered at the beginning of the school year of certification. If all teachers are unable to attend, the CTAE Administrator may choose to pay SHRM a fee of \$500 for a one-day workshop for teachers. Details of the individual workshops should be negotiated with SHRM.

\*Please Note: Anyone who teaches any course in the Business Management and Administration, Finance, or Information Technology career clusters, is considered a Business & Computer Science teacher for purposes of Industry Certification and MUST meet all requirements as outlined in this document in order for this program to achieve Industry Certification recognition. This includes those who ordinarily are considered an academic teacher, administrator, Work-Based Learning coordinator, or some other position, even if they are only teaching one course in Business and Computer Science.

## **On-site Visit**

The on-site official visit date and time is scheduled to be held after the FBLA State Conference date each year. The Industry Certification School Chair should distribute the date and time to the advisory committee, CTAE Administrator, local Board of Education, local administration, school district superintendent, and other supporters of the program (examples include school administration team, local newspaper, and county level leadership) and request their attendance at the on-site visit. All advisory committee members are **strongly encouraged** to attend the on-site visit. The advisory committee 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 portion of the on-site visit.

Verification of meeting all standards will be achieved through monthly checklists. All checklists should be completed at stated deadlines and web site updated and **completed by March 31** to ensure all standards are met. Final points for the industry certification process will be earned at the on-site visit. Programs receiving certification will be notified at the on-site visit informally by the SHRM committee members present, and will be provided with commendations and recommendations for the program. Official notification will arrive in a letter from SHRM within a few weeks following the on-site visit.

## **Evidence of Standards**

The evidence of every standard should be presented in a digital format that is VERY CLEAR, EASY TO FOLLOW, and DETAILED enough for non-educators to see and understand how each standard was met. The certification is guided through a SHRM consultant, but the approval process is earned through SHRM volunteers who evaluate the evidence throughout the process. A web site should be created to digitally display evidence of each standard. Each teacher in the program should contribute to the creation of the web site and submission of the evidence. A team approach is essential to achieving Industry Certification. Inclusion of pictures of documentation for all standards is encouraged. Copyright laws should be followed for all documentation and projects. Programs should follow the 5 monthly checklists and the on-site visit checklist for required documentation. Feedback from the SHRM Consultant throughout the year will aid the program in clarification of meeting each standard.

## **Permission Slip**

A publication of student work/picture and print release for each student in the program and in FBLA should be obtained with parent consent. A suggested format is to add the release to

the FBLA Application for all members and to each class syllabus. Copies of signed releases for each student in the program should be organized and maintained by each teacher. Individual student forms are NOT part of the EVIDENCE but should be kept on file by the teachers. Only if needed will this documentation be requested by the visiting team. All FBLA members should also have a release for use, print, and promotion of program of work and picture; copies of all signed releases should be organized and maintained by primary adviser. In addition, the Business and Computer Science program should follow ALL school and county policies regarding publishing student work and photographs.

### **Earning Certification**

Programs will earn certification by meeting every standard. Schools that exceed the required FBLA Chapter of the Year requirement may exceed the points required, but must meet all standards. Standards are met by documented evidence on the program web site. Teachers in the program should strive to EXCEED every standard and present more evidence to showcase their EXEMPLARY program. The SHRM Consultant is a resource for the programs undergoing certification. Communication should be continuous throughout the year of certification for questions, concerns, and ideas.

### **Timeline of Industry Certification Process**

<b><u>Due Date</u></b>	<b><u>WHO</u></b>	<b><u>Activity</u></b>
May 15	CTAE Director	Grant Application Complete; Notification of Grant status will be given after State Board Approval.
July-August	<u>All</u> BCS program teachers; CTAE admin. & school-level administrator encouraged to attend	Industry Certification Prep Workshop: All teachers in Business and Computer Science program (full-time, part-time, or teaching just one course) at the school going through the IC process should attend the SAME workshop; the CTAE administrator & school-level administrator are encouraged to attend as well to understand and assist teachers with decisions for meeting standards.  Nomination of Industry Certification school chair.
Sept 1	SHRM Consultant	Verification sent to DOE Program Specialist and local schools with details of completed workshop confirmation and contact information for consultant working with the schools.  Contact information for the SHRM chapter and volunteers working

		with the school should be sent to IC school chair to begin or continue relationship of working together through certification process.
Sept 15	SHRM Consultant	After working with SHRM Consultant and DOE Program Specialist, send confirmation date and time of on-site visit to IC school chair, all BCS teachers, CTAE administrator and any others designated by local school.
Sept 30	IC School Chair	Confirm with SHRM Consultant the date and time for the on-site visit.  Date and time should be shared with all advisory committee members, the local board of education, school and county administrators, and other vested parties in the Business program.
Oct 1	IC School Chair	Website complete for October 1 checklist.  Send email to SHRM Consultant with a link to website for school IC documentation.
Oct 15	SHRM Consultant	Check school site for all required elements due based on requirements from checklist. Follow up through email format with feedback on documentation to school.
Nov 1	IC School Chair	Website updated for November 1 checklist and <u>all corrections</u> are made from previous checklist feedback.  Send email to SHRM Consultant with a link to website for IC documentation which contains all required elements based on checklist.
Nov 15	SHRM Consultant	Check school site for all required elements due based on requirements from checklist. Follow up through email format with feedback on documentation to school.
Dec 1	IC School Chair	Website updated for December 1 checklist and all corrections are made from previous checklist feedback.  Send email to SHRM Consultant with a link to website for IC documentation which contains all required elements based on checklist.
Dec 15	SHRM Consultant	Check school site for all required elements due based on requirements from checklist. Follow up through email format with feedback on documentation to school.
December 31	SHRM Consultant	SHRM Consultant should provide a summary report for all schools documenting progress toward meeting certification, action steps

		for remainder of school year, and notes from each school. All major issues should be included in the report.
January 15	DOE Program Specialist	Follow up with any schools (IC school chair, all business teachers, and CTAE administrator) not meeting certification standards to this point as reported by SHRM.
February 1	IC School Chair	Website updated for February 1 checklist and all corrections are made from previous checklist feedback.  Send email to SHRM Consultant with a link to website for IC documentation which contains all required elements based on checklist.
February 15	SHRM Consultant	Check school site for all required elements due based on requirements from checklist. Follow up through email format with feedback on documentation to school.
March 1	IC School Chair	Website updated for March 1 checklist and all corrections are made from previous checklist feedback.  Send email to SHRM Consultant with a link to website for IC documentation which contains all required elements based on checklist.
March 15	SHRM Consultant	Check school site for all required elements due based on requirements from checklist. Follow up through email format with feedback on documentation to school.
March 15	SHRM Volunteers	Check school site for all required elements due based on requirements from checklist. REFER TO CHECKLIST for this date for specific details.  Follow up through email format with feedback on documentation to IC School Chair and SHRM Consultant.
March 31	BCS Teachers	All corrections and documentation is complete based on feedback from SHRM Consultant.
After Annual FBLA State Conference; no later than May 1	<u>All</u> Business Teachers at school, SHRM Consultant, CTAE admin., school admin., advisory comm.	Website complete with all documentation.  On-Site Visit  Should occur after FBLA State Conference date to allow school to have feedback on FBLA Chapter of the Year documentation present at the on-site visit.
May 15	SHRM	Send initial list of “passing” and “failing” schools to DOE Program Specialist.

