

# Business Information Management





**Office of the State Superintendent of Education  
Postsecondary and Career Education Division  
Career and Technical Education Department**

**Christina Grant, Ed.D.  
Interim State Superintendent of Education**

**Antoinette Mitchell, Ph.D.  
Assistant Superintendent, Postsecondary and Career Education**

**Kilin Boardman-Schroyer  
Deputy Assistant Superintendent, Postsecondary and Career Education**

**Richard W. Kincaid  
State Director, Career and Technical Education**

The purpose of this document is to communicate the required Career and Technical Education (CTE) academic standards for the Business Information Management Program of Study. The academic standards in this document are theoretical and performance-based. They contain content from the states of Colorado, Maryland, Tennessee, and Texas and were validated by DC business and industry partners. All content is used with permission.

In addition to academic standards, OSSE has incorporated into this document Labor Market Information (LMI) definitions and explanations for the Program of Study; program aligned Industry Recognized Credentials; Work-Based Learning resources and requirements by course level; and a recommended equipment and supply list.

This document is intended for use by educational administrators and practitioners. A similar document is available for each state-approved CTE Program of Study.



# **Business Information Management**

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## Course Descriptions: Business Information Management

Course Level	Course Information	Description
Level I	<b>Principles of Business, Marketing, and Finance</b> <b>OSSEID:</b> 5040201 <b>Grades:</b> 9-12 <b>Prerequisite:</b> None <b>Credit:</b> 1	In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance.
Level II	<b>Business Information Management I</b> <b>OSSEID:</b> 5040202 <b>Grades:</b> 10-12 <b>Prerequisite:</b> Principles of Business, Marketing, and Finance <b>Credit:</b> 1	In Business Information Management I, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.
Level III	<b>Business Information Management II</b> <b>OSSEID:</b> 5040203 <b>Grades:</b> 11-12 <b>Prerequisite:</b> Business Information Management I <b>Credit:</b> 1	In Business Information Management II, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.
Level IV	<b>Practicum in Business Information Management</b> <b>OSSEID:</b> 5040204 <b>Grades:</b> 12 <b>Prerequisite:</b> Business Information Management II <b>Credit:</b> 1	Practicum in Business Management: Information Management is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of



		business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.
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## Industry Certifications

- Microsoft Office Expert (MOS Expert)
- Excel Microsoft Office Expert (MOS Expert)
- Word Microsoft Office Expert (MOS Expert)
- Access Microsoft Office Expert (MOS Expert)
- PowerPoint Salesforce Administrator

## Work-Based Learning Examples and Resources

Level I Course	Level II Course	Level III Course	Level IV Course
<b>Career Exploration</b> Industry Visits Guest Speakers Participate in a CTSO	<b>Career Awareness</b> <i>All of Level I, plus:</i> Postsecondary Visits Program- Specific Site Tours Mock Interviews	<b>Career Preparation</b> <i>All of Level I and II, plus:</i> Job Shadow Paid/Unpaid Internships	<b>Career Preparation</b> Paid/Unpaid Internships Apprenticeships

**Several resources are available to help instructors meet the Level I and Level II WBL requirements, including:**

**Career Coach DC** (<http://careercoachdc.emsicc.com>). Online site designed to help students find and connect to a career pathway by providing the most current local data on wages, employment, job postings, and associated education and training. The resource includes a Career Assessment for students.

**Nepris** (<https://dc.nepris.com/>). Connects educators and learners with a network of industry professionals virtually, bringing real-world relevance and career exposure to all students. Nepris also provides a skills-based volunteering platform for business and industry professionals to extend their educational outreach.

**Virtual Job Shadow** (<https://virtualjobshadow.com>). Provides interactive tools which empower students to discover, plan, and pursue their dreams. Rich video library presents a “day in the life of” view for thousands of occupations.



## Labor Market Information Definitions and Data

Career and Technical Education programs of study in the District of Columbia must meet at least one of the High Wage, High Skill, and In-Demand definitions below to be considered appropriate for our students and the regional labor market. These definitions were created in collaboration with Career and Technical Education leaders from District of Columbia LEA's, the University of the District of Columbia Community College, and national guidance from Research Triangle International (RTI) and Education Northwest. Additionally, previous work was consulted from researchers at MIT's Labor Wage Index Project and the DC CTE Task Force's 2012 Strategic Plan for the District of Columbia.

