

Course of Study: Business Management and Administration

CONCEPTUAL FRAMEWORK



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The conceptual framework is a graphic representation of the Business Management and Administration Cluster. The outer circle of the gear encompasses each of the three pathways in the cluster, Administrative Services, Business Information Technology, and Management.

Just inside the outer circle, the green ring of the gear introduces middle school students to a career exploration level and guides them toward high school career preparation in the Business Management and Administration pathways.

The teal innermost ring represents four business management and administration concepts, Innovate, Collaborate, Strategize, and Lead. Business Management and Administration is directing the operations of an organization. It includes all aspects of overseeing and supervising business operations. From the point of view of management and leadership, Business Management and Administration also covers a broad range of areas in business.

“Business Management and Administration” is at the center of the graphic because it is at the center of every successful business. The bar graph represents the importance of using data to make wise business decisions and the necessity for communicating information in concise and understandable ways. Because professionals in every field need innovation, collaboration, strategies, and leadership, Business Management and Administration is an integral part of Career and Technical Education.

POSITION STATEMENTS

BUSINESS MANAGEMENT AND ADMINISTRATION

The Business Management and Administration program of Career and Technical Education focuses on preparing students for employment in careers that relate to planning, managing, organizing, directing, and evaluating business functions essential to efficient and productive business operations. Certain fundamental understandings which support the Business Management and Administration program must be embraced by schools and school districts in order to provide students with the best possible experiences in the classroom and in the field. These position statements summarize the requirements for an effective Business Management and Administration program.

Classroom and Laboratory Environment

The effective Business Management and Administration classroom should be a safe environment which is fully equipped with current and emerging technologies, supplies, and materials needed for instruction, where students can increase their skills. As in other pathways in Career and Technical Education, Business Management and Administration instruction cannot be confined within the four walls of a traditional classroom. Students and teachers should have access to laboratory environments on campus and in the community where students can experience practical, real-world circumstances in the Business Management and Administration field.

Technology, Equipment, and Facilities

Classroom technology must be readily available, efficiently maintained, and routinely upgraded according to a regular schedule. Students and teachers utilize equipment to conduct a variety of classroom instruction and learning activities. Using up-to-date technology enhances the learning environment and prepares students for future career opportunities. In addition, students should have ready access to other classroom supplies and materials (such as textbooks, reference materials, and software) in classroom libraries, research areas, and materials centers to support instruction and credentialing. Sufficient funds must be allocated to provide and maintain the technology and materials necessary for a superior career and technical education program.

Safety

The safety of students and instructors is a prime consideration in every learning environment. Creating and implementing a written safety plan is an essential part of designing, carrying out, and evaluating each career and technical education program. An effective plan may include federal, state, local, school, and program guidelines. Care must be taken to ensure that students are in safe environments both on and off campus. Students are required to pass safety tests with one hundred percent accuracy. Safety includes not only physical and emotional well-being but also digital and online security.

Professional Development

Because both technology and instructional methods continue to evolve, it is essential for teachers to participate in professional development and technical training opportunities to stay abreast of innovations pertaining to their content area and the workplaces in which their students will be employed. Teachers who continually expand their pedagogical knowledge and skills are able to adjust the learning environment to reflect current and emerging trends in teaching methods and to address their students' varied learning styles. Regular program assessment by students, administrators, business and industry personnel, and the educators themselves guides professional development, which in turn enhances the instructional program.

Administrative Support

Full support from district and local administrators is essential in providing the necessary components of a Business Management and Administration program. Administrators should recruit highly qualified teachers who possess appropriate credentials and secure funding for professional development activities and industry certification for those teachers. Administrators must also provide time for professional development and for planning for the integration of academic content areas into the Business Management and Administration Cluster. Administrators should actively promote the Business Management and Administration program within the school and in the community.

Instructional Model

The Business Management and Administration Course of Study is designed to address the challenges of a changing, technological, diverse, and global society in which students must apply knowledge, skills, and ideas to solve problems and make decisions. The Business Management and Administration curriculum designed by each local education agency should be project-based, process-oriented, and work-based so that students can develop their abilities to collaborate, analyze, communicate, manage, and lead.

The content standards contained in this document require students to use innovative, critical-thinking skills. Teachers should utilize the course of study to identify the issue or concern addressed in a specific content standard and then use the local curriculum guide to plan appropriate learning experiences. Teachers must understand that there are differences among standards, curriculum, and resources. The Business Management and Administration Content Standards delineate what students are expected to know or be able to do at the end of each course. A curriculum is a sequence of tasks, activities, and assessments that teachers enact to support students in learning the standards while drawing on a textbook or other resources when appropriate.

Academic core content should be integrated into the Business Management and Administration program. To achieve the solution to a given problem, students must possess an adequate foundation in reading, writing, speaking, listening, viewing, and presenting; knowledge and skills in mathematics, science, and social studies; and knowledge of current and emerging technologies.

