



HIGH SCHOOL *of*  
**BUSINESS**

# Program Handbook

# Getting Started and Contact Information



By MBA Research

Thank you for your interest in *High School of Business*™. Please contact MBA Research as listed below.

To begin the process to become a *High School of Business* site, follow these steps:

1. **Get familiar with the program.** Read through this handbook to learn about the requirements and benefits of the program.
2. **Contact MBA Research.** Inform us of your school's interest and discuss your questions.
3. **Select a Primary Contact.** S/He is the main point of contact between MBA Research and the school district, and is responsible for program implementation and maintaining the accuracy of contact information.
4. **Identify a Primary Administrator at your school.** This person is responsible for budgeting for program training, travel, affiliation fees, and any classroom needs. This person is usually a Principal, Assistant Principal, CTE Director, or Superintendent. Teachers may not be assigned this role.
5. **Request an application.** Contact Laurie Urich at [UrichL@MBAResearch.org](mailto:UrichL@MBAResearch.org).
6. **Review the application form.** Involve your superintendent, principal, and other administrators to make sure all parties are fully aware of district and school responsibilities. After the authorized signatures have been obtained, email the original signed document to MBA Research. Under special circumstances, late applications are accepted. Contact us to discuss if your school is unable to meet the deadline.
7. **Schedule an application conference call.** MBA Research will email the Primary Contact to schedule a one-hour application conference call. The purpose of the call is to determine if faculty and staff at the school have plans in place that adhere to the program guidelines outlined on the application form. Call participants include (at a minimum) district and site administrators, teachers, and a counselor.
8. **Receive status notification.** All applicants will be contacted within seven days of completing the application conference call.

## Contact Information

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By MBA Research

# Program Overview

## About

*High School of Business*<sup>™</sup> brings college-inspired business administration courses to high schools across the U.S. An accelerated series of six courses challenges students with hands-on marketing, management, finance, and economics projects and problems. Each course is built around industry-validated curriculum standards. The courses are positioned for local and national college credit opportunities, as well as weighted scoring. Teachers receive high-quality professional development and ongoing support. At each participating school, a cross-functional steering team of local business leaders, college faculty, and school personnel manage the program.

## A National Program

*High School of Business* is a program of MBA Research and Curriculum Center, a national leader in business administration education. MBA Research (Marketing and Business Administration Research and Curriculum Center) is a not-for-profit 501 c (3) organization. Established in 1971 as an education foundation, it is operated by a consortium of approximately 30 state education departments. Its mission is to support educators in the preparation of students for careers in business.

## It's all About the Students

*High School of Business* offers the opportunity to take students to the next level in learning. Each student will learn to think critically, to work in teams, and to use their academic knowledge and skills to solve complex business problems. In short, *High School of Business* students can attain the skills to succeed in college business administration programs and 21st Century careers.

## Building Strong Relationships

*High School of Business* is designed as a collaborative program that brings together high schools (faculty, school counselors and administrators), local businesses, institutes of higher education, and the communities in which they operate. The *High School of Business* Steering Team's cross-functional nature capitalizes on these relationships.

## Need

To be competitive, U.S. schools must integrate the workplace environment of the 21st Century into the classroom. This requires a shift in mindset of what a high school education can offer. Schools are the conduit to student success. And to be successful, students must not only gain advanced knowledge, they must know how to obtain and use that knowledge to capably and confidently solve problems in the global marketplace.

### A Look At The Numbers

- 13.8% of students entering U.S. colleges in the Fall of 2016 declared a major in business administration, the second most popular major. (Source: Cooperative Institution Resource Program, Freshman survey, UCLA, 2016.)
- A Bachelor's of Science in business is earned by more graduates than any other subject area. In 2016, that equated to 19.2% (Source: U.S. Department of Education, National Center for Education Statistics, 2016.)
- 12.1% of all associate's degrees earned are in business—more than any other field of study.
- Demand for students with business majors continues to be the highest among employers. (Source: Careerbuilder.com)

## Purpose

The program is designed to achieve two goals.

- Effectively prepare students for college business programs via knowledge and skills gained in high school business administration education.
- Provide students with the skill set necessary for college and career success in the 21st Century.

## Program Design Overview

To achieve its purpose, the program includes the following interconnected components.

- Pedagogy that is based around a series of real-world projects that require students to use teamwork, creative thinking, problem solving, and technology
- Content based on business administration core standards with rigor added in each functional area
- Course sequence based on research of collegiate business administration programs
- High-quality, hands-on professional development with emphasis on teaching through projects
- Local cross-functional steering team including the business community and area post-secondary representatives

These pieces come together to create a different way of learning. It's learning designed to prepare future leaders to tackle the complex problems and projects they will encounter in college and as professionals in the workplace.

The foundation of *High School of Business* has been paved by several successful educational studies and programs. These include Project Lead the Way, Ford Partnership for Advanced Studies, National Academy Foundation, Partnership for 21st Century Skills, and High Schools that Work. You will notice similarities to these programs in the *High School of Business* framework for good reason—they have been proven to work.

## Premises of Curriculum

The curriculum of each *High School of Business* course will:

- Provide students with a thorough understanding of business concepts and their theoretical underpinnings
- Foster economic understanding in the context of business decision making
- Encourage students to think critically
- Stimulate innovative and entrepreneurial thinking
- Stress integration with academics
- Provide a foundation that supports advanced study in business
- Deliver a broadly based business curriculum that supports transferable skills and knowledge between and among industries
- Incorporate the use of technology to perform business activities
- Stress the use of emotional intelligence in diverse societies
- Foster a realistic understanding of professional business environments and employer expectations
- Develop information literacy skills
- Cultivate an understanding, appreciation, and application of business ethics

## Pedagogical Philosophy

The pedagogy of *High School of Business* encourages students to become involved with business problems and concepts, which fosters enthusiasm and interest in the subject.

- Utilize active learning strategies such as project-based, inquiry-based, and problem-based learning
- Support learning across educational levels that provides an unduplicated sequence of instruction
- Use team-based strategies to solve business problems
- Utilize a variety of educational interactions with the business community
- Implement a “teacher as facilitator” mode of instruction

## Correlation With Academic Standards

MBA Research develops the national standards for business administration education that are adopted by many states. These standards are continually updated and vetted through research with business and industry leaders. These standards form the backbone of the HSB program, ensuring that what students learn in HSB courses is what they need to be successful in the business world. The project and problem-based pedagogy used in *High School of Business* does not neglect academic standards. Course content aligns with the following sources:

- **National Standards for Business Administration**
  - MBA Research and Curriculum Center
  - [MBAResearch.org](http://MBAResearch.org)
  
- **Mathematics:** Principles and Standards for School Mathematics
  - National Council of Teachers of Mathematics (NCTM)
  - [NCTM.org/Standards](http://NCTM.org/Standards)
  
- **Economics:** Voluntary National Content Standards in Economics
  - National Council on Economic Education (in partnership with the National Association of Economic Educators and the Foundation for Teaching Economics)
  - [councilforeconed.org](http://councilforeconed.org)
  
- **English Language Arts:** Standards for the English Language Arts
  - National Council of Teachers of English (NCTE) and the International Reading Association (IRA)
  - [NCTE.org/Standards](http://NCTE.org/Standards)

# Program Implementation



By MBA Research

## Program Design

*High School of Business* is designed much like a college business administration program. Students take one course per semester, beginning with an introduction to business. The program continues with courses in various business functions, concluding with the capstone course, *Business Strategies*, that requires implementation of the principles addressed throughout the *High School of Business* program.

*High School of Business* is designed to be phased in over a three-year period. Schools that use block scheduling will have the option of offering the program in a two-year timeframe.

- Year one—Site Steering Team plans and implements the program. Teachers participate in professional development. *High School of Business* courses may be offered in this initial year OR may wait until year two.
- Years two–three—Courses are rolled out as scheduled. Teachers complete training for each course they will teach.
- Beyond Year three—All courses are offered. Teachers continue learning via optional and required training.

The following chart shows methods used by schools, each course is written as a 0.5-credit semester-length course. This provides schools the opportunity to group courses together if necessary (block schedules). Course descriptions can be found in Appendix A. Other sample schedules are in Appendix E.

|          | 1 <sup>st</sup> Semester        | 2 <sup>nd</sup> Semester     |
|----------|---------------------------------|------------------------------|
| Grade 9  | Leadership                      | Wealth Management            |
| Grade 10 | <b>Principles of Business</b>   | <b>Business Economics</b>    |
| Grade 11 | <b>Principles of Marketing</b>  | <b>Principles of Finance</b> |
| Grade 12 | <b>Principles of Management</b> | <b>Business Strategies</b>   |

Required courses are in **bold**.

**Required courses:** There are six required courses in the program: *Principles of Business*, *Business Economics*, *Principles of Marketing*, *Principles of Finance*, *Principles of Management*, and *Business Strategies*. These courses were selected to deliver a breadth of business knowledge. All students in the program are required to complete the six courses.

- Students incorporate *High School of Business* into a college-preparatory course of study, resulting in the delivery of a breadth of academic and business-focused knowledge.
- Participating schools agree to offer the program's six required courses over a period of no more than three years to ensure each student has the opportunity to complete the program.

**Electives:** The intent of these courses is to develop a foundation of essential business skills. Both of these freshman or sophomore-level courses can serve as stepping stones to prepare students for the project-based pedagogy used in the program. Schools may also use the courses to allow students to sample the program prior to joining.

- **Leadership.** A course-long service learning project gives students a glimpse of the positive changes they can make when they work hard and smart in teams. Students learn key leadership concepts and skills as they are introduced to project-based learning.
- **Wealth Management\*.** Think of this course as personal finance plus. *Wealth Management* develops the essential personal money management skills we all need, then goes further by adding additional stock market content. Depth of learning is gained via a project in the form of a student-led training session.

\* In some states or districts, the Wealth Management curriculum fulfills requirements for personal finance education.