Indicator	Definition	Data for the Business Information Management Program of Study (source: EMSI, August 2021)
<p><b>High Wage</b></p>	<p>Those occupations that have a 25<sup>th</sup> percentile wage equal to or greater than the most recent MIT Living Wage Index for one adult in the District of Columbia, and/or leads to a position that pays at least the median hourly or annual wage for the Washington, DC, metropolitan statistical area.</p> <p><i>Note: A 25<sup>th</sup> percentile hourly wage of \$20.49 or greater is required to meet this definition.</i></p>	<p><b>Standard Occupational Code (SOC):</b> 11-1021.00 General and Operations Managers</p> <p><b>Hourly Wages</b>  <b>25<sup>th</sup> Percentile:</b> \$49.58  <b>50<sup>th</sup> Percentile:</b> \$69.60  <b>75<sup>th</sup> Percentile:</b> \$89.86</p>
<p><b>High Skill</b></p>	<p>Those occupations located within the Washington, DC, metropolitan statistical area with the following education or training requirements: completion of an apprenticeship program; completion of an industry-recognized certification or credential; associate's degree, or higher.</p>	<p><b>Typical Entry-Level Education:</b> Bachelor's degree</p>
<p><b>In-Demand</b></p>	<p>Those occupations in the Washington, DC, metropolitan statistical area having more than the median number of total (<b>growth plus replacement</b>) annual openings over a five-year period.</p> <p><i>Note: An occupation is required to have an annual growth plus replacement rate of 105 openings, or greater, between 2020-25 to meet this definition.</i></p>	<p><b>Annual Openings:</b> 5,964</p>



## Model Six-Year Plan: Business Information Management

**College:** University of the District of Columbia Community College

**Program/CIP:**

**Plan:**

**Entity:** Office of the State Superintendent of Education

**Career Cluster:** Business Management and Administration

**Program of Study:** Business Information Management

Subject	High School				College			
	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	Semester I	Semester II	Semester III	Semester IV
English (4)	English I	English II	English III	English IV				
Math (4)	Algebra I	Geometry	Algebra II	Math				
Science (4)	Biology	Lab Science	Lab Science	Science				
Social Studies (4)	World History and Geography I: Middle Ages	World History and Geography II: Modern World	U.S. History	U.S. Government (.5) and D.C. History (.5)				
Health (.5) and Physical Ed (1)	Health (.5) Physical Ed (.5)	Physical Ed (.5)						
World Languages (2)			World Language I	World Language II				
Art (.5)		Art (.5)						
Music (.5)		Music (.5)						
Elective / Major Courses	Principles of Business, Marketing, and Finance	Business Information Management I	Business Information Management II	Practicum in Business Management: Information Management				
<b>Total possible college credits completed in high school: XX</b>					<b>Credit hours required to complete the AAS program: XX</b>			



## Course Standards

### Principles of Business, Marketing, and Finance

1. **General requirements.** This course is recommended for students in Grades 9-12. Students shall be awarded one credit for successful completion of this course.
2. **Introduction.**
  - A. Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - B. The Business Management and Administration Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.
  - C. In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance.
  - D. Students will participate in at least two Career Exploration Work-Based Learning experiences in this course, which might include guest speakers and work-place tours relevant to the program of study.
  - E. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
3. **Knowledge and skills.**
  - A. **The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:**
    1. communicate effectively with others using oral and written skills;
    2. demonstrate collaboration skills through teamwork;
    3. demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;
    4. demonstrate a positive, productive work ethic by performing assigned tasks as directed;
    5. comply with all applicable rules, laws, and regulations; and
    6. demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results.
  - B. **The student describes the characteristics of business. The student is expected to:**
    1. explain the principles of supply and demand;
    2. differentiate between goods and services;