June 15	DOE Program Specialist	Revise and post standards for following school year.
June 1, annually	All programs that were previously Industry Certified	Send completed Annual Report to DOE Program Specialist.  Recertification should be done during the 5 <sup>th</sup> year of your certification.
July	SHRM, all BCS teachers, CTAE & school administrators	Attend the Awards Luncheon at GACTE Summer Conference hosted by SHRM honoring teachers and administration from certified schools.



## **Standard 1: Curriculum and Instruction**

Instructional materials are standards-based and support a variety of project-based learning opportunities for individuals and teams. All courses are designed to prepare a student to be college and career ready.

### **Document Program**

1. Create a website to document program

\* Documentation includes a live website created to display program elements and requirements for certification. A professional appearance and functioning website should be created for program. Documents should not be added as additional links to open on the site. All content must be displayed on the website. Embedded content through flipping book, video, pictures, and other methods should be used. (Examples of flipping book software: FlipSnack (no longer free), Flip PDF, aXmag, 1stFlip, anyflip, etc.) Please be sure all documents are rotated to be in the upright position.

### **Course Syllabi and Pacing Guides**

2. Document syllabus and pacing guide for each course taught in the Business & Computer Science program of each course (1 point for each)

\* Documentation on each syllabus includes, at minimum,

- a) Pathway name
- b) System grading scale (A=?, B=?, etc.)
- c) Class grading scale (Classwork=?%, Tests=?%, etc.)
- d) Career opportunities
- e) End of Pathway Assessment related to the course.

\* Documentation for the pacing guide includes, at minimum,

- a) Dates
- b) Georgia Performance Standards
- c) Projects
- d) FBLA integration
- e) Long-term project.

### **Project-Based Instruction (Short-Term Projects)**

3. Document 2 short-term (3-5 class hours) projects for each course taught in the Business & Computer Science program through project-based instruction (1 point)

\* Documentation includes

- a) Project overview sheet with the objective of each project (what the students should learn and what the students should have accomplished in this project)
- b) Georgia Performance Standards

- c) Business ethics
- d) Rubric for assessment
- e) Minimum number of class hours required
- f) Minimum of 2 student work samples with teacher feedback for each project. The entire project should be included in the documentation from the introduction skills, daily assignments, etc. that lead up to the student being able to complete the project.

### **Future Business Leaders of America (FBLA) in the Classroom**

#### **4. Document FBLA as co-curricular (1 point)**

\* Documentation includes, at minimum, activities included in each course through a continuous timeline chart for each course, including all FBLA co-curricular activities. A variety of activities should be included in each course and be continuous throughout the semester for all students by all teachers. Business Achievement Awards and FBLA educational/informational activities within the classroom are appropriate. For each assignment, include the assignment sheet and at least 1 student sample with teacher feedback.

### **Long-Term Team Application Project**

#### **5. Document the use of a long-term (at least 15 class hours) team application project in each pathway (1 point)**

Note: Each long-term project should be conducted in the second **or** third level course in each Pathway area.

- \* Documentation of each long-term team application project includes, at minimum,
- a) A description sheet that explains the project
  - b) Inclusion of Georgia Performance Standards covered in the project
  - c) Timeline of activities
  - d) Rubric/assessment instrument of project.

The team project should simulate actual business activities directly related to course content. Demonstrate critical thinking, problem solving, and teamwork in the project. **Format should be a team project** (minimum of 3 students) **that requires students to work together and depend on each other to complete project.** A minimum of 15 hours of class time should be spent on the project, but does not have to be continuous time. Include in documentation pictures and sample work (with teacher feedback) throughout project.

Creativity should be used when designing a long-term project that allows students to further develop skills and apply knowledge learned in course. Application of knowledge and skills learned in the course should be the MAIN focus of the team application project. This is an excellent opportunity to involve your Advisory Committee.

#### **6. Required student team professional presentation(s) at the on-site visit (1 point)**

- Students presenting the project (3 -5 students) should demonstrate the presentation skills learned throughout BCS program and should have practiced presentation PRIOR to delivery to on-site team.

- Students giving the presentation should have been involved in completing the project.
- Students should develop the presentation with guidance and supervision from BCS teachers. Practice of the presentation is encouraged prior to on-site visit presentation.
- Presentation should cover how the project was completed and what specific knowledge and skills were applied and learned throughout project completion. Examples of the final project work should be shown but should not be the focus of the presentation.
- A multimedia program and effective presentation skills should be used by the students when giving the presentations.
- Students should follow FBLA Professional Dress Code when presenting at the on-site visit.

### **Microsoft Office Specialist Certification**

7. Document the use of Microsoft Office Imagine Academy (MSIA) and Microsoft Office Specialist (MOS) certification testing (1 point)

\* Documentation includes, at a minimum, 2 students per class per teacher per semester earning at least 1 MOS certification. If you teach 2 courses within the same class period, you should have a minimum of 4 students earning a certification for that class period. Upload student certificates in pdf to the website. Note: Schools on 4x4 block should remember to update new student certifications for second semester.

*Example 1: A school is on 6-period schedule and there are 2 BCS teachers. Each teaches 5 periods per day, 1 year-long semester. This school will need to have, at a minimum, 20 students with MOS certifications for the year. (2 teachers x 5 periods x 1 semester x 2 students = 20.)*

*Example 2: A school is on a 4x4 block schedule and there are 2 BCS teachers. Each teaches 3 blocks per day, 2 semesters per year. This school will need to have, at a minimum, 24 students with MOS certifications for the year. (2 teachers x 3 blocks x 2 semesters x 2 students = 24.)*

### **Standard 2: School, Program, and Teachers**

The environment, demographics, and people create the school. By providing a summary of the overall school, a deeper understanding of how the Business and Computer Science program fits within the school can easily be explained. The program should offer students the opportunity to complete a pathway as well as a teacher who is current with business and industry needs. Teachers must be certified through the Georgia Professional Standards Commission in accordance with the requirements for the pathways they are teaching. They must consistently be exposed to the ever-changing field of business, finance, and technology. Through professional organizations and professional development activities, teachers experience programs directly related to the Business and Computer Science Georgia Performance Standards. Pathways offered are reflective of local and state business and industry needs.

\*Please Note: Anyone who teaches any course in the Business Management and Administration, Finance, or Information Technology career clusters, regardless of whether that person is generally considered an academic teacher, administrator, Work-Based Learning coordinator, or some other position, is considered a Business & Computer Science teacher for purposes of Industry Certification and MUST meet all

requirements as outlined in this document in order for this program to achieve Industry Certification recognition.

