

# **CHALLENGE STANDARDS**



## **Career Preparation- Business Education**

CALIFORNIA DEPARTMENT OF EDUCATION - SACRAMENTO, 2000



## **Publishing Information**

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# Acknowledgements

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## **Introduction**

As businesses in America evolve to compete successfully in the global marketplace, a growing need exists for employees with business expertise and the ability to analyze and respond to emerging trends. The corporate worker encounters a workplace in which decisions are made by teams, nearly every desk is equipped with a computer, the use of the postal service is giving way to e-mail, and decisions made in other countries immediately impact domestic corporations. “Down-sizing” has been replaced by “right-sizing,” with millions of traditional jobs disappearing permanently.

In a high-tech world, in which technology and science are constantly altering the parameters of experience and knowledge, it is critical for students to understand those changes and be able to adapt to them. Students who graduate today will enter a job market that is vastly different from the job market a decade ago, and they must be equipped with new skills, attitudes and knowledge in order to thrive in the global marketplace.

The basic components of the Challenge Business Education Standards—communication, critical thinking, technology, leadership, and creative problem solving—provide the foundation for success in an information-based and service-based global economy. These standards have been developed in response to school reform efforts, shifting demographics, and a changing workplace. They are designed to prepare students to think, make decisions, interact effectively with co-workers, use creativity to solve problems, and communicate using all forms of emerging technology. The standards have been validated by business and industry; they are broad-based and encourage continuing academic and technical education beyond high school.

The vision for business education in California includes programs that are composed of carefully articulated instructional sequences for kindergarten through grade twelve and postsecondary education.

Students in the elementary grades are introduced to business concepts and career awareness at the same time that they are developing the fundamentals of reading, spelling, mathematics, and grammar. Middle school programs promote students’ exploratory experiences, reinforce basic skills, enhance the understanding of business concepts, and provide a basis for the development of business and technological skills. Students who develop an awareness of business in the elementary grades and explore business in middle school can enter high school prepared for the Business Core, which provides students with a foundation for pursuing a business career path option.

Success for all students is the focus of the rigorous, standards-based business education sequence of learning. Varied delivery systems, including interdisciplinary instructions and applied academics, accommodate diverse learning styles and bring relevance to the classroom, facilitating the transition of students to the world-class workplace and advanced education.

## **Business Education Career Path Sequences**

The Business Education Career Path sequence of learning includes the following components:

Business Core. Students who have developed an awareness of business and explored business concepts and careers are prepared for the Business Core. The core features broad-based standards that address the knowledge and skills that provide a foundation for the pursuit of a Business Education Career Path Cluster.

Business Education Career Path Cluster. The Business Education Career Path features four clusters: Accounting and Finance, Business Management, Computer Science and Technology, and Marketing. The career path clusters were selected as a result of extensive research of labor market trends. Students may choose a specific career path cluster that is directly related to their career interests or develop a foundation for postsecondary education by pursuing instruction in two or more clusters.

Career Path Specializations. Within each of the career path clusters, students may further refine their career choices by pursuing areas of specialization. These career path specializations were developed with extensive advice from business and industry and are based on the careful review and projection of job market trends. Several specializations were identified at the state and national levels as growth industries with great potential for students selecting those specializations.

Entrepreneurship. At a very early age, many students begin to think about owning and operating their own business to earn money. Elementary students “play store” and set up lemonade stands. Middle and secondary school students, largely through the Business Core, are afforded opportunities to explore the desirability and feasibility of entrepreneurship as a career option, and to learn about the importance of entrepreneurship to the economy. Entrepreneurship competencies and concepts that focus on business planning and management can be presented in a separate course or integrated into other courses. Students interested in entrepreneurship may be strongly encouraged to complete a career path cluster and a specialization to ensure that they possess the occupational skills necessary for entrepreneurial ventures.