3. identify the types of business;
  4. compare the different forms of ownership;
  5. examine the organizational structure and functions of business;
  6. interpret the nature of balance sheets and income statements; and
  7. identify business cycles.
- C. **The student defines ethics in business. The student is expected to:**
1. distinguish between ethical and unethical business practices; and
  2. contrast ethical, moral, and legal choices that relate to the decision-making process in business situations.
- D. **The student differentiates between the types of economic systems with emphasis on the private enterprise system and the U.S. economy. The student is expected to:**
1. compare and contrast the types of economic systems, including traditional, centrally planned, market, and mixed economies;
  2. summarize the characteristics of the private enterprise system; and
  3. identify factors affecting business profits, revenues, and expenses.
- E. **The student relates to the impact of international business on the U.S. economy. The student is expected to:**
1. explain the role of business in a global society;
  2. compare domestic and world trade; and
  3. explain the impact of imports and exports on the U.S. economy.
- F. **The student identifies the role and impact of government, the legal system, and organized labor in business. The student is expected to:**
1. differentiate among the roles of government in business;
  2. describe types of activities performed by governments in business;
  3. ascertain the role of the legal system in business; and
  4. explain the role of organized labor in society.
- G. **The student classifies types of businesses that market goods and services. The student is expected to:**
1. explain the importance of different marketing strategies for goods versus services;
  2. define business and industry terms such as producers, raw-goods producers, manufacturers, builders, trade industries, retailers, wholesalers, and service businesses;
  3. identify types of retailers;
  4. explain the role of retailers in a private enterprise system;
  5. identify examples of wholesalers; and
  6. describe the role of wholesalers in a private enterprise system.
- H. **The student analyzes cost and profit relationships in finance. The student is expected to:**
1. explain the concept of productivity;
  2. analyze the impact of specialization and division of labor on productivity; and
  3. explain the concept of organized labor and business.
- I. **The student understands the fundamental principles of money. The student is expected to:**
1. evaluate forms of financial exchange, including cash, credit, debit, and electronic funds transfer;



2. identify types of currency, including paper money, coins, banknotes, government bonds, and treasury notes;
  3. list functions of money such as medium of exchange, unit of measure, and store of value;
  4. summarize the purposes and importance of credit; and
  5. explain legal responsibilities associated with financial exchanges.
- J. **The student demonstrates an understanding of personal financial management. The student is expected to:**
1. explain the importance of providing accurate information;
  2. calculate gross and net pay;
  3. simulate opening and maintaining various types of bank accounts;
  4. reconcile bank statements;
  5. compare the advantages and disadvantages of different types of banking services;
  6. examine investment growth by developing a personal investment plan; and
  7. prepare an individual income tax return.
- K. **The student explains the importance of marketing as well as the functions of marketing. The student is expected to:**
1. define marketing;
  2. understand how marketing is related to other functions of business;
  3. explain the marketing concept; and
  4. describe marketing functions and its related activities.
- L. **The student understands the scope of market identification. The student is expected to:**
1. explain the concept of market and market identification;
  2. identify market segments;
  3. explain the difference in market segmentation and mass marketing;
  4. define and explain the importance of target markets; and
  5. identify a target market for a product or service using market segmentation.
- M. **The student understands the importance of an effective marketing mix. The student is expected to:**
1. explain the concept of marketing strategies;
  2. define each component of the marketing mix;
  3. identify examples of an effective marketing mix;
  4. create an effective marketing mix for a product or service; and
  5. explain the role of participation as a key element of marketing.
- N. **The student identifies career opportunities within the Business Management and Administration career cluster, the Finance career cluster, and the Marketing career cluster and formulates a career plan. The student is expected to:**
1. analyze individual goals and interests;
  2. determine individual talents, abilities, and skills; and
  3. develop an individual career plan.
- O. **The student develops technology skills. The student is expected to:**
1. use technology as a tool to research, organize, evaluate, and communicate information.



2. use digital technologies (computers, PDAs, media players, GPSs, etc.), communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy.
3. demonstrate utilizing current and new technologies specific to the program of study, course, and/or industry; and
4. apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.