### **School Demographics**

#### **8. Document school demographics (1 point)**

\* Documentation includes, at minimum, a presentation/video/information sheet or other easy-to-follow format that highlights the make-up of the school. This information should be included during the teacher presentation at the on-site visit. Items to include in the documentation are

- a) Enrollment by ethnicity
- b) Enrollment by gender
- c) Enrollment by grade level
- d) Free/reduced lunch
- e) CCRPI

#### **9. Document teacher presentation of program (1 point)**

\* Documentation includes a presentation by all teachers in the program and will be presented at the on-site visit to educate about the school, program, teachers, and FBLA. The purpose of the presentation is to SHOWCASE the program. All teachers should have a speaking part of the presentation. The teacher presentation should reflect the entire program, curriculum, teachers, unique/outstanding features, and involvement in school and community. Presentation should be professional in nature with teachers following Professional Dress. All invited guests to the on-site visit will be present during the presentation.

### **Teacher Professional Affiliations**

10. Document each teacher's current school year membership in Association of Career and Technical Education (ACTE) and Georgia Association of Career and Technical Education (GACTE). CTAE administrators, WBL teachers, or any other high school teacher who is teaching in this program area must be a member of ACTE/GACTE. Technical college teachers must be a member of ACTE/GACTE or their national professional organization (SHRM, AICPA, etc.) and must provide adequate evidence. (1 point)

\* Documentation includes at minimum a copy of membership card from ACTE; (FYI: ACTE & GACTE have same membership card). Activity and involvement in organization as a member (leadership position, committee member, conference presenter, conference attendance, conference volunteer, etc.) should be included in documentation. Note: Contact your Georgia Business Education Association (GBEA) Vice President on the GACTE Board of Directors to see how you can become involved.

11. Document each teacher's current school year membership in Georgia Business Education Association (GBEA.) CTAE administrators, Work-Based Learning (WBL) teachers, or any other high school teacher who is teaching in this program area must be a member of GBEA. Teachers from the technical college must be current members of their state professional organizations and must provide adequate evidence. (1 point)

\* Documentation includes at minimum a copy of membership letter (or email) from GBEA. Activity and involvement in organization as a member (leadership position, committee member, conference presenter, conference attendance, conference volunteer, etc.) should be included in documentation. Note: Contact your GBEA President to see how you can become involved.

12. Document each teacher's current school year membership in National Business Education Association (NBEA) which includes Southern Business Education Association (SBEA). CTAE administrators, WBL teachers, or any other high school teacher who is teaching in this program area must be a member of NBEA/SBEA. Teachers from the technical college must be current members of their national and regional professional organizations and must provide adequate evidence. (1 point)

\* Documentation includes at minimum a membership card from NBEA. Activity and involvement in organization as a member (leadership position, committee member, conference presenter, conference attendance, conference volunteer, etc) should be included in documentation. Contact NBEA and SBEA to see how you can become involved.

### **Teacher Professional Development**

13. Document 20 hours of professional development for each teacher annually (June – March of Industry Certification year) directly related to Business and Computer Science Georgia Performance Standards. At least 8 hours of the required 20 hours must be a job shadow experience. (1 point)

\* Only graduate courses and other courses/workshops that relate to teaching practices and/or specific Business & Computer Science content related educational sessions may count in this area. Professional development conference workshops may be included. However, collaboration meetings, team or small learning communities meetings, and other types of planning meetings are not included.

\* Each teacher who teaches even one Business & Computer Science course per year must complete a job shadow experience for a minimum of eight hours at a participating company in a business field related to course skills and knowledge. Teachers may split their job shadow experience into two separate experiences of 4 hours each, but it is not recommended. The job shadow experience must be documented by a brief statement on the business's letterhead and must be signed and dated by the employee shadowed. Job shadow experience must be in a professional business environment and not an educational institution.

### **Program Offerings**

14. Document course offerings, enrollment numbers, and pathway completers (1 point)

\* Documentation includes, at minimum, the following:

- a) List of pathways and courses offered
- b) Enrollment numbers for previous and current school year for each course
- c) Number of pathway completers for previous and current school year (include students who are predicted to be completers for current school year). Inclusion of number for past 5 years is suggested.

15. Document number of industry-recognized credentials earned by pathway completers (1 point)

\* Documentation includes at minimum the Technical Skills Attainment (End of Pathway Assessment) for each pathway including the number of students attempting/earning credentials.

### **Teacher Certification, Schedule and Additional Responsibilities**

16. Document teacher daily schedule and additional responsibilities beyond a classroom teacher (1 point)

\* Documentation includes, at minimum, the following:

- a) Teacher's name
- b) Teacher's daily schedule
- c) Date of Industry Certification Prep Workshop
- d) Copy of teaching certificate
- e) Number of years teaching experience
- f) Other school responsibilities (i.e. department chair, club sponsor, athletic coach, etc.). Include any leadership positions by name and organization related to position as BCS teacher including, but not limited to, local school, Georgia FBLA, professional organizations, or civic organizations.

\*Any teacher in the Business and Computer Science program must meet certification requirements as set forth by the Georgia Professional Standards Commission for the courses they are teaching. This includes any teacher who is teaching even one course from any of the career clusters in Business and Computer Science. Technical college teachers must meet certification requirements as set forth by the Technical College System of Georgia for any course they are teaching at the high school. They will provide, at a minimum, their Curriculum Vitae and college transcript.

### **Program Recruitment Practices**

17. Document recruitment practices with community, current high school students, middle school program, school leadership, and school counselors. (1 point)

\* Documentation includes, at minimum, the following:

- a) Promotional material for Business and Computer Science Program used within school and community, which includes at minimum items listed below:
  - a. program mission statement and philosophy
  - b. pathways offered
  - c. course information
  - d. information on the local FBLA Chapter
- b) Summary of involvement, connection, resources used, outreach, and/or activities with local organizations (Rotary, Chamber of Commerce, SHRM Chapter, local leadership program, or other civic groups focused on business in local community; can also include activities completed in the local businesses to promote Business & Computer Science program (display at local Career/Business Expo, presentation at local civic group meeting, workshops for community members, etc.)
- c) Evidence of publicity in school and local newspapers, school or business websites, newscasts, or newsletters about the program

### **Standard 3: Advisory Committee and Community Involvement**

An effective and continuous program of community relations is necessary to maintain a close working relationship with business, industry, and other organizations and individuals. This relationship will foster a program that provides relevant experiences and curriculum to students. The Business and Computer Science program should have a formally organized advisory committee that is broadly representative of the business, industry and the school community it serves. Representatives for each pathway should be included on the advisory committee. The purpose of the advisory committee is to assist with the design, development, implementation, administration, and evaluation of the program.