## Scheduling Sequence

Students take the six required courses in the *High School of Business* program in a certain order because a) the curriculum builds with each course, and b) each course includes a chronological piece of an overarching program-long project that culminates with students starting and operating a business in the *Business Strategies* course. However, the sequence for the six required courses has some flexibility built into courses 3–5, which can be taken in any order. See illustration below:

1. ***Principles of Business***
2. ***Business Economics*** (Prerequisite: *Principles of Business*)
3. ***Principles of Marketing*** (or *Principles of Finance*, or *Principles of Management*) (Prerequisites: *Principles of Business* and *Business Economics*)
4. ***Principles of Finance*** (or *Principles of Marketing*, or *Principles of Management*) (Prerequisites: *Principles of Business* and *Business Economics*)
5. ***Principles of Management*** (or *Principles of Marketing*, or *Principles of Finance*) (Prerequisites: *Principles of Business* and *Business Economics*)
6. ***Business Strategies*** (Prerequisites: All five courses listed above.)

Due to the nature of the program-long project, the only required courses that may be taken simultaneously are *Principles of Marketing*, *Principles of Management*, and *Principles of Finance*.

See Appendix G for Sample Course Roll-Out and Training Plan.

## Cohort Scheduling

Each section of students will develop a unique program-long project. To facilitate the development of the project, it is suggested that schools with multiple sections of *High School of Business* courses keep the sections intact throughout the duration of the program. For example, the students in Section B of *Principles of Business* should be the same group that is enrolled in Section B of the final course, *Business Strategies*. Cohorts are suggested, not required.

## Equipment Needs

Project-based Learning encourages students to learn new concepts as they work to complete projects. Much of this learning is done via online research. Each participating school also receives teacher and student access to the online Learning Center. This Canvas-based learning management system houses hundreds of interactive modules that supplement each HSB project. Students must have access to the Internet each day in the classroom. In addition to the Internet, students will need access to word processing, spreadsheet, and presentation software. A complete list of required and recommended equipment and materials is in Appendix D.

Each project requires teamwork. To facilitate this, it is recommended that the classroom be equipped for group meetings of 3–5 students per table.

## Student Learning Assessment

Each course includes a balance of student assessments. These include:

- **Project rubrics:** Assessment rubrics are included for each major project in the curriculum.
- **Final examination:** An objective, comprehensive online examination concludes each course. This confidential, national exam is administered by a proctor and not viewed by teachers at any time.
- **Reflective writing:** Opportunities for students to consider and document their experiences and discoveries are included in each course.
- **Quizzes/Exams:** Teachers create mid-course exams and/or quizzes using test-item bank included with each course guide.
- **Inter-project deliverables:** Students complete individual and team assignments, such as research papers and responses to provided questions, in the context of each project.
- **Pre-tests:** Optional pre-tests are available. These are 100% aligned to the final exam to measure individual student learning.

## Observational Internship Experience

A taste of real-world business can open the eyes of students to new and exciting career possibilities. *High School of Business* students are required to complete a business-based, observational internship of at least 20 hours in the senior year or summer preceding. The internship should allow the student to observe management-level (or above) business functions. Appendix H contains more information.

## Career-Technical Student Organizations (CTSO)

CTSOs, such as BPA, DECA, and FBLA, are a valuable part of many high school business and marketing programs. MBA Research believes that the experiences students encounter in CTSOs can result in substantial growth in many areas.

*High School of Business* encourages schools to select a CTSO with which to partner at the local level.

## Steering Team

Crucial to the successful implementation of the program is the formation of a *High School of Business* Steering Team. This group works together to ensure the successful planning, start-up, maintenance, and continuous improvement of the program. The Steering Team will be composed of the following individuals:

### ***High School of Business* Steering Team Participants**

- All faculty teaching *High School of Business* courses
- School Counselor(s)
- Site Administrator (e.g., Principal)
- District Administrator (e.g., CTE Director)
- Two senior-level local business professionals
- One college-level business faculty member

## Steering Team Responsibilities

MBA Research will provide an Implementation Plan for guiding the Steering Team through the implementation of the program at each school site. Upon acceptance into the program, this will be mailed to the person designated as the Primary Contact at the school.

It is recommended that the Steering Team chairperson not be a teacher. Teachers in HSB will be responsible for major changes within their classrooms—teaching new courses, using a new teaching methodology, prepping for online assessments, etc. Consider a school administrator initially—and later a business professional—as Chair.

## **8 Charges for Steering Teams**

- Ensure ongoing program improvement to benefit your school's students
- Advise of current education needs for business professionals in the workplace
- Promote the program in its community
- Promote the program in its school
- Ensure that students graduate with more than a diploma
- Bring business into the classroom
- Support teachers
- Find observational internship opportunities for students

# Required Professional Development



By MBA Research

Prior to teaching each *High School of Business* course, teachers complete professional development offered through MBA Research. Training focuses on teaching methodology, business and marketing content, and hands-on practice in teaching the curriculum. MBA Research requires that participants have teaching certification (any subject area is accepted).

## Teachers

### ***High School of Business* Training Institutes**

Training occurs twice annually (Summer and Fall). Different courses are offered each session. See the complete schedule in Appendix F.

There are two types of training:

- **Pedagogy**
- **Course Content Training**

The two-day **Pedagogy Training** instructs teachers about the heart of *High School of Business*: project and problem-based learning. It also covers the administrative requirements of managing the program. **Pedagogy Training must be completed by all *High School of Business* faculty prior to attending Course Content Training and is offered during Summer Training only.**

**Course Content Training** instructs a teacher in the course s/he will be teaching. For example, if a teacher intends to teach *Principles of Business*, s/he must complete the *Principles of Business* Training prior to teaching that course. Course Content Training duration varies by type of course and number of courses taken; it is held semi-annually in Summer and Fall. The course offerings are unique to each season; **they do not repeat from one season to the next.** See Professional Development Schedule in Appendix F and Sample Course Roll-Out and Training Plan in Appendix G. Note that training sessions for the two optional courses, Leadership and Wealth Management, are offered online only.

Training locations vary each year and from Summer to Fall. Travel will be required for first-year training only (Pedagogy, Principles of Business, Business Economics). The rest of training will be offered online as live, virtual trainings. Summer training is generally offered each year in Columbus, Ohio, but has also been offered in alternate cities/states. Fall training is offered in conjunction with MBA Research Conclave Curriculum & Teaching Conference; location is announced each year in October. More information on Conclave can be found at [MBAResearch.org](http://MBAResearch.org).

### **About Conclave**

*High School of Business* Fall Training Institute is held in conjunction with the MBA Research Conclave Curriculum and Teaching Conference (Conclave). Conclave is the primary professional development conference for high school and community/technical college faculty who teach entrepreneurship, management, marketing, and business administration, including many different specialized programs like e-business, hospitality/tourism, and retail management.

The goal of Conclave is to provide teachers and administrators with a comprehensive overview of contemporary curricula, pedagogy, and program development strategies, including dialogue with leading educators and industry executives. Participation averages 300, with approximately 65% from the high school arena, 20% from colleges, and an additional 15% from other settings. Participants include high school and community college faculty; local administrators; BPA, DECA, and FBLA representatives; state supervisors; teacher educators and others interested in program development.

Presenters include senior-level Fortune 1000 managers (typically VP and above), entrepreneurs with a unique story, and leading educators, including successful classroom instructors.

Teachers attending *High School of Business* training will attend a limited portion of Conclave activities in accordance with their schedule. There is no additional registration fee for Conclave for these teachers.

Information on all training registration, dates, and location is available at [MBAResearch.org/Calendar](http://MBAResearch.org/Calendar).

Professional development costs are outlined in Appendix C. Administrators are encouraged to attend at no charge. Travel and expenses are not included in the program's annual fees. In addition to the Training Institutes, MBA Research will periodically offer optional online training and/or web conferences to support teachers' continued interests and growth.

### **Web Conferences for New HSB Teachers**

During the first year of the program, teachers participate in monthly web conferences designed to help them teach HSB. These are led by experienced HSB trainers and MBA Research staff. The one-hour conferences are designed to support new teachers by providing them an opportunity to ask questions and continue working with their trainers. The agendas of each web conference follows where you should be in teaching your first HSB course, Principles of Business.

## School Counselors

School counselors are an invaluable part of the *High School of Business* program at your school. It is crucial to provide school counselors with the resources they need to assist students, parents, and colleagues. There are four primary sources for school counselors to find information.

- A) Appendix A: Course Descriptions
- B) Appendix B: An Overview for Counselors
- C) Web conference held each Winter for all school counselors new to the program
- D) Website: [MBAResearch.org/ForParticipatingSchools](http://MBAResearch.org/ForParticipatingSchools)

# Recruiting Students for the Program



By MBA Research

*High School of Business* prepares students to excel in college business administration programs and careers beyond. Therefore, the program is a natural fit for college-bound students interested in business-related careers.

## Identifying Best-Fit Students

Students who express an interest in college majors in one of the various areas of business administration are excellent candidates for the program. These include, but are not limited to, the following majors:

- Marketing
- Finance
- Economics
- Management
- Accounting
- General Business

Often, high school students are uncertain of their career goals. Offering career aptitude screening can identify students with business-related interest or aptitude.