## Business Information Management I

1. **General requirements.** This course is recommended for students in Grades 10-12. Prerequisite: Principles of Business, Marketing, and Finance. Students shall be awarded one credit for successful completion of this course.
2. **Introduction.**
  - A. Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - B. The Business Management and Administration Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.
  - C. In Business Information Management I, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.
  - D. Students will participate in at least two Career Awareness Work-Based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study.
  - E. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
3. **Knowledge and skills.**
  - A. **The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:**
    1. communicate effectively with others using oral and written skills;
    2. demonstrate collaboration skills through teamwork;
    3. demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;
    4. demonstrate a positive, productive work ethic by performing assigned tasks as directed;
    5. comply with all applicable rules, laws, and regulations; and
    6. demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results.
  - B. **The student coordinates information management and business management to aid in business planning. The student is expected to:**
    1. explain the strategic role of information systems and information communication technology within an organization;
    2. determine risks and rewards of developing a strategic role for information systems and information communication technology; and
    3. integrate information systems planning with business planning.



- C. **The student enhances usability of systems operations to support business strategies and operations. The student is expected to:**
1. identify the management information requirements and business needs of an organization; and
  2. explain issues involved in designing and developing systems for different environments.
- D. **The student analyzes available software packages for use in business settings. The student is expected to:**
1. determine equipment and supplies needed;
  2. establish equipment and supplies maintenance systems;
  3. schedule equipment maintenance;
  4. use equipment and supplies maintenance procedures; and
  5. use critical-thinking skills to troubleshoot equipment and software issues.
- E. **The student uses the computer's operating system to execute work responsibilities. The student is expected to:**
1. move files in the computer operating system;
  2. create directories; and
  3. save files in various formats such as plain text, PDF, rich text format, and older versions of word-processing software.
- F. **The student applies word-processing technology. The student is expected to:**
1. identify customary styles of business documents;
  2. improve touch-system skills using the keyboard and keypad to input data;
  3. use hardware and software needed to produce documents to address different computer applications;
  4. demonstrate writing techniques by generating ideas and gathering information relevant to the topic and purpose while maintaining accurate records of outside sources;
  5. produce business documents, including business letters, resumes, research papers, and newsletters;
  6. edit a variety of written documents;
  7. insert and edit objects such as tables, graphics, hyperlinks, headers, and footers into a document;
  8. prepare and distribute personalized correspondence using mail merge; and
  9. use online word-processing technologies to create, edit, and share documents.
- G. **The student identifies database software to create databases that facilitate business decision making. The student is expected to:**
1. explain the principles of data analysis;
  2. explain the nature of tools that can be used to access information in the database system;
  3. choose appropriate software;
  4. define fields and type of data;
  5. create database structure;
  6. define relationships of tables;
  7. analyze company data requirements; and
  8. design a database to meet business requirements.
- H. **The student applies data entry techniques to enter information in databases. The student is expected to:**
1. access information in the database system;



2. build data in a data warehouse;
  3. enter and edit data into database tables and database forms for easy data entry; and
  4. import and export databases.
- I. **The student uses commands to retrieve data and create reports from databases. The student is expected to:**
1. retrieve data from tables and queries;
  2. formulate queries; and
  3. create and print reports.
- J. **The student applies data mining methods to acquire pertinent information for business decision making. The student is expected to:**
1. discuss the nature of data mining;
  2. describe data mining tools;
  3. demonstrate basic data mining techniques; and
  4. interpret data mining findings.
- K. **The student applies spreadsheet technology. The student is expected to:**
1. perform mathematical processes, including percentages and decimals, order of operations principle, estimation, and prediction of patterns of data;
  2. formulate and produce solutions to a variety of business problems such as budgets, payroll, inventory, invoices, balance sheets, profit-loss statements, and conversion of foreign currencies;
  3. create charts, graphs, and infographics using spreadsheet data; and
  4. use online spreadsheet technologies to create, edit, and share documents.
- L. **The student applies presentation management technology. The student is expected to:**
1. identify the guidelines for using graphics, fonts, and special effects in presentations;
  2. analyze the effectiveness of multimedia presentations;
  3. determine the appropriate technology to create and deliver an effective presentation;
  4. save documents in various formats such as template, video, and PDF to share or transport electronically;
  5. deliver an effective presentation; and
  6. use online presentation management technologies to create, edit, transport, and share documents.
- M. **The student applies desktop publishing technology. The student is expected to:**
1. identify technologies available for desktop publishing;
  2. identify customary standards and styles of desktop publishing; and
  3. create desktop publications importing text and graphics.
- N. **The student uses a variety of software applications. The student is expected to integrate multiple learned software applications to efficiently accomplish workplace tasks.**
- O. **The student develops technology skills. The student is expected to:**
1. use technology as a tool to research, organize, evaluate, and communicate information.
  2. use digital technologies (computers, PDAs, media players, GPSs, etc.), communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy.



