

Business, Computer and Information Technology

I. Knowing the Content

The professional education program provides evidence that Business certification candidates complete a program of Business studies the same as the academic content area courses and required electives of a major in a bachelor's degree. The program shall require the certification candidate to demonstrate knowledge of and competency in applying the fundamental concepts of business, computer, and information technology necessary for teaching at the elementary, middle and secondary levels (K-12) including:

I.A. Computer and information technology including:

software applications,
document creation, input, processing, and formatting
telecommunications, networks, electronic formats, and on-line services,
business programming applied to business problems,
operating systems, environments and utilities,
computer hardware and peripherals,
touch keyboarding techniques,
information system security

I.B. Entrepreneurship and international business including:

developing, operating and maintaining a business,
applying economic and financial concepts,
analyzing the interrelationship between cultures, political and economic policies,
international trade, investment and international monetary relations in the global economy

I.C. Quantitative skills and accounting including:

computational skills and applications for analyzing and solving business and consumer problems,
generally accepted accounting principles used in the steps of the accounting cycle,
preparing, interpreting and analyzing financial statements,
planning and control principles to evaluate the performance of an organization,
applying differential analysis and present value concepts to make informed decisions,
methods/techniques for determining payroll and taxes

I.D. Management and marketing concepts including:

characteristics of the marketing process,
impact of marketing on both the American and Global economic systems,
how consumer behavior refocuses and dictates marketing decisions,
Internet commerce as it relates to the economy,
basic tenets of management and leadership theories,
human relations functions

I.E. Economics, law and personal finance including:
role of money and government in an economic system and its effect on economic activity and decision-making,
consumer economics, budgeting, investing and taxes,
financial institutions and services,
laws affecting businesses, individuals, and families,
sources of the law, the structure of the court system, classifications of procedural and substantive law,
contract, sales, and consumer law,
agency and employment law in the national and international marketplaces,
basic features of the U. S. economy and other economic systems

I.F. Business communications including:
presentation skills utilizing and accessing shared information resources via networks and/or the Internet,
social, verbal, written and non-verbal communications skills in personal and professional situations across cultures,
using technology to enhance the effectiveness of communications,
demonstrating proficiency in written and oral communication

I.G. Career planning including:
developing skills for self awareness, career awareness research and planning, and workplace expectations,
role of student business organizations

II. Performances

The professional education program provides evidence of the candidates' participation in sequential and developmental field experiences and student teaching, under the supervision of college personnel and cooperating teachers who are well trained in business, computer and information technology, have interpersonal skills and demonstrated competence in teaching. The program also provides evidence that the criteria and competencies for exit from the Business, Computer, and Information Technology certification program are assessed during the field experiences and student teaching and require candidates to demonstrate their knowledge and competence in fostering student learning through:

II.A. Managing the instructional environment including:
creating a climate that promotes fairness,
establishing and maintaining a rapport with students,
communicating clear, challenging learning expectations to each student,
establishing and maintaining consistent standards of classroom behavior,
creating a safe environment conducive to learning,
using the instructional time effectively

II.B. Planning instruction which promotes problem analysis, critical thinking, creativity, leadership development and decision making based upon:
subject matter, organization and integration of content and the relationship of

content to educational, career and life goals,
students and their learning, motivation, supervision and guidance with emphasis on
human behavior and development, individual differences, diversity and the special
needs of the exceptional student,
the community and community resources,
current educational standards and practices

II.C. Assessing, selecting, evaluating, implementing and modifying teaching
methods, learning activities and instructional materials, resources, equipment, and
technologies to strengthen the effectiveness and quality of instruction and meet the
learning needs of diverse learners

II.D. Monitoring student understanding, progress and performance, providing oral
and/or written feedback, and adjusting instructional strategies through a variety of
assessments and evaluation tools in order to provide student feedback, and
strengthen the effectiveness and quality of instruction for improved student learning

III. Professionalism

The professional education program provides evidence that each certification
candidate demonstrates knowledge and competencies which foster professionalism
in school and community settings including:

III.A. Professional organizations and associations; professional publications,
journals, materials and resources, continuing education, professional development
and lifelong learning

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's
Code of
Professional Practice and Conduct for Educators; and local, state, and federal laws
and regulations

III.C. Cultivating professional relationships and collaborating with school colleagues,
organizations and other community agencies to improve student learning

III.D. Communicating effectively with parents or guardians, other agencies and the
community at large to support learning by all students