Other attributes may include:

- Talent or interest in leading and organizing. Club and sports team leaders are examples.
- Bright students who struggle in a traditional classroom but have the potential to thrive in a project/problem-based environment
- Plans to pursue an MBA later in their career

## Suggested Prerequisite Skills and Knowledge

MBA Research does not mandate entry requirements for the program. However, schools may choose to do so. These may include:

- Microsoft Office skills (Word, Excel, and PowerPoint). Students will use technology on a regular basis, including developing and analyzing spreadsheets, creating and delivering presentations, and writing research reports
- Enrollment in the school's college preparatory track
- Upper half class rank OR the ability to be ranked in the upper half when given challenging projects that spark their interest



By MBA Research

# Support and Materials Provided

Each school site will receive the following support and materials to be successful:

## Program Support

- ◆ License to use *High School of Business* materials
- ◆ Hands-on professional development for each course with in-depth training in the program's pedagogy
- ◆ Advanced professional development opportunities after training is complete
- ◆ School Counselor Training via web conference
- ◆ Live assistance and technical support via phone or email
- ◆ HSB Teacher Wiki—dedicated teachers' site for resource sharing, opportunities to collaborate
- ◆ Program retention plan for administrator and teacher turnover

## Materials and Resources for Administering and Marketing the Program

- ◆ Implementation plans for program set-up
- ◆ Course guides for each course (hard copy and electronic formats available)
- ◆ Annual updates to each course guide, provided by direct download link
- ◆ Online Learning Center accounts for teachers and their students—a Canvas-based learning management system with 100s of interactive, instructional modules (LAPs)
- ◆ Test-item bank for each course
- ◆ Instructions for projects and activities
- ◆ Assessment rubrics for major projects
- ◆ Online pre-tests for each course
- ◆ Online final examinations for each course

## Materials and Resources for Administering and Marketing the Program (cont'd)

- ◆ LinkedIn instructional support throughout for building professional networking skills
- ◆ Program assessment tools, including an annual self-study
- ◆ Lists of suggested resources for each course (textbooks, websites, etc.)
- ◆ Observational internship guidelines, checklists, and forms
- ◆ MBA Research will grant non-exclusive licenses to participating school districts to reproduce *High School of Business* materials for internal instruction use only. These are to be used within the licensed site only. Any other use of the materials is prohibited.
- ◆ *High School of Business* logo and materials to market the program:
  - Course descriptions—student and parent versions
  - *High School of Business* brochure for students, plus a PDF file for making copies
  - Press release templates for schools to personalize and share with local media
  - Additional resources available on the website at [MBAResearch.org/ForParticipatingSchools](http://MBAResearch.org/ForParticipatingSchools)

# Program Assessment



By MBA Research

“No new programs, academic or otherwise, function perfectly. Even well-established high school programs benefit from self-examination and refinement. Ensuring and improving the quality of the program requires engaging in a regular cycle of improvement.”<sup>1</sup>

## Continuous Improvement Model

*High School of Business* utilizes best practices in education to provide a top tier business administration experience to high school students. This means committing to continually improving the program for the benefit of students, teachers, and schools. Schools using HSB are a natural fit to receive recognition.

MBA’s research-based program assessment tools (e.g., self-study, review process) will provide clear guidance to teachers and administrators in building and continually improving a high-quality business administration program.

The self-study will be used annually by each school to assist with critiquing the educational experience it provides.

<sup>1</sup> Career Academy National Standards of Practice, December 2004, <http://www.careertech.org>.

## Mission Success Assessment

Positioning students to excel in college business administration is the mission of *High School of Business*. To determine if the program is on track in achieving this goal, it is important to gather key measures at all participating school sites. Each school site is required to submit data annually. Data requested may include:

- **Student data.** This includes data necessary to describe the student body within the program (e.g., grade level, gender, race/ethnicity) and its relationship to the high school population in general, as well as student performance on a variety of outcome measures.
- **Academic measures.** Measures include a variety of accepted indicators of performance (e.g., retention, credits, grade point averages, *High School of Business* exam scores, and college enrollment rates).

A chart of all data collected from students is in Appendix M.



By MBA Research

# Program Completion Benefits for Students

Successful completion of the *High School of Business* program is a major academic achievement. Students, parents, faculty, and staff can be proud to recognize the students who have completed this academically challenging program.

## Program Completion Criteria

Students who receive a passing course grade on all six of the required *High School of Business* courses will be recognized by MBA Research as completers of the program.

## Program Rewards and Recognition Opportunities

MBA Research provides rewards and recognition opportunities for student completers and has identified additional opportunities for schools to pursue. We encourage *High School of Business* schools to provide more than one additional reward or recognition opportunity for their students by exploring the different options and deciding what works best for their school and students.

### Reward and Recognition Opportunities Provided by MBA Research

- National College Credit Agreements
  - All successful program completers are eligible for college credit if they attend any of the universities with which we have agreements. See our growing list and current information about each agreement at [MBAResearch.org/HSBCollegeCredit](http://MBAResearch.org/HSBCollegeCredit).
- Assessment of Skills and Knowledge for Business (A•S•K) Certification
  - *High School of Business* completers will be well prepared for the A•S•K Fundamental Business Concepts end-of-program exam. A•S•K Institute offers independent proof of learning for business, marketing, management and entrepreneurship. \*

\* A minimal fee is charged per student. More information can be found at [ASKInstitute.org](http://ASKInstitute.org).

## Reward and Recognition Opportunities Provided by MBA Research (cont'd)

- Certificate of Completion from MBA Research *High School of Business*
  - All successful program completers will receive a Certificate of Completion from MBA Research and Curriculum Center. Many schools present these certificates at award ceremonies.
- Digital Badging: [MBAResearch.org/DigitalBadges](https://MBAResearch.org/DigitalBadges)

## Additional Reward and Recognition Options for Schools to Implement

- Local College Credit Agreements
  - Schools are encouraged to seek out local college and university partners. We can provide resources to begin this process. Over 80% of HSB sites have established local agreements.
- College Level Examination Program (CLEP)—administered by College Board
  - CLEP exams give college credit for knowledge or experience gained prior to college. Students who successfully complete *High School of Business* courses are encouraged to explore CLEP exams. The coursework in the *High School of Business* program will help prepare students for the CLEP exams in *Principles of Marketing* and *Principles of Management*.
- Honors-level weighting
  - Due to the rigor of coursework, schools may elect to offer higher grade weighting than a 4.0. Weighting is dependent upon each district's state and local guidelines.
- Diploma documentation
  - Schools may elect to print the *High School of Business* logo on a student's diploma.
- Transcript documentation
  - Allows colleges to see that a student has completed a nationally recognized program of study.

# Commitment for Participating Schools



By MBA Research

## School Site Responsibilities and Agreements

Each site is responsible for maintaining the integrity of the program and its branding elements. Becoming a *High School of Business* site means agreeing to the following:

### Program Delivery Responsibilities

- ✓ Maintain an active *High School of Business* Steering Team—meets monthly throughout the first year in the program, and not fewer than bi-monthly thereafter
- ✓ Offer the full program, a minimum of six required courses, so students can complete in time for graduation
- ✓ Ensure students complete courses in the designated sequence
- ✓ Offer students at least one of the value-added reward and recognition options listed on pages 23–24 of this handbook
- ✓ Coordinate observational internship experiences for all students prior to graduation
- ✓ Teach *High School of Business* courses in accordance with the program materials
- ✓ Provide computer access, word processing, spreadsheet, presentation software, and Internet access to every student in every HSB course
- ✓ Test each student using the proctored online end-of-course exams provided by MBA Research

### Professional Development Agreements

- ✓ Teachers must complete each course training prior to teaching the course
- ✓ Teachers must participate in at least 80% of scheduled web conferences
- ✓ Teachers must complete refresher training at least once every five years

## Program Ambassador Responsibilities

- ✓ Serve as a *High School of Business* demonstration program for other school districts, including welcoming other districts to visit and observe, answer questions, and exchange information about the program.

## Administrative and Licensing Agreements

- ✓ Primary Administrator budgets for the program and submits training and annual affiliation fees on time (see Appendix C).
- ✓ Primary Contact communicates school staffing changes to MBA Research annually.
- ✓ Collect and report data as requested for program assessment (see Appendix M).
- ✓ Duplicate copyrighted materials for internal use only.
- ✓ Use *High School of Business* brand logo elements (logo, colors, etc.) in accordance with regulations.

## Compliance Policy

- ✓ If any of the tenets of the program are not being met, the Primary Contact must inform the *High School of Business* Program Director.
- ✓ MBA Research will discuss the issue with the school to assist in compliance of the tenets.
- ✓ Within ten days following the discussion, the Primary Contact will submit a simple written plan to MBA Research, outlining the steps to correct the problem.
  - Once the plan has been received, the school has 60 days to correct the problem, unless a different time-frame is agreed upon.
  - After 60 days, the Primary Contact sends a status report to the *High School of Business* Program Director.
    - ✓ If the school is now in compliance, the program continues.
    - ✓ If the problem is not properly resolved, the school will no longer be able to use the *High School of Business* curriculum or logo in any manner.
    - ✓ Prior to the end of the 60 days, the school may request an extension. MBA Research reserves the right to allow the extension or deny it.

## Program Costs

As a nonprofit organization, MBA Research designed *High School of Business* to deliver top-quality educational materials at a reasonable price. The prices listed below are approximate since the program's fees are dependent upon the number of teachers trained at each school. Complete pricing information can be found in Appendix C.

**Fiscal Year One:** Year of Planning ..... approximately \$5,000

Fees include:

- Professional development tuition\*
- Course guide(s) and materials
- Application Fee: Year One Affiliation Fee (refundable if not selected as a HSB site)\*\*
- Implementation materials
- Administration and support

\* Does not include travel or hotel expenses. Invoices for training and course guides are emailed at time of training registration. Payment must be made prior to training attendance. Purchase Orders are accepted as payment.

\*\* Schools located in states that are not members of MBA Research are charged an additional \$500 per year.

**Fiscal Years Two–Three** ..... approximately \$5,000/year  
(Or until all courses have been implemented)

Fees include:

- *High School of Business* program license
- Course guide(s)
- Professional development tuition\*
- Annual Affiliation Fee:\*\*
  - Annual Course Guide updates; online, third-party final exams with detailed reporting results (\$1,000, approx. value)
  - Online Learning Center (hundreds of curriculum modules delivered via Canvas Learning Management System): individual accounts for teachers and students (\$1,324, approx. value)
  - Ongoing training opportunities including MBA Conclave Teaching Conference (\$778 value)
  - Superior customer service, administrative and marketing support for the program

\* Does not include travel or hotel expenses. Invoices for training and course guides are emailed at time of training registration. Payment must be made prior to training attendance. Purchase Orders are accepted as commitment to pay by check.

\*\* Affiliation Fee invoices are emailed in September of each year. A 10% discount off the Affiliation Fee is given per school for multiple schools in a district.

**Tip: Consider Perkins Funds, grants, or corporate sponsors.**

# Appendix

## A

# Course Descriptions



By MBA Research

### Administrator/Parent Version

#### Leadership

This project-based leadership course develops student understanding and skills in such areas as communication skills, emotional intelligence, operations, and professional development. Students acquire an understanding and appreciation of the need for leadership skills. The capstone activity of the course is the implementation of a service-learning project. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Formal reflection is an on-going component of the course.