The Business Management and Administration program should also integrate workplace demands and employability skills, incorporating various instructional strategies to accommodate students' learning styles and interests. A variety of assessments should be used to evaluate individual students' interests, aptitudes, and abilities.

When individual needs have been determined for students in special populations, a support service program should be planned cooperatively by Business Management and Administration instructors and other appropriate personnel, because Individual Education Programs are most effective when developed in conjunction with students' career and technical education instructors. Courses and equipment may be tailored to ensure equal access to the full range of learning experiences and skill development in the Business Management and Administration program.

Career and Technical Student Organizations (CTSOs)

Nationally affiliated Career and Technical Student Organizations such as DECA, Inc. and FBLA-PBL, Inc., are an integral part of classroom instruction in each career and technical education program. DECA and FBLA make a positive difference in the lives of students by developing their potential for leadership, personal growth, and career success through business, finance, and marketing education. The purpose of these organizations is to help students develop an understanding of all aspects of industry and technology while learning teamwork and leadership skills. The importance of CTSOs is indicated by their inclusion in the foundational standards to be taught in every Business Management and Administration course. Goals of student organizations include:

- developing individual potential;
- developing effective leadership and citizenship skills through social, economic, scholastic, and civic activities;

- increasing knowledge and understanding of an ever-changing society;
- assisting in the exploration of occupational choices and the development of essential workplace skills;
- participating in career development events; and
- serving the school and community through community service projects.

Business-Industry-School Relationships

The very nature of Business Management and Administration requires a close relationship between the school and the business community. Some aspects of this relationship are specified by state and federal laws and regulations, while others are determined by the desires, interests, and willingness of school personnel and business leaders in the local community. The relationship between schools and businesses can be immensely beneficial to all parties involved.

Student Work Experience

As students begin to plan careers, they must have opportunities to visit, tour, and work at local industries and businesses. Real-world experiences such as cooperative education, internships, apprenticeships, and job shadowing contribute to the work-based, service-based, and project-based learning that enhances classroom instruction. An additional benefit comes from continual feedback from students and supervisors, who evaluate the program to facilitate changes that satisfy industry needs.

Advisory Councils and Partnerships

In accordance with Alabama State Department of Education guidelines, each Career and Technical Education program has an advisory council made up of representatives of the local business community that provides professional, real-world input regarding equipment needs, curriculum emphases, technical updates, and problem-solving. This link to business and industry may also provide external support by supplying equipment, resource materials, or qualified speakers. Community partners may provide program sponsors, judges for student career development events, financial support, scholarships, field trip sites, and other program needs.

Community Involvement and Service

There are many ways for Business Management and Administration students and teachers to become involved with community service projects, providing benefits for students and their communities. Local organizations such as civic clubs, professional educational groups, youth organizations, and community adult education programs are valuable resources for Business Management and Administration programs. Open houses, tours, and presentations allow families and other interested citizens to become more informed about Business Management and Administration and more involved in the education environment.

Postsecondary and Higher Education Credit

Postsecondary and higher education articulation is a significant element in a student's career cluster. Secondary and postsecondary instructors must communicate on a regular basis to ensure a smooth transition for students and to ensure students are aware of articulation opportunities. Articulation may occur through program alignment with postsecondary programs, early college enrollment, or dual enrollment programs.

Students benefit in a variety of ways when cooperation exists between secondary and postsecondary institutions. One of the benefits is the earning of postsecondary credit in conjunction with work completed while the student is still in secondary school. Postsecondary teachers offer additional benefits by serving as guest speakers, donating equipment, sharing expertise through professional development activities, and addressing other needs appropriate for the school community.

Dual Enrollment for Dual Credit is an enrichment opportunity allowing eligible high school students to earn high school and college credits for courses taken through an Alabama Community College System (ACCS) institution or an Alabama college or university while still enrolled in high school. Articulated credit is awarded when a student enrolls and satisfactorily completes work in a postsecondary institution that has an articulation agreement with that student's participating school.

DIRECTIONS FOR INTERPRETING STANDARDS

The 2021 *Mountain Brook Course of Study: Business Management and Administration* is organized around the following elements: foundational standards, topics, and content standards.

Foundational standards are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership and take advantage of the opportunities afforded by Career and Technical Student Organizations, and learn and practice essential digital skills.