Members should represent career focus area(s) served by pathways offered within the program. The advisory committee should be structured with **at least 51% of the membership from business and industry** representing career areas directly related to the pathways. The committee should have leadership positions appointed each year including co-chairs (one teacher and one business leader), and secretary. An agenda should be provided and minutes kept for each meeting. Format of agenda and minutes should follow the FBLA guidelines. Ongoing communication is essential to involved committee members. Monthly activities are suggested for a continuous relationship with the program (guest speaker, mock interviews, field trips, etc.).

Suggested business protocol should be followed for meetings. An agenda should be developed with input from all members. A request for items should be made to all members 2 weeks prior to meeting date. A tentative agenda and copy of the previous meeting's minutes should be provided to all members one week in advance of the meeting. Planning is needed for active participation from business and industry professionals. Meeting dates should be set well in advance for the entire school year. Members should communicate date and time preference to meet the needs of the majority of the membership. Locations of the meetings may alternate between school campus and business facility.

Programs should use care not to overload the committee with school personnel; however, counselors should be on the committee. Local administration and CTAE Director should attend committee meetings.

Potential committee activities may include:

- Provide details of the needs/expectations of business and industry from students entering the workforce to aid the teachers with classroom instruction
- Identify skills and knowledge needed by students entering workforce based on local business & industry needs
- Inform program of equipment, software, and technology needs based on industry standard
- Communicate actions needed within community that serve as opportunities where program could get involved
- Engage participation of teachers and students in projects or initiatives at place of business
- Act as a resource for current industry information and updates
- Host field trips and help arrange field trips within local community to expose students to a variety of career opportunities
- Serve as guest speakers to tell personal story and job responsibilities, expectations in the workplace, and share content area knowledge

- Recruit other speakers from community to come to classroom and work with program to allow students and teachers to network with other community leaders
- Reinforce “soft skills” importance and value with students by providing industry examples, expectations, and policies
- Visit classrooms during student presentations throughout semester
- Participate in mock interviews, public speaking and presentations, team building activities, and student projects throughout semester
- Communicate networking opportunities for teachers and students in the program

Goal for membership of members from local business community should be 1% of total school population; 2,000 students in school=20 local business & industry community members. 51% of total membership should be from local business representatives with remaining members being education representatives

Business and Industry Membership **MUST** include:

- At least one local Chamber of Commerce Member
- At least one SHRM member from local/near chapter: if no SHRM member in the local area, a human resources professional can fill this position
- At least one Business/Industry Representative from each Career Pathway offered at State Level

\* Business and Industry Membership may extend to include:

- Local news media (newspaper, television, radio)
- Parent of student in business world
- Local civic group member (Rotary, Woman’s Club, Kiwanis, etc.
- Local government representative
- Local business manager
- Business and/or industry representatives from surrounding counties
- Elected officials to Georgia House and Senate representing county
- Staffing agency
- Local CPA or accounting clerk
- Local financial advisory or financial planner
- Local financial investor
- Local bank representative
- Local insurance representative
- Local computer repair/sales representative
- Local technology company representative
- Other career areas related to pathways from businesses outside local community

Education Membership **MUST** include:

- School Guidance Counselor
- Middle School Business Teacher(s) of feeder school(s)
- All teachers in Business and Computer Science program

\* Education Membership may extend to include:



- Post-Secondary Instructor: Both Technical College and University Instructor encouraged
- FBLA President or officer enrolled in BCS program
- Local CTAE Administrator
- Local school administration
- Work-Based Learning/Youth Apprenticeship Coordinator
- Career Center Coordinator
- Local board of education member(s)

**\*An Advisory Committee chart should be created that includes the following:**

Member Name	Business	Job Title	Pathway Area
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### **Active Advisory Committee**

18. Document Advisory Committee (1 point)

\* Documentation includes at minimum agenda and minutes from previous two years and current school year meetings following FBLA format guidelines. Include member's names in attendance in minutes.

19. Document business and industry membership and involvement (1 point)

\* Documentation includes, at minimum, membership chart roster with name, business, and position, noting the officers of the committee (co-chair and secretary) **AND** includes, at minimum, active involvement from local business community members with the Business and Computer Science program through chart of names, business, and activities. Activities should be within the classroom, in the business workplace, and through FBLA. Example activities include, but are not limited to, the following:

- Guest speakers
- Field trips
- Job shadow hosts
- FBLA involvement, to include judging
- Video conferencing
- Resources provided
- Conducting workshops for teachers and/or students

### **Program Needs Assessment**

20. Document local business and industry needs assessment from representative sample of local community (1 point)

\* Documentation includes, at minimum, copy of survey, format of survey, number of surveys sent, number of responses, results, etc., that includes a minimum six major areas:

- a) Types of entry-level positions available in the community
- b) Use of employment tests for entry-level positions
- c) Types of employment tests required

- d) Technical skills critical to success of entry-level workers
- e) Software used by business
- f) Soft-skills essential to employee success

\*Survey should be sent to a minimum of 50 business and industry representatives. 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). Program needs **responses from at least 25 business and industry representatives**.

21. Document shared information with stakeholders (1 point); e-mail results to stakeholders and/or include in Advisory Committee Meeting minutes, etc.

\* Documentation includes copy of email with attachment or minutes of local advisory committee meeting.

#### **Standard 4: Employability Skills and Career Development Activities**

Every student needs exposure to a variety of careers and post-secondary options as well as employability skills when they leave high school. Multiple opportunities and formats/methods of career development activities should be made available for students to explore career options and the local business environment. Career development activities should vary for each grade level and course. Use of advisory committee for exposure and resources to local business and industry career options should be in place. Multiple activities and events are to be completed by each student to provide a range of exposure to career related educational activities.

Students should be taught how to deliver a business presentation and have the opportunity to deliver a presentation in class. All students need to learn basic employability skills. Students should be able to demonstrate employability skills required by business and industry.

#### **\*Document Activities for Each Course by Teacher**

#### **Employability Skills**

22. Document how students are taught employability skills in each course. Activities should vary in format and depth based on grade level of each student. (1 point)

\* Documentation includes at minimum a chart format for each course with topic and format of employability skills taught and at least 1 student sample with teacher feedback per activity. Examples may include:

- Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.
- Demonstrate creativity with multiple approaches to ask challenging questions resulting in innovative procedures, methods, and products.
- Exhibit critical thinking and problem solving skills to locate, analyze, and apply information in career planning and employment situations.
- Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

- Apply the appropriate skill sets to be productive in a changing, technological, and diverse workplace to be able to work independently, interpret data, and apply team work skills.
- Present a professional image through appearance, behavior, and language.

### **Career Development Skills**

23. Document multiple career development activities for each course by each teacher. Activities should vary in format and depth based on grade level of each student. Include a copy of the assignment and at least 1 student sample with teacher feedback. (1 point)

\* Documentation may include the following:

- Student job shadow experience which includes a list of the students, grade level, name of company where job shadowing was completed, and the types of career(s) shadowed. Also include student's reflection on the job shadowing experience.
- Career research projects
- Career focused field trips, including documentation of student's reflection of the experience
- Mock interviews
- Career Portfolio: Job Application, Cover Letter, Résumé, Follow-Up Letter

\* Documentation may include professional organization involvement: 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 local or state government, Chamber of Commerce, SHRM, Georgia Society of Certified Public Accountants, etc.