3. demonstrate utilizing current and new technologies specific to the program of study, course, and/or industry; and
4. apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.



## Business Information Management II

1. **General requirements.** This course is recommended for students in Grades 11-12. Prerequisite: Business Information Management I. Students shall be awarded one credit for successful completion of this course.
2. **Introduction.**
  - A. Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - B. The Business Management and Administration Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.
  - C. In Business Information Management II, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.
  - D. Students will participate in a Career Preparation Work-Based Learning experience in this course, which might include paid or unpaid internship experiences relevant to the program of study.
  - E. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
3. **Knowledge and skills.**
  - A. **The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:**
    1. communicate effectively with others using oral and written skills;
    2. demonstrate collaboration skills through teamwork;
    3. demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;
    4. demonstrate a positive, productive work ethic by performing assigned tasks as directed;
    5. show integrity by choosing the ethical course of action and comply with all applicable rules, laws, and regulations; and
    6. demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results.
  - B. **The student demonstrates project management processes to conduct a business project using emerging technologies. The student is expected to:**
    1. initiate a project;
    2. plan a project;
    3. execute a project;
    4. monitor and control a project; and,





5. close a business project.
- C. **The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace. The student is expected to:**
1. employ verbal and active listening skills when obtaining and conveying information;
  2. record information needed to present a report on a given topic and use items such as tables of contents, indexes, tabs, footnotes, endnotes, captions, and/or building blocks;
  3. write business correspondence using advanced word processing features such as templates and forms; mail merge, including letters, labels, and envelopes; and document protection and security that convey information effectively using correct grammar, spelling, punctuation, and capitalization;
  4. use online word processing technologies to create, edit, and share documents;
  5. communicate with relevant parties such as coworkers and customers by interpreting verbal and nonverbal behaviors;
  6. apply strategies for communicating about issues in dealing with a diverse workforce such as sexual harassment and cultural differences; and
  7. demonstrate the ability to communicate and resolve conflicts within a diverse workforce.
- D. **The student creates, evaluates, and uses information resources to accomplish specific occupational tasks. The student is expected to:**
1. create and interpret items such as tables, charts, infographics, and figures to accomplish specific occupational tasks;
  2. use resources such as informational texts, Internet websites, and technical materials to review and apply information sources for occupational tasks;
  3. evaluate the reliability of information from sources such as informational texts, Internet websites, and technical materials and resources; and
  4. reference sources of information.
- E. **The student develops and delivers formal and informal presentations using appropriate media to engage and inform audiences. The student is expected to:**
1. prepare oral presentations to provide information for specific purposes and audiences;
  2. identify support materials that will enhance an oral presentation;
  3. prepare support materials that will enhance an oral presentation;
  4. deliver an oral presentation that sustains listeners' attention;
  5. align presentation strategies to the intended audience;
  6. implement multimedia strategies for presentations; and
  7. use online presentation management technologies to create, edit, transport, and share documents.
- F. **The student demonstrates public relations skills to increase internal and external customer satisfaction. The student is expected to communicate effectively when developing positive customer relationships.**
- G. **The student designs solutions to mathematical business problems using advanced spreadsheet technologies. The student is expected to:**
1. recognize and apply spreadsheet items such as lookup tables, what-if and built-in functions, macros, and advanced charts, graphs, and functions; and



2. create and interpret financial statements such as comparisons and projections, predictions and forecasts, trend analyses, and charts and graphs.

**H. The student follows procedures of advanced data management. The student is expected to:**

1. design a database to solve business problems; and
2. use advanced functions of database management such as updating queries, creating formulas, using built-in formulas, and creating custom format reports.

**I. The student documents technical knowledge and skills. The student is expected to:**

1. prepare a professional electronic portfolio that includes information such as:
  - a. attainment of technical skill competencies;
  - b. licensures or certifications;
  - c. recognitions, awards, and scholarships;
  - d. extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations;
  - e. sample letter of application;
  - f. abstract of key points of accomplishments;
  - g. resume;
  - h. samples of work; and
  - i. evaluation from a teacher; and
2. present the portfolio to interested stakeholders.