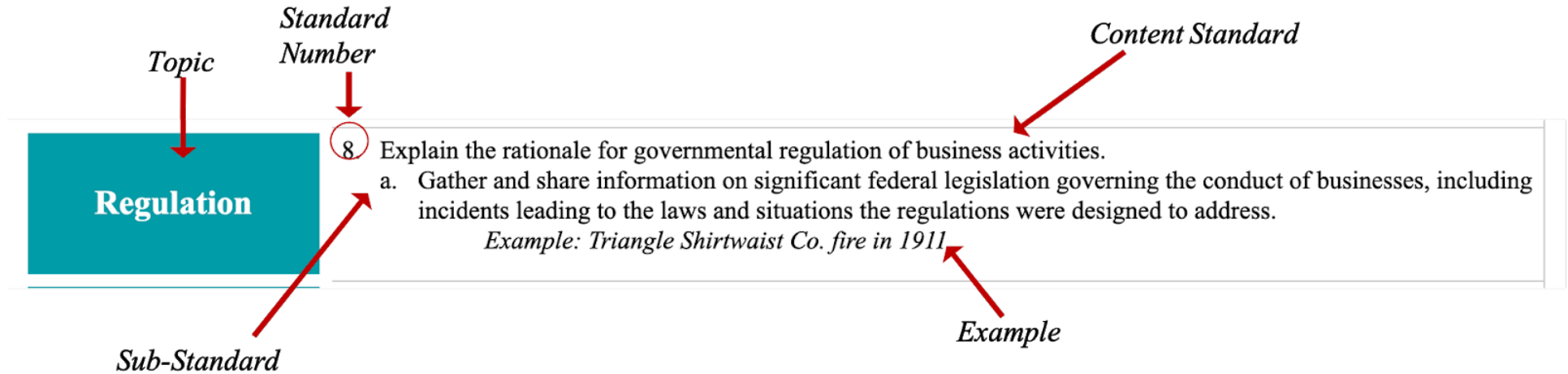
Related content standards are grouped under **Topics**. In the example below, the topic is “Regulation.” Standards from different topics may be closely related.

Content Standards contain the minimum required content and define what students should know or be able to do at the conclusion of a course. Some have **sub-standards**, indicated with a, b, c, d..., which are extensions of the content standards and are also required. Some standards are followed by italicized **examples**, which present options that might prove useful in instruction of the standard. Examples are not intended to be exhaustive lists and are not required to be taught. When “including” appears in standards, it should be construed as “including but not limited to.” The items listed must be taught; others may also be included in instruction.

Local education agencies (LEAs) may add standards to meet local needs and incorporate local resources. Each content standard completes the stem

“Students will...”

The course of study does not dictate curriculum, teaching methods, or sequence; the order in which standards are listed within a course or grade is not intended to convey the order for instruction. Even though one topic may be listed before another, the first topic does not have to be taught before the second. A teacher may choose to teach the second topic before the first, to teach both at the same time to highlight connections, or to select a different topic that leads to students reaching the standards for both topics. Each local education agency should create its own curriculum and pacing guide based on the Course of Study. The standards in each course are to be used as a minimal framework and should encourage innovation.



CLUSTER OVERVIEW

BUSINESS MANAGEMENT AND ADMINISTRATION

The Business Management and Administration Cluster contains three pathways -- Administrative Services, Business Information Technology, and Management. Courses include specific content standards that describe what students should know and be able to do at the end of each course. It is recommended that a student complete a foundation course (Career Preparedness, Business Software Applications I, or Business Essentials) in his/her chosen pathway. This cluster offers opportunities for middle and junior high school students to benefit from the study of Business Management and Administration as early as sixth grade.

This cluster prepares learners for careers in planning, organizing, directing, managing, and evaluating the business functions that are essential to efficient and productive business operations. The use of technology is also an important component of the Business Management and Administration cluster. Career opportunities in this cluster are available in every sector of the economy and require specific skills in organization, time management, customer service, and communication. Rigorous instruction is provided to equip learners with knowledge and skills for college and career readiness.

Business Management and Administration classrooms and laboratories provide safe and appropriate settings for student exploration and learning. The engaging, structured environment encourages teamwork, stimulates students' creativity, and fosters the essential skills needed for future employment. Students who progress through the cluster may opt to take advantage of the capstone courses: Career Pathways

Project in Business Management and Administration, CTE Lab in Business Management and Administration, and/or Work-based Learning. The Business Management and Administration Cluster also offers opportunities for students to earn national credentials.

Students in the Business Management and Administration program affiliate with DECA and/or FBLA-PBL, the co-curricular Career and Technical Student Organizations (CTSOs). These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. The importance of CTSOs is indicated by their inclusion in the foundational standards to be taught in every Business Management and Administration course. DECA and FBLA-PBL provide numerous opportunities for students to develop business competencies and leadership skills. Teachers are encouraged to adapt and use DECA and FBLA-PBL resources.

Course of Study standards represent the minimum required content and are not intended to be the course curriculum. LEAs and local schools should use these standards to create a curriculum that utilizes available resources to meet the specific needs and interests of the local community. All Career and Technical Education courses emphasize the application of knowledge and skills to solve practical problems.