### **Presentation Skills**

24. Document how students are taught Presentation Skills (1 point)

\* Documentation includes at minimum activity/material/resources used to teach students

25. Document how students apply presentation skills through class presentations (1 point)

\* Documentation includes at minimum a chart format for each course with topic of presentations, number of students presenting, and the type of visual aid used. Include pictures in the documentation.

### **Standard 5: Program Facilities**

To assure successful learning, the physical facilities for each program should meet the requirements that will prepare students for successful transition into business and industry environment. The first impression of the classroom should be inviting and be a showcase of the program. The program is supported by local and county administration to ensure equipment is up-to-date, replaced according to the replacement plan, and

provides for emerging occupational opportunities. Facilities should be conducive to a variety of learning methods. An adequate budget for consumable supplies should be in place as well as documentation of grant funds spent on the Business and Computer Science program.

### **Classroom Appearance**

26. Document a neat, organized and clean classroom with environment that encourages and promotes learning (1 point)

\* Documentation includes at minimum evidence of outstanding student work and evidence of FBLA chapter activities in and out of classroom. Pictures prove adequate space provided and room arrangement that provides an environment conducive to learning and working for individuals and teams and for project-based instruction.

### **Equipment for Each Business & Computer Science Classroom**

27. Document equipment in each Business & Computer Science Classroom (1 point)

\* Documentation includes, at minimum, individual classroom inventory, the minimum equipment including:

- LCD projector (ceiling-mounted preferred)
- Student networked computer with all standard peripherals and internet connection
- Teacher networked computer with all standard peripherals and internet connection
- Digital Camera
- Digital Video Camera (may be digital camera with video option)
- Scanner w/OCR capabilities
- Networked Laser Printer
- Projection Screen, preferable interactive white board
- Television with DVD player OR a connection to show DVDs through projection system with sound system
- Camera for video conferencing
- Headphones for Webinar participation
- Additional equipment may be needed to teach knowledge and skills required in course standards based on project-based learning

#### **\* Suggested additional equipment for each classroom**

- Networked color laser printer
- Classroom sound system for presentations, DVDs, etc.
- Classroom management software
- Network storage space for student work
- Shredder
- Paper Cutter
- Comb/Wire Binder
- Other technology/digital devices to teach knowledge and skills required in course standards based on needs in business and industry

\* Use of equipment should be evident through projects and activities in the program

## Replacement Plan for Equipment

28. Document classroom technology is up-to-date (1 point)

Computer Type	Hard Drive	RAM	Operating System	Hard Drive Capacity	Software Type/Version
---------------	------------	-----	------------------	---------------------	-----------------------

Printers	Make	Model
----------	------	-------

\* Documentation includes, at minimum, equipment specifications in each classroom and software type/version used in each course.

29. Document replacement plan (1 point)

\* Documentation includes at minimum the equipment replacement plan showing the replacement schedule for each Business and Computer Science classroom

## Program Budget

30. Document annual budget for Business & Computer Science Program (1 point). Please use an appropriate budget model showing money received, items purchased, etc.

\* Documentation includes at minimum the annual departmental budget and a list of consumable supplies purchased

31. Document Industry Certification Grant Funds, if received (1 point)

{Programs that do not receive grant funds are OMITTED from this standard.}

\* Documentation includes at minimum a budget and details of grant fund expenditures documenting total amount of money received and specific items purchased for program using grant funds. All guidelines for grant funds must be followed when spending grant money. All grant funds should be accounted for at on-site visit. Schools are encouraged to spend funds early in the year to make the most use of the grant funds on the program throughout the year receiving certification.

### Sample Budget:

Description	Total	Balance
Beginning Balance		\$3,500.00
Supplies	\$644.50	2,855.50
iPads	998.00	1,857.50
Printer Cartridges	676.00	1,181.50
Dreamweaver Software Update	1,033.00	148.50
External Hard Drive	148.50	0
Total Expenses	3,500.00	-
Difference		0

## Standard 6: 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 (FBLA). Students should have access to an active chapter that conducts a variety of activities and participates in activities at the region and state levels. Each local chapter should have a primary adviser, but all teachers in the Business and Computer Science program are expected to participate in FBLA activities. FBLA is a co-curricular part of the BCS program. Every class should have FBLA activities continuously included.

### Chapter Program of Work

32. Document local chapter Program of Work (1 point)

\* Documentation includes at minimum Chapter of the Year format including timeline of monthly activities as well as adviser and teachers involved. Suggestion: document through pictures throughout year

### Region, State, and National Participation

33. Document chapter participation (advisers and students) in region, state, and national events (1 point)

\* Documentation includes at minimum a chart of number participating in each event:

- Fall Motivational Rally
  - Fall Leadership Conference
  - Region Leadership Conference
  - State Leadership Conference
- } Must Attend
- Fall National Leadership Conference and National Leadership Conference, if applicable
  - Copy of each registration email from FBLA State Executive Director Monty Rhodes or copy of submitted registration form.

34. Document competitive event participation (1 point)

\* Documentation includes at minimum competitive event participation at region, state, and national level through chart of name, level, and competitive event and/or a copy of each registration email from Monty Rhodes.

### Chapter of the Year

35. Document Chapter of the Year for at least Bronze level (Bronze - 1 point, Silver—2 points, Gold—3 points) **Note: Must submit the Automatic Points form**

**\*To recognize the hard work of those FBLA chapters who achieved Gold Chapter of the Year, the words “With Distinction” will be added to the Industry Certification plaque.**

\* Documentation includes each of the following:

- Copy of 2-page entry form submitted to Monty Rhodes showing Chapter of the Year status
- Copy of the automatic points earned, certificate or plaque received at State Conference showing Chapter of the Year status earned
- Chapter of the Year Book returned from Georgia FBLA confirming all Chapter of the Year annual activities and events

## **Officer Presentation**

36. Document FBLA events, activities, and involvement through FBLA Officer Team Presentation at on-site visit (1 point)

- Students presenting the project (3 -5 students) should demonstrate effective presentation skills and should have practiced presentation PRIOR to delivery to on-site team.
- Students giving the presentation should have been actively involved in chapter.
- Students presenting are encouraged to be FBLA Officers.
- Students should develop the presentation given to on-site team with guidance and supervision from BCS teachers. Practice of the presentation is encouraged prior to on-site visit presentation.
- A multimedia program and effective presentation skills should be used by the students when giving the presentations.
- Students should follow FBLA Professional Dress Code when presenting at the on-site visit.