Recommended: 9th grade

Credit: .5 (one semester)

Track: *High School of Business*™

Prerequisite: n/a

#### Wealth Management

This project-based financial literacy course develops student understanding and skills in such areas as economic decision-making, time value of money, financial management, and types of investments. Students acquire an understanding and appreciation of the need for personal financial management and investing. To encourage immediate implementation of financial management skills, *Wealth Management* utilizes an on-going project for course delivery and reinforcement. The course content is sequenced for students to develop a full understanding of their role and responsibility in their financial future. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills.

Recommended: 9th grade

Credit: .5 (one semester)

Track: *High School of Business*™

Prerequisite: n/a

Administrator/Parent Version (cont'd)

## Principles of Business

This project-based business course develops student understanding and skills in such areas as business law, economics, financial analysis, human resources management, information management, marketing, operations, and strategic management. Through the use of projects, students acquire an understanding and appreciation of the business world. They develop a biography of a local business, examine factors affecting business profit and risk, conduct an environmental scan of the business community, and investigate business activities. Current technology will be used to acquire information and to complete the projects. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Formal reflection is an on-going component of the course.

Recommended: 10th grade

Credit: .5 (one semester)

Track: *High School of Business™*

Prerequisite: n/a

## Business Economics

This project-based business course develops student understanding and skills in such areas as economics, operations, and professional development. Through the use of six projects, students acquire an understanding and appreciation of economic decision-making in the business world as well as augmenting their knowledge of entrepreneurial contributions. Current technology will be used to acquire information and to complete the projects. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Formal reflection is an on-going component of the course.

Recommended: 10th grade

Credit: .5 (one semester)

Track: *High School of Business™*

Prerequisite: *Principles of Business*

## Principles of Marketing

This project-based business course develops student understanding and skills in such areas as channel management, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Through the use of five projects, students acquire an understanding and appreciation of marketing activities. Current technology will be used to acquire information and to complete the projects. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Formal reflection is an on-going component of the course.

Recommended: 11th grade

Credit: .5 (one semester)

Track: *High School of Business™*

Prerequisites: *Principles of Business* and *Business Economics*

Administrator/Parent Version (cont'd)

## Principles of Finance

*Principles of Finance* furthers student understanding of two specific business activities—accounting and finance—that were introduced in an earlier *High School of Business™* course, *Principles of Business*. Through multiple projects, students make connections between accounting, with an emphasis on cash flow, and finance, with an emphasis on decision-making. Students acquire an understanding of financial statements, calculate financial ratios, and make business decisions based on their interpretation of those financial statements and ratios. In addition, students determine the impact of financial transactions on the accounting equation and examine business-financing options.

Recommended: 11th or 12th grade

Credit: .5 (one semester)

Track: *High School of Business™*

Prerequisites: *Principles of Business* and *Business Economics*

## Principles of Management

This project-based business course furthers student understanding of management and management functions. Through individual and team activities, students make connections between management and business success. A significant portion of the *Principles of Management* course is also devoted to in-depth planning and preparations necessary for successful operation of the students' class business, to be actualized in the HSB capstone *Business Strategies* course.

Recommended: 11th or 12th grade

Credit: .5 (one semester)

Track: *High School of Business™*

Prerequisites: *Principles of Business* and *Business Economics*

## Business Strategies

*Business Strategies*, which is the capstone course for the *High School of Business™* program, develops student understanding and skills in such areas as business law, entrepreneurship, financial analysis, human resources management, and strategic management. By planning, organizing, staffing, directing, and controlling business activities, students acquire a realistic understanding of what is required to open and successfully run a business. They develop a business plan; recruit, interview, select, and hire staff; supervise staff; control use of resources; and evaluate the results of the business effort. Throughout the course, students make decisions and use problem-solving skills. Formal reflection is an on-going component of the course.

Recommended: 12th grade

Credit: .5 (one semester)

Track: *High School of Business™*

Prerequisites: *Principles of Business*, *Business Economics*, *Principles of Marketing*, *Principles of Finance*, and *Principles of Management*.

## Student Version

### Leadership

Leadership doesn't come naturally to most of us. Fortunately, we can learn leadership skills (or improve them if you're a natural). In this course you will build the leadership skills you need to excel in college and career. You will discuss what it takes to be a leader, complete a team-based project, and put your leadership skills into action at school, at home, and in the community.

Recommended: 9th grade  
Credit: .5 (one semester)

Track: High School of Business™  
Prerequisite: n/a

### Wealth Management

Learn how to take charge of your money to build wealth. In this course, you'll gain the smarts you'll need to make major purchases—such as a car or a house, along with ways to protect your money, such as insurance and investing. And true to the *High School of Business*™ program, this course isn't just about sitting and listening. You'll do a semester-long hands-on project. At the end of the course, your class will get a chance to teach your new skills to others by offering your community a money management course.

Recommended: 9th grade  
Credit: .5 (one semester)

Track: High School of Business™  
Prerequisite: n/a

### Principles of Business

Q: What do your favorite rock group's tour schedule, the logo on a coffee mug, and the *Wall Street Journal* have in common?

A: Business. It's everywhere. *Principles of Business* will open your eyes to the world of business. During the course you will be introduced to some of the major areas of business administration (marketing, management, and finance) through fun, real world projects.

Recommended: 10th grade  
Credit: .5 (one semester)

Track: High School of Business™  
Prerequisite: n/a

### Business Economics

Ever thought about the choices that the Three Little Pigs made from an economic perspective? In *Business Economics*, you will consider how decisions (such as work vs. play or sticks vs. straw) affect businesses and individuals in the short and long term. You will also conduct research and examine business problems as you learn about microeconomic, macroeconomic, and international economic concepts.

Recommended: 10th grade  
Credit: .5 (one semester)

Track: *High School of Business*™  
Prerequisite: *Principles of Business*

## Student Version (cont'd)

**Principles of Marketing**

Why would Old Navy choose a television commercial over an email campaign? How does Nike determine its pricing strategy? Through projects and problem solving you will get inside marketers' heads and find out what makes them tick. Projects in the course will challenge you to analyze the business world around you, work through key marketing decisions such as pricing and product image, and use your knowledge to develop a marketing strategy.

Recommended: 11th grade  
Credit: .5 (one semester)

Track: *High School of Business™*  
Prerequisites: *Principles of Business*  
and *Business Economics*

**Principles of Finance**

Can you imagine a company president who doesn't understand finances? Learning how companies manage their money is important in any business career. In this course, you will face issues that concern financial markets and institutions. This includes how companies get money for improvements (a new building, a Super Bowl advertisement), make money (sales of products, investments), and keep track of money (understanding financial reports, making smart and ethical decisions). The projects in this *High School of Business™* course provide hands-on experience in this important area of business administration.

Recommended: 11th or 12th grade  
Credit: .5 (one semester)  
Track: *High School of Business™*

Prerequisites: *Principles of Business*  
and *Business Economics*

**Principles of Management**

Get an up-close look at managing and its connection to business success. You'll learn first-hand how to manage projects and people. This course includes individual and group work as you conquer problems in human resources management, quality management, project management, and strategic management. You and your classmates will also spend a good deal of time during this class planning and preparing to open your very own class business.

Recommended: 11th or 12th grade  
Credit: .5 (one semester)  
Track: *High School of Business™*

Prerequisites: *Principles of Business*  
and *Business Economics*

**Business Strategies**

Here's where it all comes together. In this course you will run your own business. Using the smarts gained in previous *High School of Business™* courses, you will open and operate a class business. You will tackle problems real business professionals face, such as interviewing, hiring, and supervising staff; keeping financial records; evaluating results; and much more. Along the way you'll find out how the areas of a company (marketing, finance, management, etc.) work together.

Recommended: 12th grade  
Credit: .5 (one semester)  
Track: *High School of Business™*

Prerequisites: *Principles of Business, Business Economics, Principles of Marketing, Principles of Finance, and Principles of Management*

# Appendix

## B

# An Overview for Counselors



By MBA Research

### Purpose

The program is designed to achieve two goals.

- Effectively prepare students for college business programs via knowledge and skills gained in high school business administration education
- Provide students with the skill set necessary for college and career success in the 21st Century

### Design Overview

To achieve its purpose, the program includes the following interrelated parts.

- Pedagogy that is based around a series of real-world projects that require students to use teamwork, creative thinking, problem solving, and technology
- Content based on business administration core standards with rigor added in each functional area
- Course sequence based on research of collegiate business administration programs
- High-quality, hands-on professional development with emphasis on teaching through projects
- Local cross-functional steering team component including the business community and area post-secondary representatives

These pieces come together to create a different way of learning. It's learning with the intent of building a set of 21st Century Skills that prepare future leaders to tackle the complex problems and projects they will encounter in college and as professionals in the workforce. In addition to courses, *High School of Business* is comprised of the following:

- **Steering Team.** A cross-functional group that leads, builds, and improves the *High School of Business* program at your school. This group includes administrators, teachers, counselors, local high-level business executives, and at least one local college faculty member.
- **Observational internship.** Completed near the end of the program with the goal of exposing students to the work life of a business executive in a career of interest. Occurs outside of class for a minimum of 20 hours.

- Program-long project. Students in *High School of Business* will be challenged to plan, organize and implement a new business. As students work in teams through the first five required courses in the program, they will make decisions about their business. The capstone course, *Business Strategies*, will focus on the actual set-up and opening. Emphasis will be placed on how the areas of business administration (finance, marketing, management) must work together for a business to succeed.
- Online end-of-course examinations. All students enrolled in *High School of Business* nationwide take online final exams at the end of each course.
- Professional development. Teachers participating in the program are required to attend and actively participate in high-quality professional development prior to teaching each course.
- Support network. *High School of Business* support personnel are available to assist schools (including school counselors) as needed.
- School site community. Communications methods are in place to encourage dialogue among *High School of Business* school sites across the nation.

### Preparing Students for College Business Administration Programs

*High School of Business* employs curriculum that will prepare students for further college-level study in various areas of business administration. These include, but are not limited to:

- Marketing
- Finance
- Economics
- Management
- Accounting
- General Business

*High School of Business* may also be of interest to students planning to pursue an MBA later in their career.