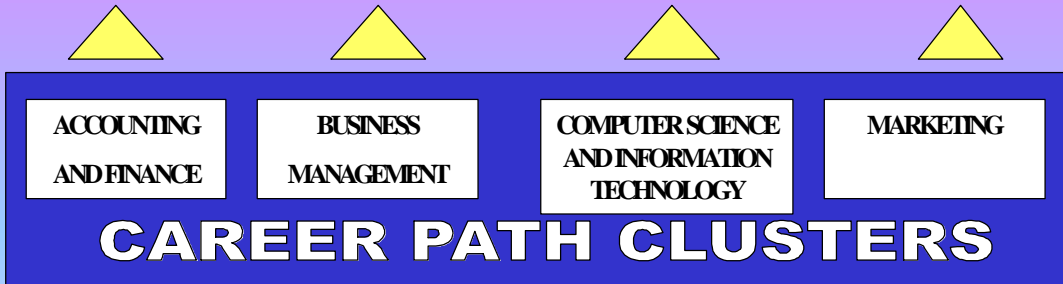
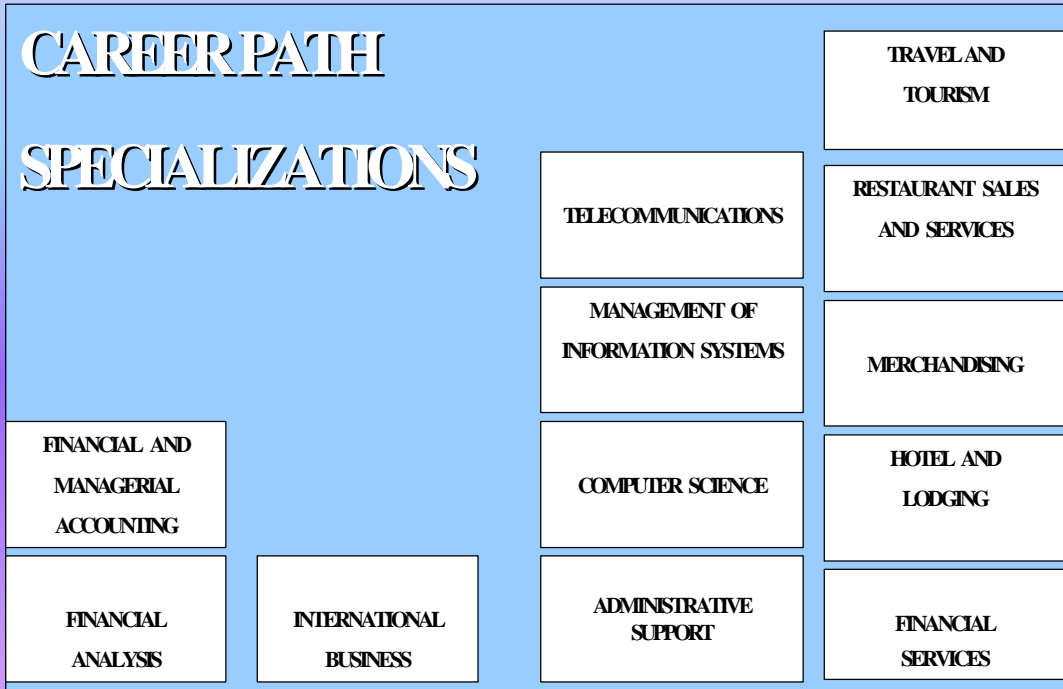
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ENTREPRENEURSHIP

ENTREPRENEURSHIP

## CAREER PATH

## SPECIALIZATIONS



## Organization of Business Education Standards

The Business Education Standards contained in this document are organized into the categories indicated in the model on the previous page. The career path clusters are presented in alphabetic order, as are the specializations within each cluster, the standards within each category (core, cluster, and specialization), and the benchmarks for each standard.