**J. The student develops technology skills. The student is expected to:**

1. use technology as a tool to research, organize, evaluate, and communicate information.
2. use digital technologies (computers, PDAs, media players, GPSs, etc.), communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy.
3. demonstrate utilizing current and new technologies specific to the program of study, course, and/or industry; and
4. apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.



## Practicum in Business Management: Information Management

1. **General requirements.** This course is recommended for students in Grade 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Business Management and Administration Career Cluster. Prerequisite: Business Information Management II. Students shall be awarded one credit for successful completion of this course.
2. **Introduction.**
  - A. Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - B. The Business Management and Administration Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.
  - C. Practicum in Business Management: Information Management is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.
  - D. Students will participate in a Career Preparation Work-Based Learning experience in this course, which includes paid or unpaid internship, pre-apprenticeship, or apprenticeship experiences relevant to the program of study.
  - E. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
3. **Knowledge and skills.**
  - A. **The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:**
    1. communicate effectively with others using oral and written skills;
    2. demonstrate collaboration skills through teamwork;
    3. demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;
    4. demonstrate a positive, productive work ethic by performing assigned tasks as directed;
    5. comply with all applicable rules, laws, and regulations; and
    6. demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results.



- B. The student identifies and implements employability skills to gain a position in a company. The student is expected to:**
1. assess personal marketability;
  2. practice job-search strategies, including:
    - a. write a letter of application;
    - b. prepare a resume;
    - c. use networking techniques to identify employment opportunities; and
    - d. complete a job application;
  3. demonstrate proper interview techniques and professional dress and appearance;
  4. interview for a job, performing proper interview techniques and modeling professional dress and appearance;
  5. practice appropriate follow-up etiquette procedures, including:
    - a. write a thank you note; and
    - b. write a follow-up letter after a job interview;
  6. identify skills and attributes necessary for professional advancement;
  7. evaluate and compare employment options such as salaries, benefits, and prerequisites;
  8. identify and rank tangible and intangible rewards of work; and
  9. identify employment opportunities and complete job search procedures such as job applications and W-4.
- C. The student demonstrates professional standards as required by business and industry. The student is expected to:**
1. adhere to policies and procedures;
  2. demonstrate positive work behaviors and attitudes, including punctuality, time-management, initiative, and cooperation;
  3. apply ethical reasoning to a variety of situations in order to make ethical decisions; and
  4. complete tasks with the highest standards to ensure quality products and services.
- D. The student develops and demonstrates skills for success in the workplace. The student is expected to:**
1. explain the importance of and model appropriate dress, hygiene, and demeanor for the work assignment;
  2. exhibit productive work habits and attitudes, including accepting constructive criticism; and
  3. prioritize work to fulfill responsibilities, meet deadlines, and complete tasks with the highest standards to ensure quality products and services.
- E. The student applies principles of effective interpersonal skills. The student is expected to:**
1. demonstrate professional qualities, including positive attitude, loyalty, and diplomacy;
  2. identify and demonstrate skills needed to maintain effective work relations with relevant parties such as colleagues and customers;
  3. demonstrate a respect for different workplace cultures and individuals from different cultures, genders, and backgrounds;
  4. understand rights and responsibilities concerning sexual harassment in the workplace;
  5. apply tact in handling criticism and disagreement or disappointment, accept constructive criticism, and revise personal views when valid evidence warrants;
  6. explain the concepts of integrity and confidentiality as related to the office environment; and
  7. demonstrate methods for implementing and improving customer satisfaction.