### Best-Fit Students

The *High School of Business* program will benefit a variety of students at your school. This includes students who have one or more of the following attributes:

- Interest in business administration careers and majoring in business in college, either through self-selection or via career interest and aptitude surveys.
- Natural talent in leading and organizing other people or projects
- Bright students who struggle in a traditional classroom but have the potential to thrive in a project/problem-based environment

### Suggested Prerequisite Skills and Knowledge

The *High School of Business* program does not require any program prerequisites. Keep in mind, however, that due to the rigor and accelerated pace of *High School of Business*, your school may choose to designate certain pre-admissions criteria. In addition, the following have been found to be helpful to students who enroll in the program.

- Microsoft Office, or similar, including:
  - MS Word
  - MS Excel
  - MS PowerPoint
 or the academic ability to learn these in conjunction with the program. Students will use technology on a regular basis, including developing and analyzing spreadsheets, creating and delivering PowerPoint presentations, and writing research reports.
- Enrollment in the school’s college preparatory track (if applicable)
- Upper half class rank OR the ability to be ranked in the upper half when given challenging projects that spark their interest

## Program of Study

*High School of Business™* courses were designed to be flexible for accommodating most school schedules. The 0.5-credit courses can be offered as shown in the chart below, or grouped (while maintaining the scheduling sequence guidelines outlined below) for schools that offer other types of scheduling. Sample schedules may be found in Appendix E. Find sample at [MBAResearch.org/ProgramOfStudy](http://MBAResearch.org/ProgramOfStudy).

|          | 1 <sup>st</sup> Semester        | 2 <sup>nd</sup> Semester     |
|----------|---------------------------------|------------------------------|
| Grade 9  | Leadership                      | Wealth Management            |
| Grade 10 | <b>Principles of Business</b>   | <b>Business Economics</b>    |
| Grade 11 | <b>Principles of Marketing</b>  | <b>Principles of Finance</b> |
| Grade 12 | <b>Principles of Management</b> | <b>Business Strategies</b>   |

Required courses are in **bold**

### Scheduling sequence

- Students take the six required courses in the *High School of Business* program in a certain order because a) the curriculum builds with each course, and b) each course includes a chronological piece of an overarching program-long project that culminates with students starting and operating a business in the *Business Strategies* course. However, the sequence for the six required courses has some flexibility built into courses 3–5, which can be taken in any order or simultaneously. See illustration below:

1. Principles of Business
2. Business Economics (Prerequisite: Principles of Business)
3. Principles of Marketing (and/or Principles of Finance, Prin. of Management) (Prerequisite: Principles of Business and Business Economics)
4. Principles of Finance (and/or Principles of Marketing, Prin. of Management) (Prerequisite: Principles of Business and Business Economics)
5. Principles of Management (and/or Principles of Marketing, Prin. of Finance) (Prerequisite: Principles of Business and Business Economics)
6. Business Strategies (Prerequisites: All five courses listed above)

**Tip:**

Some schools find it easier to schedule year-long vs. semester courses. For example, group the two 9th grade courses and title them *High School of Business 1*.

See [Appendix G](#) for Sample Course Roll-Out and Training Plan.

### Cohort scheduling

- Each section of students will develop a unique program-long project. To facilitate the development of the project, it is recommended that schools with multiple sections of *High School of Business* courses keep the sections intact throughout the duration of the program. For example, the students in Section B of *Principles of Business* should be the same group that is enrolled in Section B of the final course, *Business Strategies*. Note: This is a suggestion, not a requirement.

### LinkedIn

- LinkedIn instructional support is provided throughout the program to build professional networking skills.

### Online portfolio

- Students in the program have access to an online portfolio template for archiving projects, achievements, résumé, etc. Encourage students to share these private portfolios with college admissions officers and prospective employers.

## Program Completion Benefits for Students

Successful completion of the *High School of Business* program is a major academic achievement. *High School of Business* graduates will benefit by having the skills, knowledge, and project experience needed to excel in college business administration programs.

To be considered a completer of the program by MBA Research, the student must:

- Successfully complete all six required *High School of Business* courses

MBA Research provides rewards and recognition opportunities for student completers and has identified additional opportunities for schools to pursue. We encourage *High School of Business* schools to provide more than one additional reward or recognition opportunity for their students by exploring the different options and deciding what works best for their school and students.

### Reward and Recognition Opportunities Provided by MBA Research

- ✓ National College Credit Agreements
  - All successful program completers are eligible for college credit if they attend any of the universities with which we have agreements. See our growing list and current information about each agreement at [MBAResearch.org/HSBCollegeCredit](http://MBAResearch.org/HSBCollegeCredit).
- ✓ Assessment of Skills and Knowledge for Business (A•S•K) Certification
  - *High School of Business* completers will be well prepared for the A•S•K Fundamental Business Concepts end-of-program exam. A•S•K Institute offers independent proof of learning for business, marketing, management, and entrepreneurship\*.

\*A minimal fee is charged per student. More information can be found at [ASKInstitute.org](http://ASKInstitute.org).

- ✓ Certificate of Completion from MBA Research *High School of Business*
  - All successful program completers will receive a Certificate of Completion from MBA Research and Curriculum Center. Many schools present these certificates at award ceremonies.

### **Additional Reward and Recognition Options for Schools to Implement**

- ✓ Local College Credit Agreements
  - Schools are encouraged to seek out local college and university partners. We can provide resources to begin this process. Over 80% of HSB sites have established local agreements.
- ✓ College Level Examination Program (CLEP)—administered by College Board
  - CLEP exams give college credit for knowledge or experience gained prior to college. Students who successfully complete *High School of Business* courses are encouraged to explore CLEP exams. The coursework in the *High School of Business* program will help prepare students for the CLEP exams in *Principles of Marketing* and *Principles of Management*. (CLEP is in no way affiliated with *High School of Business*. College Board charges a fee for taking the CLEP exam. At the time of this printing, the fee is \$80 per student per exam.)
- ✓ Honors-level weighting
  - Due to the rigor of coursework, schools may elect to offer higher grade weighting than a 4.0. Weighting is dependent upon each district's state and local guidelines.
- ✓ Diploma documentation
  - Schools may elect to print the *High School of Business* logo on a student's diploma.
- ✓ Transcript documentation
  - Allows colleges to see that a student has completed a nationally recognized program of study.

### **Communications Materials**

Several documents are available for informing students, parents, teachers, administrators, and the community about the *High School of Business* program. All are available at [MBAResearch.org/HSBMarketing](http://MBAResearch.org/HSBMarketing).

School counselors will participate in a webinar the spring semester prior to HSB courses starting in the Fall. The webinar will focus on counselor-specific issues and provide an opportunity to connect with other counselors and ask questions.

- ✓ **HSB General Brochure**—a brief description of the program, including rationale for implementing *High School of Business* in your school. The intended audiences are the Steering Team, faculty/staff, parents, and the business community.

- ✓ **HSB Student Brochure**—a brief description of the program, written from a “What’s the big deal about *High School of Business?*” viewpoint. Includes course descriptions and room on the back flap to attach a label with local contact information. Twenty-five of these brochures are sent with the Welcome Packet to each school site.
- ✓ **HSB Report Card**—the latest statistics that define the program.
- ✓ **Posters**—designed for hanging in hallways or guidance offices. Two are provided to each school site.
- ✓ **PowerPoint Presentation for Students**—like the student brochure, this presentation explains to students, “What’s the big deal about *High School of Business?*” Two versions of this presentation are available on the website. One is designed for kiosk use and runs on a continuous loop. Both include speaker’s notes.
- ✓ **Program Handbook**—the complete *High School of Business Handbook* may be copied and distributed as appropriate. It is a good tool for Steering Team members to keep on hand for answering questions posed by other teachers, administrators, students, parents, and the community.

### Other Materials

- ✓ **“Explaining High School of Business”**—an overview of the program designed for counselors to use when explaining the program to students, teachers, administrators, and parents—available in the Implementation Plan mailed to the Primary Contact at your school.
- ✓ **High School of Business logo**—schools are encouraged to use the official *High School of Business* logo when promoting the program. Logos and usage guidelines are emailed in each new site’s welcome packet. They are also included in the direct download of every course guide.
- ✓ **In-school Recruitment Ideas**—available in the Implementation Plan mailed to the Primary Contact at your school.

For more information about the *High School of Business* program and your role as a School Counselor, please contact MBA Research at 614-486-6708.

# Appendix C High School of Business™ Itemized Pricing



**Note:** This is a typical example. The year in which training is attended can vary by school.

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High School of Business™ Handbook

|                               | Fiscal Year 1                        |                                | Fiscal Year 2                       |   | Fiscal Year 3                       |                                  | Ongoing  |         |
|-------------------------------|--------------------------------------|--------------------------------|-------------------------------------|---|-------------------------------------|----------------------------------|--|---------|
| <b>Training</b>               | Prior to offering courses.           |                                | First year courses are taught.      |   |                                     |                                  | <b>Advanced PBL &amp; Refresher Training</b>       |         |
|                               | <b>Pedagogy</b>                      |                                | <b>Business Economics</b>           |   | <b>Principles of Finance</b>        |                                  | Teacher A  | \$500   |
|                               | Teacher A                            | \$1,000                        | Teacher A                           | \$1,000   | Teacher A                           | \$1,000                          | Add'l teachers (ea.)                               | \$250   |
|                               | Add'l teachers (ea.)                 | \$500                          | Add'l teachers (ea.)                | \$500   | Add'l teachers (ea.)                | \$500                            | Attendance required at least once every five years |         |
| <b>Principles of Business</b> |                                      | <b>Wealth Management*</b>      |                                     | <b>Principles of Management / Business Strategies</b> |                                     | (3-day session for both courses) |  |         |
| Teacher A                     | \$1,000                              | Teacher A                      | \$500                               | Teacher A   | \$1,500                             |                                  |  |         |
| Add'l teachers (ea.)          | \$500                                | Add'l teachers (ea.)           | \$250                               | Add'l teachers (ea.)                                  | \$750                               |                                  |  |         |
| <b>Leadership*</b>            |                                      | <b>Principles of Marketing</b> |                                     |   |                                     |                                  |  |         |
| Teacher A                     | \$500                                | Teacher A                      | \$1,000                             |   |                                     |                                  |  |         |
| Add'l teachers (ea.)          | \$250                                | Add'l teachers (ea.)           | \$500                               |   |                                     |                                  |  |         |
| <b>Materials</b>              | <b>Principles of Business</b>        | \$500                          | <b>Business Economics</b>           | \$500   | <b>Principles of Finance</b>        | \$500                            |  |         |
|                               | <b>Leadership*</b>                   | \$500                          | <b>Wealth Management*</b>           | \$500   | <b>Principles of Management</b>     | \$500                            |  |         |
|                               |                                      |                                | <b>Principles of Marketing</b>      | \$500   | <b>Business Strategies</b>          | \$500                            |  |         |
|                               |                                      |                                |                                     |   |                                     |                                  |  |         |
| <b>Other</b>                  | <b>Application Fee</b> <sup>^□</sup> | \$1,000                        | <b>Application Fee</b> <sup>^</sup> | \$2,000   | <b>Application Fee</b> <sup>^</sup> | \$2,000                          | <b>Application Fee</b> <sup>^</sup>                | \$2,000 |
|                               | Non-member surcharge <sup>○</sup>    | +\$500                         | Non-member surcharge <sup>○</sup>   | +\$500  | Non-member surcharge <sup>○</sup>   | +\$500                           | Non-member surcharge <sup>○</sup>                  | +\$500  |
|                               |                                      |                                | Multiple schools in district        | -\$200  | Multiple schools in district        | -\$200                           | Multiple schools in district                       | -\$200  |
|                               |                                      |                                | Enhanced Member State               | -\$250  | Enhanced Member State               | -\$250                           | Enhanced Member State                              | -\$250  |