# October 1—Checklist

## Standard 1: Curriculum and Instruction

1. Create a professional appearing Industry Certification web site for program—live URL should be provided which serves as Evidence of Standards on School Industry Certification Web Site	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Document course syllabi for all courses for 1 <sup>st</sup> semester for all teachers	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Document course pacing guide for all courses for 1 <sup>st</sup> semester for all teachers	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Document <u>at least 2</u> FBLA student activities per course for all students by each teacher	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. Document proposed long-term project for each pathway	<input type="checkbox"/> Yes <input type="checkbox"/> No

## Standard 2: School, Program, and Teachers

6. Document each teacher current membership in ACTE/GACTE	<input type="checkbox"/> Yes <input type="checkbox"/> No
7. Document each teacher current membership in GBEA	<input type="checkbox"/> Yes <input type="checkbox"/> No
8. Document each teacher current membership in NBEA/SBEA	<input type="checkbox"/> Yes <input type="checkbox"/> No
9. Document each teacher professional development hours and participation to date	<input type="checkbox"/> Yes <input type="checkbox"/> No
10. Document each teacher daily schedule and additional responsibilities	<input type="checkbox"/> Yes <input type="checkbox"/> No
11. Document school demographics.	<input type="checkbox"/> Yes <input type="checkbox"/> No

## Standard 3: Advisory Committee and Community Involvement

12. Document advisory committee membership to date	<input type="checkbox"/> Yes <input type="checkbox"/> No
13. Document advisory committee activities to date	<input type="checkbox"/> Yes <input type="checkbox"/> No
14. Document survey of local business and industry needs.	<input type="checkbox"/> Yes <input type="checkbox"/> No

## Standard 4: Employability Skills and Career Development Activities

15. Document at least 1 employability skills activity for each course by each teacher to date	<input type="checkbox"/> Yes <input type="checkbox"/> No
16. Document at least 1 career development activity for each course by each teacher to date	<input type="checkbox"/> Yes <input type="checkbox"/> No

## Standard 5: Program Facilities

17. Document yearly budget available for program—local and grant funds, if applicable	<input type="checkbox"/> Yes <input type="checkbox"/> No
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## Standard 6: Future Business Leaders of America

18. Document FBLA activities, events, and involvement to date based on chapter of the year requirements which may include recruitment practices, member meetings, member activities, and service projects	<input type="checkbox"/> Yes <input type="checkbox"/> No
19. Document annual Program of Work	<input type="checkbox"/> Yes <input type="checkbox"/> No



# November 1—Checklist

## Standard 1: Curriculum and Instruction

1. Update professional appearing Industry Certification web site for program—live URL should be provided--evidence of Standards on School Industry Certification Web Site	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Document at least 1 short-term project for each course taught	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Document at least 2 additional FBLA activities in the classroom for all students by all teachers to date	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Update progress on long-term project for each pathway	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. Document at least 1 student from each class has earned at least 1 Microsoft Office Specialist (MOS) certification this semester. For those on 4x4 block, document at least 2 students from each class have earned at least 1 MOS certification.	<input type="checkbox"/> Yes <input type="checkbox"/> No

## Standard 2: School, Program, and Teachers

6. Document recruitment practices to date for Business & Computer Science program for community, high school students, high school teachers, middle school students, high school registrar/counselors/administrator	<input type="checkbox"/> Yes <input type="checkbox"/> No
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## Standard 3: Advisory Committee and Community Involvement

7. Document advisory committee activities to date	<input type="checkbox"/> Yes <input type="checkbox"/> No
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## Standard 4: Employability Skills and Career Development Activities

8. Document at least 1 additional employability development activity for each course by each teacher to date	<input type="checkbox"/> Yes <input type="checkbox"/> No
9. Document at least 1 additional career skills activity for each course by each teacher to date	<input type="checkbox"/> Yes <input type="checkbox"/> No
10. Document how presentation skills are taught for each course by each teacher to date	<input type="checkbox"/> Yes <input type="checkbox"/> No

## Standard 5: Program Facilities

11. Update yearly budget available for program—local and grant funds, if applicable	<input type="checkbox"/> Yes <input type="checkbox"/> No
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## Standard 6: Future Business Leaders of America

12. Document evidence of participation in Fall Motivational Rally	<input type="checkbox"/> Yes <input type="checkbox"/> No
13. Document FBLA activities, events, and involvement to date based on chapter of the year requirements which may include recruitment practices, member meetings, member activities, and service projects	<input type="checkbox"/> Yes <input type="checkbox"/> No

# December 1—Checklist

## Standard 1: Curriculum and Instruction

1. Update professional appearing Industry Certification web site for program	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Document 1 additional short-term project for each course taught	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Document 1 additional FBLA activity in the classroom for all students by all teachers to date	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Update progress on long-term project for each pathway	<input type="checkbox"/> Yes <input type="checkbox"/> No

## Standard 2: School, Program, and Teachers

5. Update each teacher professional development hours and participation to date	<input type="checkbox"/> Yes <input type="checkbox"/> No
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## Standard 3: Advisory Committee and Community Involvement

6. Document shared survey information with stakeholders.	<input type="checkbox"/> Yes <input type="checkbox"/> No
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## Standard 4: Employability Skills and Career Development Activities

7. Document at least 1 additional employability development activity for each course by each teacher to date	<input type="checkbox"/> Yes <input type="checkbox"/> No
8. Document at least 1 additional career skills activity for each course by each teacher to date	<input type="checkbox"/> Yes <input type="checkbox"/> No

## Standard 5: Program Facilities

9. Document equipment for each classroom through inventory	<input type="checkbox"/> Yes <input type="checkbox"/> No
10. Document equipment is up-to-date through computer specs	<input type="checkbox"/> Yes <input type="checkbox"/> No
11. Document equipment replacement plan for each classroom	<input type="checkbox"/> Yes <input type="checkbox"/> No

## Standard 6: Future Business Leaders of America

12. Document evidence of participation in Fall Leadership conference	<input type="checkbox"/> Yes <input type="checkbox"/> No
13. Document FBLA activities, events, and involvement to date based on chapter of the year requirements which may include recruitment practices, member meetings, member activities, and service projects	<input type="checkbox"/> Yes <input type="checkbox"/> No

## February 1—Checklist

### Standard 1: Curriculum and Instruction

1. Update professional appearing Industry Certification web site for program	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Document course syllabi for all courses for 2 <sup>nd</sup> semester	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Document course pacing guide all courses for 2 <sup>nd</sup> semester	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Document 2 additional FBLA activities in the classroom for all students by all teachers to date	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. Update progress on long-term project for each pathway	<input type="checkbox"/> Yes <input type="checkbox"/> No

### Standard 2: School, Program, and Teachers

6. Document previous and current year program offerings, enrollment numbers, and pathway completers.	<input type="checkbox"/> Yes <input type="checkbox"/> No
7. Provide documentation of Business & Computer Science recruitment activities with students, parents, and counseling department for upcoming school year registration	<input type="checkbox"/> Yes <input type="checkbox"/> No