- F. The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:**
1. analyze leadership in relation to trust, positive attitude, integrity, and willingness to accept key responsibilities in a work situation;
  2. demonstrate teamwork skills through working cooperatively with others to achieve goals;
  3. demonstrate teamwork processes that promote team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution;
  4. demonstrate responsibility for shared group and individual work tasks; and
  5. establish and maintain effective working relationships by:
    - a. demonstrating interpersonal skills;
    - b. using positive interpersonal skills to work cooperatively with others;
    - c. negotiating effectively to arrive at decisions; and
    - d. demonstrating sensitivity to and value for diversity.
- G. The student facilitates internal and external office communications to support work activities. The student is expected to:**
1. record messages accurately, legibly, and completely;
  2. deliver messages to the appropriate person or department;
  3. coordinate arrangements for participants;
  4. follow calling and login procedures; and
  5. troubleshoot any problems.
- H. The student abides by risk-management policies and procedures for technology to minimize loss. The student is expected to:**
1. adhere to technology safety and security policies such as acceptable use policy and web page policies;
  2. apply ergonomic techniques to technology tasks;
  3. adhere to laws pertaining to computer crime, fraud, and abuse;
  4. follow procedures used to restart and recover from situations such as system failure and virus infection;
  5. follow policies to prevent loss of data integrity; and
  6. adhere to the organization's policies for technology use.
- I. The student uses information technology tools to manage and perform work responsibilities. The student is expected to:**
1. demonstrate advanced web search skills;
  2. demonstrate advanced word-processing skills by:
    - a. identifying customary styles of business documents such as memoranda, letters, emails, and reports;
    - b. inputting data using the touch system;
    - c. demonstrating basic writing techniques such as correct memorandum format, informal or formal style, and direct or indirect layout;
    - d. applying correct grammar, spelling, punctuation, and other English mechanics; and
    - e. using references and preparing notations;
  3. apply advanced presentation applications;
  4. demonstrate advanced spreadsheet applications by:
    - a. entering labels and values into spreadsheet cells;
    - b. formatting labels and values;



- c. preparing tables, graphs, infographics and graphics;
  - d. developing formulas and entering appropriate functions; and
  - e. verifying formulas and functions with sample values;
5. construct advanced database applications;
  6. perform scheduling functions electronically to facilitate on-time, prompt completion of work activities by:
    - a. creating a calendar or schedule;
    - b. maintaining an appointment calendar;
    - c. verifying appointments;
    - d. coordinating travel arrangements;
    - e. setting up meeting arrangements; and
    - f. disseminating meeting information to appropriate persons; and
  7. enter data without error.
- J. The student manages personal finances to achieve financial goals. The student is expected to:**
1. develop a budget based on personal financial goals;
  2. interpret a pay stub;
  3. read and reconcile bank statements;
  4. maintain financial records;
  5. demonstrate the wise use of credit;
  6. validate a credit history;
  7. protect against identity theft; and
  8. prepare personal income tax forms, including the 1040E.
- K. The student establishes procedures to maintain equipment and supplies. The student is expected to:**
1. determine equipment needed;
  2. determine supplies needed;
  3. establish equipment and supplies maintenance systems;
  4. schedule equipment maintenance; and
  5. use equipment and supplies maintenance procedures.
- L. The student applies concepts of critical thinking and problem solving. The student is expected to:**
1. analyze elements of a problem to develop creative and innovative solutions;
  2. critically analyze information to determine value to the problem-solving task;
  3. compare and contrast alternatives using a variety of problem-solving and critical-thinking skills; and
  4. conduct technical research to gather information necessary for decision making.
- M. The student develops technology skills. The student is expected to:**
1. use technology as a tool to research, organize, evaluate, and communicate information.
  2. use digital technologies (computers, PDAs, media players, GPSs, etc.), communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy.
  3. demonstrate utilizing current and new technologies specific to the program of study, course, and/or industry; and
  4. apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.



## Equipment List: Business Information Management

Computer (one for each student)
Laptop (for instructor)
LaserJet, Deskjet, or Color LaserJet Printer
Multiple Outlets w/Surge Protection
Interactive Whiteboard or Other Comparable Device
Multimedia (LCD) Projector
Scanner, w/OCR Capabilities
Digital Camera
Document Camera
Webcam w/microphone
Computer Speakers
Video Camera or Other Comparable Device
Headphone with Microphone
Computer Workstation
Computer Workstation Chair
Screen or Whiteboard
Paper Cutter (18 " with safety shield)
File Cabinet, 4- or 5- Drawer Locking
Storage Cabinet (locking)
Printer Stand
USB Flash Drives
Hole Punch, Adjustable
Classroom Management & Monitoring Software
Microsoft Office Software w/Site License
Certiport Microsoft Office Specialist Licenses