*Numeric and Alphabetic Designations.* The *groups* of standards have been assigned numbers as follows to facilitate referencing:

- 1.0 Business Core
- 2.0 Accounting and Finance
- 3.0 Business Management
- 4.0 Computer Science and Information Technology
- 5.0 Marketing
- 6.0 Entrepreneurship

Within these groups, each *standard* is assigned a corresponding number as well as an alphabetic designation that indicates the type or level of the standard. The alphabetic designations are:

- Business Core Standards—(C)
- Career Path Cluster Standards—(CL)
- Career Path Specialization Standards—(S)
- Entrepreneurship Standard—(E)

The standards contained in this document and the corresponding numbers and alphabetic designations are listed as follows:

- 1.0 Business Core
  - 1.1 Business Communications (C)
  - 1.2 Business Environment (C)
  - 1.3 Career Preparation, Job Acquisition and Retention (C)
  - 1.4 Economics and Financial Concepts (C)
  - 1.5 Employability Skills (C)
  - 1.6 Information Technologies (C)
  - 1.7 Leadership Development (C)
- 2.0 Accounting and Finance
  - 2.1 Accounting Procedures and Financial Analysis (CL)
  - 2.2 Financial Analysis (S)
  - 2.3 Financial and Managerial Accounting (S)

- 3.0 Business Management
  - 3.1 Economics (CL)
  - 3.2 Legal Environment (CL)
  - 3.3 Management Principles (CL)
  - 3.4 International Business (S)
  
- 4.0 Computer Science and Information Technology
  - 4.1 Computer Science and Information Technology (CL)
  - 4.2 Administrative Support (S)
  - 4.3 Computer Science (S)
  - 4.4 Management of Information Systems (S)
  - 4.5 Telecommunications (S)
  
- 5.0 Marketing
  - 5.1 Communication and Interpersonal Skills (CL)
  - 5.2 Global Marketing (CL)
  - 5.3 Marketing Strategies (CL)
  - 5.4 Product/Service Management (CL)
  - 5.5 Promotion (CL)
  - 5.6 Selling Concepts (CL)
  - 5.7 Financial Services (S)
  - 5.8 Hotel and Lodging (S)
  - 5.9 Merchandising (S)
  - 5.10 Restaurant Sales and Services (S)
  - 5.11 Travel and Tourism (S)
  
- 6.0 Entrepreneurship
  - 6.1 Entrepreneurship (E)

*Format of Standards.* Each standard includes the following components:

*Number:* The number preceding the title identifies the category to which the standard belongs.

*Title:* The standard title indicated in **bold** type identifies the concept addressed by the standard.

*Alphabetic Designation:* The letter in parentheses immediately following the title indicates the type or level of the standard.

*Statement of Standard:* Each standard addresses broadly what a student should know.

*Benchmarks:* Statements listed below each standard, and numbered accordingly describe what students should be able to do to meet the standard.

## **Using Business Education Standards**

The Business Education Standards are business-validated, industry-validated, and broad-based to provide flexibility in curriculum and program development. Standards and benchmarks may be added, moved within and across career path clusters, and integrated with other disciplines. Courses and programs may be organized to include standards and benchmarks from any combination of the clusters and/or areas of specialization. Because these career path clusters and the standards within the clusters are common to secondary and postsecondary Business Education programs, they facilitate articulation among educational institutions.

These standards are intended to provide direction for state-level, district-level, and site-based educators as well as for parents and all other members of the education community—and most importantly, the student. They specify what students need to know to succeed in the workplace and in advanced education; they also provide the basis for assessing student achievement. The standards are being used in the development of statewide exams for selected Business Education programs through Assessments in Career Education (ACE).

A critical component of assessing student achievement is the utilization of results for improved instruction. Standards that provide the basis for measuring student achievement also serve to identify any needs for further professional development. Professional development is key to standards-based education. Educators learn from one another when they work collaboratively to examine student work and search for ways to help students reach higher achievement levels.

Technical assistance and resources for implementing standards-based Business Education programs are available through the High School Initiatives and Career Technical Education Office, Standards and High School Development Division, California Department of Education.