\* Optional course

<sup>^</sup>Districts offering the program at more than one school will receive a 10% discount per school.

<sup>□</sup> Application Fee covers program implementation and materials, initial conference call, and administrative expenses incurred by MBA Research.

<sup>○</sup> Member states support the work of MBA Research at the state level via a membership fee.

Not sure if your state is a member? Visit [MBAResearch.org/MemberStates](http://MBAResearch.org/MemberStates).

## Notes:

- Divisions by year are approximate since course scheduling may vary by school.
- Each column represents a fiscal year (July 1–June 30).
- Training costs \$500 per day for the first teacher from each school. Each additional teacher trained is \$250 per day, even if the course is taken in a subsequent year.

- Training occurs twice per year: Summer and Fall. Check the Professional Development Schedule ([Appendix F](#)) for dates and courses offered, as each course is only offered once per year. Updated schedule can be found at [MBAResearch.org/Calendar](http://MBAResearch.org/Calendar).
- **All teachers must complete Pedagogy Training prior to teaching any courses. Pedagogy is only offered during the Summer Training Institute.**
- Not included in pricing: travel expenses and the resource library (approximately \$750–\$1,000 per course—see Appendices D & I.)

# Appendix

## D



By MBA Research

# Classroom Equipment and Materials

| Item   | Details  | Required/Recommended                       |
|--|--|--|
| Computer access for students                     | Microsoft Word, Excel, and PowerPoint (or similar). Must be capable of running current websites and browsers.  | Required                                   |
| Internet access for students                     | Students will regularly (usually daily) conduct Internet research <sup>1</sup> . They will also use the Canvas-based Learning Center, which requires 512kbps per user. More information about Canvas requirements: <a href="https://guides.instructure.com/m/4214//82542-what-are-the-basic-computer-specifications-canvas">https://guides.instructure.com/m/4214//82542-what-are-the-basic-computer-specifications-canvas</a> . | Required                                   |
| Classroom resource library                       | Students will regularly conduct research for their projects. Single copies of subject-related textbooks should be available for each <i>High School of Business</i> <sup>TM</sup> course. Lists of suggested texts for each course follow this chart.  | Required                                   |
| Whiteboard(s)                                    | Used to create and refine each class' master project schedule in certain courses. Teachers who teach multiple sections may need more than one whiteboard.  | Recommended                                |
| Digital storage                                  | Flash drives or a dedicated drive where students can store completed projects and work-in-progress.  | Recommended                                |
| Digital camcorder or mobile phone video recorder | Student-created videos are developed within certain projects.  | Required, but need not be dedicated to HSB |
| Video Editing Software                           | Student-created videos are developed within certain projects.  | Required, but need not be dedicated to HSB |
| Projector  | Students frequently give group presentations using PowerPoint and other visual aids.   | Required                                   |

<sup>1</sup> Your school's technology staff may need to alter "net nanny" settings in HSB classrooms. These blocking services often restrict websites that students will need to conduct business research.

| Item             | Details   | Required/<br>Recommended |
|------------------|---|--------------------------|
| Calculators      | Every HSB course requires students to make mathematical calculations.   | Recommended              |
| Binders          | Many HSB teachers find it helpful to provide students or teams of students with binders for storing project information.  | Recommended              |
| Telephone access | Students will occasionally communicate with local business people during class. A classroom telephone or permission to use student cell phones in the class is necessary. | Required                 |
| Printer          | Students frequently print online research, reports, and other data.   | Required                 |
| Flexible seating | Teamwork is an integral part of HSB courses. Ideally, classrooms are set to accommodate teams of 3–5 students as well as individual online research.                      | Recommended              |

# Appendix

## E

# Alternative Course Scheduling Examples



By MBA Research

All HSB courses are 0.5 credit, semester length courses. This makes the program flexible enough to use with various school schedules. Some examples are shown here.

### Scheduling Method: Semesters with approximately 50-minute class periods

|          | 1 <sup>st</sup> Semester        | 2 <sup>nd</sup> Semester     |
|----------|---------------------------------|------------------------------|
| Grade 9  | Leadership                      | Wealth Management            |
| Grade 10 | <b>Principles of Business</b>   | <b>Business Economics</b>    |
| Grade 11 | <b>Principles of Marketing</b>  | <b>Principles of Finance</b> |
| Grade 12 | <b>Principles of Management</b> | <b>Business Strategies</b>   |

Required courses are in **bold**.

### Scheduling Method: 4x4 Block, Grades 10, 11 and 12

|          | 1 <sup>st</sup> Semester  | 2 <sup>nd</sup> Semester                                   |
|----------|---|--|
| Grade 9  | — —   | — —  |
| Grade 10 | Leadership*   | Wealth Management*   |
| Grade 11 | <b>Principles of Business</b>                                     | <b>Business Economics</b>                                  |
| Grade 12 | <b>Principles of Marketing</b><br><b>Principles of Management</b> | <b>Principles of Finance</b><br><b>Business Strategies</b> |

Required courses are in **bold**.

\* In this scenario, the Grade 10 blocks have only one *High School of Business*<sup>™</sup> course. Because these courses are designed as 0.5 credit semester courses, schools may elect to insert one of their current business courses here. Courses such as basic accounting and computer applications are suggested.

**Scheduling Method: Block scheduling, Grades 11 and 12 only**

|          | <b>1<sup>st</sup> Semester</b>                                 | <b>2<sup>nd</sup> Semester</b>                                |
|----------|--|---|
| Grade 11 | Leadership<br><b>Principles of Business</b>                    | Wealth Management<br><b>Business Economics</b>                |
| Grade 12 | <b>Principles of Marketing</b><br><b>Principles of Finance</b> | <b>Principles of Management</b><br><b>Business Strategies</b> |

Required courses are in **bold**.

**Scheduling Method: Trimesters, Grades 9, 10, 11 and 12. Version A.**

|          | <b>Fall</b>                     | <b>Winter</b>                | <b>Spring</b> |
|----------|---------------------------------|------------------------------|---------------|
| Grade 9  | Leadership                      | Wealth Management            |               |
| Grade 10 | <b>Principles of Business</b>   | <b>Business Economics</b>    |               |
| Grade 11 | <b>Principles of Marketing</b>  | <b>Principles of Finance</b> |               |
| Grade 12 | <b>Principles of Management</b> | <b>Business Strategies</b>   |               |

Required courses are in **bold**.

**Scheduling Method: Trimesters, Grades 10, 11 and 12. Version B.**

|          | <b>Fall</b>                   | <b>Winter</b>                   | <b>Spring</b>                  |
|----------|-------------------------------|---------------------------------|--------------------------------|
| Grade 9  |                               |                                 |                                |
| Grade 10 | Leadership                    | Wealth Management               |                                |
| Grade 11 | <b>Principles of Business</b> | <b>Business Economics</b>       | <b>Principles of Marketing</b> |
| Grade 12 | <b>Principles of Finance</b>  | <b>Principles of Management</b> | <b>Business Strategies</b>     |

Required courses are in **bold**.

Note: Due to each *High School of Business*<sup>™</sup> course being 0.5 credits, a trimester schedule offers many scheduling possibilities.

# Appendix

## F



By MBA Research

# Professional Development Schedule\*

## Summer Training Schedule

|      | Monday          | Tuesday                 | Wednesday               | Thursday                 | Friday   |                        |
|------|-----------------|-------------------------|-------------------------|--------------------------|--|------------------------|
| June | Year 1 Teachers |                         | Pedagogy                | Pedagogy                 | Principles of Business                         | Principles of Business |
| July | Year 2 Teachers | Principles of Marketing | Principles of Marketing |                          |  |                        |
| July | Year 3 Teachers |                         |                         | Principles of Management | Principles of Management & Business Strategies | Business Strategies    |

**Leadership (optional) is offered online over a 3-week period in July.**

## Fall Training Schedule

| October                                     | Friday                                  | Saturday                          | Sunday                | Monday |
|---|---|-----------------------------------|-----------------------|--------|
| Year 1 Teachers                             |   | Business Economics                | Business Economics    |        |
| Year 2 Teachers                             |   | Principles of Finance             | Principles of Finance |        |
| Fully Trained Teachers attend every 5 years |   | Advanced PBL & Refresher Training |                       |        |
| Evening Event for All Teachers              | <i>The Celebration!</i><br>Social Event |                                   |                       |        |

**Wealth Management (optional) is offered online over a 3-week period in October.**

\* Schedules are subject to change.

### Notes:

- *Principles of Finance* training takes place on a different weekend from *Business Economics* and *Advanced PBL & Refresher* trainings.
- It is recommended that teachers attend training on a just-in-time basis, e.g., attend *Principles of Marketing* training the summer prior to teaching it. See Appendix G for an example.
- See current Professional Development schedule at [MBAResearch.org/Calendar](http://MBAResearch.org/Calendar).