### Standard 4: Employability Skills and Career Development Activities

8. Document at least 1 additional employability development activity for each course by each teacher to date	<input type="checkbox"/> Yes <input type="checkbox"/> No
9. Document at least 1 additional career skills activity for each course by each teacher to date	<input type="checkbox"/> Yes <input type="checkbox"/> No
10. Document how students apply presentation skills (1 per teacher)	<input type="checkbox"/> Yes <input type="checkbox"/> No

### Standard 5: Program Facilities

11. Document classroom appearance (picture of entire room)	<input type="checkbox"/> Yes <input type="checkbox"/> No
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### Standard 6: Future Business Leaders of America

12. Document evidence of competitive events participation at Region Leadership Conference	<input type="checkbox"/> Yes <input type="checkbox"/> No
13. Document FBLA activities, events, and involvement to date based on chapter of the year requirements which may include recruitment practices, member meetings, member activities, and service projects	<input type="checkbox"/> Yes <input type="checkbox"/> No

## March 1—Checklist

### Standard 1: Curriculum and Instruction

- |   |  |
|---|--|
| 1. Update professional appearing Industry Certification web site for program  | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 2. Update progress on long-term project for each pathway  | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 3. Update documentation for second semester students for MOS certifications (at least 2 students from each class for each teacher has earned at least 1 MOS certification). | <input type="checkbox"/> Yes <input type="checkbox"/> No |

### Standard 2: School, Program, and Teachers

- |   |  |
|---|--|
| 4. Update school demographics   | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 5. Update each teacher's professional development hours and participation to date | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 6. Verify each teacher's membership in ACTE/GACTE, GBEA, NBEA/SBEA is current     | <input type="checkbox"/> Yes <input type="checkbox"/> No |

### Standard 3: Advisory Committee and Community Involvement

- |   |  |
|---|--|
| 7. Document advisory committee membership to date   | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 8. Document advisory committee activities to date   | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 9. Document active advisory committee through meeting minutes and agenda for previous and current school year | <input type="checkbox"/> Yes <input type="checkbox"/> No |

### Standard 4: Employability Skills and Career Development Activities

- |   |  |
|---|--|
| 10. Document at least 1 additional employability development activity for each course by each teacher to date | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 11. Document at least 1 additional career skill activity for each course by each teacher to date              | <input type="checkbox"/> Yes <input type="checkbox"/> No |

### Standard 5: Program Facilities

- |   |  |
|---|--|
| 12. Update yearly budget available for program—local and grant funds, if applicable | <input type="checkbox"/> Yes <input type="checkbox"/> No |
|---|--|

### Standard 6: Future Business Leaders of America

- |   |  |
|---|--|
| 13. Document evidence of participation in State Leadership Conference | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 14. Document Chapter of the Year submission form                      | <input type="checkbox"/> Yes <input type="checkbox"/> No |

## On Site Visit Checklist

**All standards should be met by the on-site visit.**

### **Standard 1: Curriculum and Instruction**

- |   |  |
|---|--|
| 1. Student team professional presentation for each pathway of long-term project | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 2. Completed project requirements for each course taught                        | <input type="checkbox"/> Yes <input type="checkbox"/> No |

### **Standard 2: School, Program, and Teachers**

- |  |  |
|--|--|
| 3. Teacher presentation describing school demographics and highlights about Program in which all teachers participate, dressed in professional dress, and documents provided reveals program data for recruitment and promotion. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 4. Document number of industry recognized credentials earned by pathway completers including name of credential along with number of students attempting/earning credential (include in teacher presentation)                    | <input type="checkbox"/> Yes <input type="checkbox"/> No |

### **Standard 3: Advisory Committee and Community Involvement**

- |  |  |
|--|--|
| 5. Advisory committee members, local and county administrators, and Business and Computer Science teachers participate in interview session with visiting team | <input type="checkbox"/> Yes <input type="checkbox"/> No |
|--|--|

### **Standard 5: Program Facilities**

- |   |  |
|---|--|
| 6. Update yearly budget available for program—local and grant funds, if applicable<br>All grant funds should be spent on the program by the on-site visit date.<br>(Should be presented in teacher professional presentation) | <input type="checkbox"/> Yes <input type="checkbox"/> No |
|---|--|

### **Standard 6: Future Business Leaders of America**

- |  |  |
|--|--|
| 7. Present professional presentation as a Year in Review of FBLA by Officer Team | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 8. Document FBLA Chapter of the Year Status                                      | <input type="checkbox"/> Yes <input type="checkbox"/> No |

**School Name:**

**Visit Date:**

## 2017-2018 Industry Certification Scoring Rubric

This scoring rubric will be completed by SHRM volunteers for the program undergoing certification. The SHRM consultant will serve as a guide and advisor at each check point about status for meeting standard. Most standards will be met prior to onsite visit, but ALL standards must be met at the on-site visit.

If evidence of the standard is present, program earns 1 point for meeting standard. FBLA Chapter of the Year status allows a program to earn additional points. Sufficient evidence must be present, easily understood, and displayed on program web site or at on-site visit to receive point. Every standard must be met for program to meet certification.

<b>Standard 1: Curriculum and Instruction</b>	<b>Point(s) Earned</b>
1. Document syllabus for each course taught in the Business & Computer Science program (1 point)	
2. Document a timeline (pacing guide) of each course (1 point)	
3. Document 2 short-term projects for each course taught in the Business & Computer Science program through project-based instruction (1 point)	
4. Document FBLA as a co-curricular (1 point)	
5. Document the use of a long-term team application project in each pathway (1 point)	
6. Required student team professional presentation(s) at the on-site visit (1 point)	
7. Document 2 Microsoft Office Specialist (MOS) certification for each class, each teacher, each semester (1 point)	
<b>Standard 2: School, Program, and Teachers</b>	
8. Document school demographics (1 point)	
9. Document teacher presentation of the BCS program at the on-site visit (1 point)	
10. Document each teacher's current school year membership in Association of Career and Technical Education (ACTE) and Georgia Association of Career and Technical Education (1 point)	
11. Document each teacher's current school year membership in Georgia Business Education Association (GBEA) (1 point)	
12. Document each teacher's current school year membership in National Business Education Association (NBEA) which includes Southern Business Education Association (SBEA) (1 point)	
13. Document each teacher's annual 20 hour professional development directly related to Business and Computer Science GPS (1 point)	
14. Document course offerings, enrollment numbers, and pathway completers (1 point)	
15. Document number of industry recognized credentials earned by pathway completers (1 point)	
16. Document teacher daily schedule and additional responsibilities beyond a classroom teacher (1 point)	