# Appendix **G** Sample Course Roll-Out Schedule & Training Plan



## Course Roll-Out Schedule

|          | Year 1 (planning year) |   | Year 2                        |                           | Year 3                         |                              | Year 4 and Beyond               |                              |
|----------|------------------------|---|-------------------------------|---------------------------|--------------------------------|------------------------------|---------------------------------|------------------------------|
|          |                        |   | Sem. 1                        | Sem. 2                    | Sem. 1                         | Sem. 2                       | Sem. 1                          | Sem. 2                       |
| Grade 9  | —                      | — | Leadership                    | Wealth Management         | Leadership                     | Wealth Management            | Leadership                      | Wealth Management            |
| Grade 10 | —                      | — | <b>Principles of Business</b> | <b>Business Economics</b> | <b>Principles of Business</b>  | <b>Business Economics</b>    | <b>Principles of Business</b>   | <b>Business Economics</b>    |
| Grade 11 | —                      | — | —                             | —                         | <b>Principles of Marketing</b> | <b>Principles of Finance</b> | <b>Principles of Marketing</b>  | <b>Principles of Finance</b> |
| Grade 12 | —                      | — | —                             | —                         |                                |                              | <b>Principles of Management</b> | <b>Business Strategies</b>   |

Required courses are in **bold**.

## Training Plan

### Fiscal Year 1:

June—**Pedagogy, Principles of Business (in-person)**  
 Leadership (optional; virtual, live)

### Fiscal Year 2:

October—**Business Economics (in-person, at MBA Conclave)**  
 Wealth Management (optional; virtual, live)  
 July—**Principles of Marketing (virtual, live)**

### Fiscal Year 3:

October—**Principles of Finance (virtual, live)**  
 July—**Principles of Management / Business Strategies (3-day combined session; virtual, live)**

### Fiscal Year 5 and Beyond:

October—**Advanced PBL & Refresher Training**

# Appendix

## H

# Observational Internship Guidelines



By MBA Research

### Summary/Abstract:

The *High School of Business* Internship requirement gives students the opportunity to see firsthand how business executives function, interact, and put into use the concepts taught in the *High School of Business* program. Students are required to observe a high-level business executive (vice president, senior-level marketing manager, certified financial planner, sales manager, etc.) for a minimum of 20 hours. The observation should take place during the student's senior year or the summer preceding. It should be completed outside of classroom time. Students keep a daily journal describing their experiences, in addition to completing an observational checklist, a self-evaluation form, and an internship evaluation form.

The internship experience should be included as part of the student's grade in the *High School of Business* capstone course, *Business Strategies*.

---

### Benefits of *High School of Business* Observational Internship:

**Student benefits**—By participating in an Observational Internship, students can obtain the following benefits:

- Career exploration and development
- Opportunities to relate education to occupational interests
- Regular interaction with professionals in the fields of business
- Development of a better understanding of the differences between or among the practices of industries and businesses
- Better understanding and appreciation of employability skills

## Appendix H: Observational Internship Guidelines

**Business community benefits**—By agreeing to host Observational Internship students, the business community can benefit in a variety of ways:

- Development of a source of future, full-time employees
- An avenue for making marketing/business curriculum more responsive to the needs of the local business community
- Development of a better understanding of the school's problems or needs
- Opportunities to obtain input from a business/marketing/other teacher

**School benefits**—Schools have found that they, too, benefit from offering an Observational Internship program. They've identified such benefits as:

- Supplementing the teacher's experience with examples and new experiences that occur daily in the workplace
- Developing partnerships with the business community
- Gaining a better understanding of the needs and problems of the local business community

**Complete guidelines, checklists, and forms** for the Observational Internship are provided to all *High School of Business* sites.

# Appendix

## I

# Planning Guide Sheet Sample/Suggested Texts



By MBA Research

### Planning Guide Sheet Sample

*High School of Business* courses do not require a student textbook. Instead, students learn through doing real projects and research. In addition, teachers will at times present briefings, or mini-lectures, about subjects as deemed necessary.

Included in each *High School of Business* course guide are lists of supplemental resources that a teacher may choose to use for his/her own education on a topic or use with students. Here is how the supplemental resource lists are organized within each course guide:

1. In the pages following each project and its instructions, each performance indicator (competency) included (covered) in the project has one Planning Guide Sheet.
2. Each Planning Guide Sheet includes the following information:
  - a. Objectives
  - b. Sample activity the teacher may choose to use in addition to the project
  - c. Resource list the teacher can use to pull supplemental materials that provide information about the performance indicator. These may be textbook excerpts (with pages identified, usually from very popular textbooks that the school may own), online resources, software, etc.
3. It is recommended that each school budget approximately \$750–\$1,000 per course for a teacher to purchase the supplemental materials he/she chooses to place in a classroom resource library. Again, there are no required textbooks for any of the *High School of Business* courses.

## Appendix I: Planning Guide Sheet Sample/Suggested Texts

Below is a sample Planning Guide Sheet from a *High School of Business* course guide. It is followed by lists of suggested texts for use as supplemental resources.

### Planning Guide Sheet—Sample

---

**Performance Indicator: EC:003 Explain the concept of economic resources**

**LAP Module:** LAP-EC-014

(This is a supplemental curriculum available in the online Learning Center)

**Objectives:**

- a. Define the following terms: economic resources, natural resources, capital goods, human resources, and factors of production.
- b. List reasons that economic resources are important for business.
- c. Explain why natural resources are limited.
- d. Describe ways that businesses respond to limited natural resources.
- e. Explain why human resources are limited.
- f. Describe ways that businesses respond to limited human resources.
- g. Explain why capital goods are limited.
- h. Describe ways that businesses respond to limited capital goods.

**Activity:**

Instruct each student to make a list of the capital goods used by a local business, compare the list with that of others in the class, and discuss how the business would be affected if one or more of the capital goods were eliminated.

---

## Reference Books

**Title:** Marketing (3rd ed.)

**Author:** Burrow, J.L.

**References:** [p. 69]

**Publisher:** Mason, OH: South-Western Cengage Learning

**Copyright:** 2012

**Title:** Contemporary business (12th ed.)

**Author:** Kurtz, D.L.

**References:** [pp. 6-8, 411-412]

**Publisher:** Mason, OH: South-Western Cengage Learning

**Copyright:** 2009

**Title:** Intro to business (7th ed.)

**Author:** Dlabay, L.R., Burrow, J.L., & Kleindl, B.

**References:** [pp. 8-11, 76, 318]

**Publisher:** Mason, OH: South-Western Cengage Learning

**Copyright:** 2009

**Title:** Marketing essentials 2009

**Author:** Farese, L.S., Kimbrell, G., & Woloszyk, C.A.

**References:** (pp. 53-54)

**Publisher:** Woodland Hills, CA: Glencoe/McGraw-Hill

**Copyright:** 2009

**Title:** The future of business: The essentials (3rd ed.)

**Author:** Gitman, L.J., & McDaniel, C.

**References:** [pp. 32-33]

**Publisher:** Mason, OH: Thomson/South-Western

**Copyright:** 2008

**Title:** Business (9th ed.)

**Author:** Pride, W.M., Hughes, R.J., & Kapoor, J.R.

**References:** [pp. 12-13]

**Publisher:** Boston, MA: Houghton Mifflin

**Copyright:** 2008

**Title:** Marketing dynamics (3rd ed.)

**Author:** Clark, B., Basteri, C.G., Gassen, C., & Walker, M.

**References:** [pp. 70, 109-110, 113]

**Publisher:** Tinley Park, IL: Goodheart-Willcox.

**Copyright:** 2014

**Reference Books** (cont'd)

**Title:** Contemporary marketing: 2013 edition  
**Author:** Kurtz, D.  
**References:** (pp. 78-79)  
**Publisher:** Mason, OH: South-Western Cengage Learning  
**Copyright:** 2013

**Title:** Marketing essentials 2012  
**Author:** Farese, L.S., Kimbrell, G., & Woloszyk, C.A.  
**References:** (pp. 61-62, 68)  
**Publisher:** Columbus, OH: Glencoe/McGraw-Hill  
**Copyright:** 2012

**Reference Websites**

**Title:** Economic resource.  
**Author:** AmosWEB  
**URL:** [http://www.amosweb.com/cgi-bin/awb\\_nav.pl?s=wpd&c=dsp&k=economic+resource](http://www.amosweb.com/cgi-bin/awb_nav.pl?s=wpd&c=dsp&k=economic+resource)  
**Copyright:** 2000-2017  
**Accessed on:** 2017-01-22

**Title:** Factors of production.  
**Author:** AmosWEB  
**URL:** [http://www.amosweb.com/cgi-bin/awb\\_nav.pl?s=wpd&c=dsp&k=factors+of+production](http://www.amosweb.com/cgi-bin/awb_nav.pl?s=wpd&c=dsp&k=factors+of+production)  
**Copyright:** 2000-2017  
**Accessed on:** 2017-01-22

**Title:** Limited resources.  
**Author:** AmosWEB  
**URL:** [http://www.amosweb.com/cgi-bin/awb\\_nav.pl?s=wpd&c=dsp&k=limited+resources](http://www.amosweb.com/cgi-bin/awb_nav.pl?s=wpd&c=dsp&k=limited+resources)  
**Copyright:** 2000-2017  
**Accessed on:** 2017-01-22

**Title:** What are capital goods?  
**Author:** Kelsey, A.B., & Joseph, A.  
**URL:** <http://www.wisegeek.org/what-are-capital-goods.htm>  
**Copyright:** 2017, January 22  
**Accessed on:** 2017-01-22