17. Document Recruitment Practices for the BCS program (1 point)	
<b>Standard 3: Advisory Committee and Community Involvement</b>	
18. Document Active Advisory Committee (1 point)	
19. Document Communication with Advisory Committee Members (1 point)	
20. Document business and industry membership (1 point)	
21. Document member activities (1 point)	
22. Document education membership (1 point)	
23. Document community involvement (1 point)	
24. Document active advisory committee through meeting minutes and agenda for previous and current school year (1 point)	
25. Document Local Business and Industry Needs Assessment from representative sample of local community(1 point)	
26. Document shared information with stakeholders (1 point)	
<b>Standard 4: Employability Skills &amp; Career Development Activities</b>	
27. Document multiple employability skills activities for each course by each teacher. Activities should vary in format and depth based on grade level of each student. (1 point)	
28. Document multiple career development activities for each course by each teacher. Activities should vary in format and depth based on grade level of each student. (1 point)	
29. Document how students are taught presentation skills by the teacher (1 point)	
30. Document how students apply presentation skills through class presentations (1 point)	
<b>Standard 5: Program Facilities</b>	
31. Document a neat, organized, and clean classroom with environment that encourages and promotes learning (1 point)	
32. Document equipment in each Business & Computer Science Classroom (1 point)	
33. Document program equipment or access to other equipment (1 point)	
34. Document classroom technology is up-to-date (1 point)	
35. Document replacement plan (1 point)	
36. Document annual budget for Business & Computer Science Program (1 point)	
37. Document Industry Certification Grant Funds, if received (1 point)	
<b>Standard 6: Future Business Leaders of America</b>	
38. Document local chapter Program of Work (1 point)	
39. Document chapter participation (advisers and students) at the Fall Motivational Rally (1 point)	
40. Document chapter participation (advisers and students) at the Fall Leadership Conference (1 point)	
41. Document chapter participation (advisers and students) at the Region Leadership Conference (1 point)	

42. Document chapter participation (advisers and students) at the State Leadership Conference (1 point)	
43. Document competitive event participation (1 point)	
*44. Document Chapter of the Year for at least BRONZE level (Bronze – 1 point, Silver – 2 points; Gold – 3 points) —————→	
45. Document FBLA events, activities, and involvement through FBLA Officer Team Presentation at the on-site visit (1 point)	
<b>TOTAL POINTS EARNED</b> —————→	
_____ Program Met Certification      _____ Program Did Not Meet Certification	
<b>Program Commendations:</b>	
<b>Program Recommendations:</b>	
<b>SHRM Volunteer Name (Print)</b>	
<b>SHRM Volunteer Name (Print)</b>	
<b>SHRM Volunteer Name (Print)</b>	
<b>SHRM Volunteer Name (Print)</b>	
<b>DOE Representative Name, if applicable</b>	

<b>School Name</b>	
<b>Business &amp; Computer Science Teacher Name</b>	
<b>Business &amp; Computer Science Teacher Name</b>	
<b>Business &amp; Computer Science Teacher Name</b>	
<b>Business &amp; Computer Science Teacher Name</b>	
<b>Business &amp; Computer Science Teacher Name</b>	
<b>CTAE Director Name</b>	
<b>CTAE Assistant Principal</b>	
<b>School Principal Name</b>	

A copy of this RUBRIC will be emailed to all listed above and filed for documentation for certification status.



## **On-Site Visit Guidelines & Suggestions**

1. Send official invitation to on-site visit at least three weeks prior to meeting date. It is suggested that you send a SAVE THE DATE invitation in the fall once your date and time have been confirmed by SHRM. Please provide physical address of school on the invitation for all guests traveling to your school.
2. Have drinks and light snacks available for guests.
3. Have nametags for all guests and speakers.
4. A formal agenda should be provided along with a sign-in sheet. You will want to send thank you notes to all those attending the on-site visit.
5. Teachers should make plans to remain for the entire on-site visit, including the advisory committee interview (which is whole-group), student presentations (each long-term project and FBLA officers), and the final report from SHRM team.
6. Ideal location of on-site visit is to have the meeting of the guests in one of the business and computer science classrooms.
7. Dress for teachers and students should follow Professional Business Dress Code for the on-site visit. No FBLA tie or scarf is required for the FBLA presentation.

### **Agenda Suggestions:**

On-site visit should be environment of CELEBRATION of the OUTSTANDING program!

1. Welcome and Teacher Presentation (10-15 minutes)
2. Advisory Committee Interview (up to 30 minutes)
3. Student Presentations—(each long-term project and FBLA officers should be presented 8-10 minutes each)
4. Tour of Business and Computer Science program area (up to 10 minutes)
5. SHRM compile data and results—90% of the work will be completed PRIOR to the on-site visit (up to 15 minutes)
6. SHRM Report with teachers, local and county administrators, and advisory committee members available to stay (up to 15 minutes).

School Name:	
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## Industry Certification: Wish & Need List for Grant Funds

Using the grant funds (if received), how will you use it for program improvement? Brainstorm with the teachers at your school a WISH and NEEDS list for your GRANT funds!

Take this list back to your school, talk with your CTAE administrator, and make some decisions about when and how to spend. All grant funds should be spent and documented by on-site visit day!

[illegible]

School Name: \_\_\_\_\_

## **FBLA PLANNING CHART**

The program must meet CHAPTER OF THE YEAR each year while certified! To be successful, FBLA requires LOTS of planning from the beginning of the school year! Use this chart along with the Chapter of the Year guidelines to plan for a successful year!

<b>July</b>	<b>August</b>	<b>September</b>
<b>October</b>	<b>November</b>	<b>December</b>
<b>January</b>	<b>February</b>	<b>March</b>

## **Pathways by Career Cluster**

### Business Management & Administration Career Cluster

Business & Technology  
Entrepreneurship  
Health Information Technology  
Human Resources Management

### Finance Career Cluster

Advanced Accounting  
Business Accounting  
Financial Services

### Information Technology Career Cluster

Cybersecurity  
Information Support and Services  
Networking  
Web and Digital Design  
Computer Science  
Game Design  
Internet of Things  
Programming  
Web Development

**This page left blank intentionally.**

School Name:	
<b>Industry Certification School Contact Form</b> Please complete the information below for each school. WRITE NEATLY please.	
School Name:	
School Phone	
School Principal Name	
School Principal Email	
CTAE Director Name	
CTAE Director Email	
Business & Computer Science Teacher—IC School Chair Name	
Business & Computer Science Teacher —IC School Chair Email	
Business & Computer Science Teacher Name	
Business & Computer Science Teacher Email	
Business & Computer Science Teacher Name	
Business & Computer Science Teacher Email	
Please list your first date preference for on-site visit.	All dates must be after FBLA SLC and before May 1
Please list your second date preference for on-site visit.	All dates must be after FBLA SLC and before May 1
Please list your third date preference for on-site visit.	All dates must be after FBLA SLC and before May 1

\*Please Note: **Anyone** who teaches **any** course in the Business Management and Administration, Finance, or Information Technology career clusters, is considered a Business & Computer Science teacher for purposes of Industry Certification and **MUST** meet all requirements as outlined in this document in order for this program to achieve Industry Certification recognition.