## Appendix I: Planning Guide Sheet Sample/Suggested Texts

### Reference Websites (cont'd)

**Title:** What are the differences in capital resource, human resource, and natural resource?

**Author:** Ashe-Edmunds, S.

**URL:** <http://smallbusiness.chron.com/differences-capital-resource-human-resource-natural-resource-60792.html>

**Copyright:** n.d.

**Accessed on:** 2017-01-22

**Title:** Three types of economic resources: Factors of production. [Video].

**Author:** Lamon, A.

**URL:** <https://www.youtube.com/watch?v=Znu5gQr-NNQ>

**Copyright:** 2014, July 2

**Accessed on:** 2017-01-22

**Title:** Economic resources presentation. [Video].

**Author:** Mr. Sandberg's YouTube Channel

**URL:** <https://www.youtube.com/watch?v=byNEj6Mh-Fo>

**Copyright:** 2011, October 22

Accessed on: 2017-01-22

**Title:** Why are factors of production important to economics?

**Author:** Lutzenberger, T.

**URL:** [http://www.ehow.com/info\\_8502269\\_factors-production-important-economics.html](http://www.ehow.com/info_8502269_factors-production-important-economics.html)

**Copyright:** n.d.

**Accessed on:** 2017-01-22

**Title:** Why do some economists consider entrepreneurship to be a factor of production?

**Author:** Ross, S.

**URL:** <http://www.investopedia.com/ask/answers/032615/why-do-some-economists-consider-entrepreneurship-be-factor-production.asp>

**Copyright:** 2015, March 26

**Accessed on:** 2017-01-22

**Title:** Episode 3: Resources. [Video].

**Author:** McGlasson, M.

**URL:** <https://www.youtube.com/watch?v=0PgP0dXAGAE>

**Copyright:** 2011, January 13

**Accessed on:** 2017-01-22

**Reference Websites** (cont'd)

**Title:** Confronting the skilled-worker shortage.

**Author:** Atkinson, W.

**URL:** <http://www.hreonline.com/HRE/view/story.jhtml?id=534359115>

**Copyright:** 2015, August 4

**Accessed on:** 2017-01-22

**Title:** The future of renewable energy. [Video].

**Author:** VideoInfographs

**URL:** <https://www.youtube.com/watch?v=MjCcmSdraRI>

**Copyright:** 2011, December 1

**Accessed on:** 2017-01-22

## Resource Library Suggestions for *High School of Business* Courses

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### Resources

Every course in the *High School of Business* program requires students to complete a significant amount of independent research. That research may be conducted using a variety of sources. Many of these resources have been identified in advance for every Performance Indicator (competency) in a course. They are listed by type (website, textbook, LAP, other) in each course guide (see Section 5, Planning Guide Sheets).

It is suggested that each school compile a resource library for classroom use. The library should consist of one copy of several of the texts listed below for each course. It is not necessary to have a copy of every text, since other alternatives (websites, LAPs, etc.) have been identified for each Performance Indicator.

\*\* Starred textbooks have been found to be especially useful resources for students and teachers.

Please note: Additional textbooks will be referenced in each course guide.

**Resources** (cont'd)

■ **Leadership**

The following 10 textbooks are cited most frequently in the *Leadership* course guide:

**Textbooks**

Clark, B., Basteri, C.G., Gassen, C., & Walker, M. *Marketing dynamics*. Tinley Park, IL: Goodheart-Willcox.

DuBrin, A. *Essentials of management*. Mason, OH: South-Western.

\*\*DuBrin, A. *Leadership: Research findings, practice, and skills*. Mason, OH: South-Western Cengage Learning.

Farese, L.S., Kimbrell, G., & Woloszyk, C.A. *Marketing essentials*. Columbus, OH: Glencoe McGraw-Hill.

\*\*Kimbrell, G. *Succeeding in the world of work*. Columbus, OH: McGraw-Hill.

Lehman, C.M., & Dunfrene, D.D. *Business communication*. Mason, OH: South-Western Cengage Learning.

Littrell, J.J., Lorenz, J.H., & Smith, H.T. *School to career*. Tinley Park, IL: Goodheart-Willcox.

\*\*Lussier, R.N., & Achua, C.F. *Leadership: Theory, application, and skill development*. Mason, OH: South-Western Cengage Learning.

\*\*Manning, G., & Curtis, K. *The art of leadership*. New York, NY: McGraw-Hill Irwin.

Roberts, S.J. *Fundamentals of business communication*. Tinley Park, IL: Goodheart-Willcox.

**Resources** (cont'd)

■ **Wealth Management**

The following eight textbooks are cited most frequently in the *Wealth Management* course guide:

**Textbooks**

\*\*Campbell, S.R. *Foundations of personal finance*. Tinley Park, IL: Goodheart-Willcox.

Clark, B., Basteri, C.G., Gassen, C., & Walker, M. *Marketing dynamics*. Tinley Park, IL: Goodheart-Willcox.

\*\*Kapoor, J.R., Dlabay, L.R., & Hughes, R.J. *Personal finance*. New York, NY: McGraw-Hill Irwin.

Littrell, J.J., Lorenz, J.H., & Smith, H.T. *School to career*. Tinley Park, IL: Goodheart-Willcox.

\*\*Miller, R.L., & Stafford, A.D. *Economic education for consumers*. Mason, OH: South-Western Cengage Learning.

\*\*Ryan, J.S. *Managing your personal finances*. Mason, OH: South-Western Cengage Learning.

\*\*Ryan, J.S. *Personal financial literacy*. Mason, OH: South-Western Cengage Learning.

Wanat, J.A., Pfeiffer, E.W., & Smith, H.T. *School to career*. Tinley Park, IL: Goodheart-Willcox.

■ **Principles of Business**

The following six textbooks are cited most frequently in the *Principles of Business* course guide:

**Textbooks**

Burrow, J.L. *Marketing*. Mason, OH: South-Western Cengage Learning.

Clark, B., Basteri, C.G., Gassen, C., & Walker, M. *Marketing dynamics*. Tinley Park, IL: Goodheart-Willcox.

\*\*Dlabay, L.R., Burrow, J.L., & Kleindl, B. *Intro to business*. Mason, OH: South-Western Cengage Learning.

\*\*Farese, L.S., Kimbrell, G., & Woloszyk, C.A. *Marketing essentials*. Columbus, OH: Glencoe McGraw-Hill.

\*\*Kurtz, D.L. *Contemporary business*. Mason, OH: South-Western Cengage Learning.

Kurtz, D.L. *Contemporary marketing*. Mason, OH: South-Western Cengage Learning.

**Resources** (cont'd)

■ **Business Economics**

The following seven textbooks are cited most frequently in the *Business Economics* course guide:

**Textbooks**

Burrow, J.L. *Marketing*. Mason, OH: South-Western Cengage Learning.

\*\*Clark, B., Basteri, C.G., Gassen, C., & Walker, M. *Marketing dynamics*. Tinley Park, IL: Goodheart-Willcox.

Dlabay, L.R., Burrow, J.L., & Kleindl, B. *Intro to business*. Mason, OH: South-Western Cengage Learning.

Farese, L.S., Kimbrell, G., & Woloszyk, C.A. *Marketing essentials*. Columbus, OH: Glencoe McGraw-Hill.

\*\*Gottheil, F.M. *Principles of economics*. Mason, OH: South-Western Cengage Learning.

Miller, R.L., & Stafford, A.D. *Economic education for consumers*. Mason, OH: South-Western Cengage Learning.

\*\*Miller, R.L. *Economics today, the macro view, and the micro view*. Boston, MA: Addison-Wesley, Pearson Education.

■ **Principles of Marketing**

The following seven textbooks are cited most frequently in the *Principles of Marketing* course guide:

**Textbooks**

\*\*Burrow, J.L. *Marketing*. Mason, OH: South-Western Cengage Learning.

Churchill, G.A., Brown, T.J., & Suter, T.A. *Basic marketing research*. Mason, OH: South-Western Cengage Learning.

\*\*Clark, B., Basteri, C.G., Gassen, C., & Walker, M. *Marketing dynamics*. Tinley Park, IL: Goodheart-Willcox.

Dlabay, L.R., Burrow, J.L., & Kleindl, B. *Intro to business*. Mason, OH: South-Western Cengage Learning.

\*\*Farese, L.S., Kimbrell, G., & Woloszyk, C.A. *Marketing essentials*. Columbus, OH: Glencoe McGraw-Hill.

\*\*Kurtz, D. *Contemporary marketing*. Mason, OH: South-Western Cengage Learning.

Zikmund, W.G., & Babin, B.J. *Exploring marketing research*. Mason, OH: South-Western Cengage Learning.

**Resources** (cont'd)

■ **Principles of Finance**

The following seven textbooks are cited most frequently in the *Principles of Finance* course guide:

**Textbooks**

\*\*Campbell, S.R. *Foundations of personal finance*. Tinley Park, IL: Goodheart-Willcox.

Clark, B., Basteri, C.G., Gassen, C., & Walker, M. *Marketing dynamics*. Tinley Park, IL: Goodheart-Willcox.

Guerrieri, D.J., Haber, F.B., Hoyt, W.B., & Turner, R.E. *Accounting: Real-world applications and connections: First-year course*. Columbus, OH: McGraw-Hill.

Kapoor, J.R., Dlabay, L.R., & Hughes, R.J. *Personal finance*. New York, NY: McGraw-Hill Irwin.

\*\*Porter, G.A., & Norton, C.L. *Using financial accounting information: The alternative to debits and credits*. Mason, OH: South-Western Cengage Learning.

Rich, J.S., Jones, J.P., Heitger, D.L., Mowen, M.M., & Hanson, D.R. *Cornerstones of financial and managerial accounting*. Mason, OH: South-Western Cengage Learning.

\*\*Ryan, J.S. *Managing your personal finances*. Mason, OH: South-Western Cengage Learning.

■ **Principles of Management**

The following six textbooks are cited most frequently in the *Principles of Management* course guide:

**Textbooks**

\*\*Daft, R.L., & Marcic, D. *Understanding management*. Mason, OH: South-Western Cengage Learning.

\*\*DuBrin, A. *Essentials of management*. Mason, OH: South-Western Cengage Learning.

DuBrin, A. *Leadership: Research findings, practice, and skills*. Mason, OH: South-Western Cengage Learning.

Griffin, R.W., & Moorhead, G. *Organizational behavior: Managing people and organizations*. Mason, OH: South-Western Cengage Learning.

Sanghera. *90 days to success as a project management*. Boston, MA: Concourse Technology.

\*\*Williams, C.R. *Management*. Mason, OH: Cengage Learning.

**Resources** (cont'd)

■ **Business Strategies**

The following 10 textbooks are cited most frequently in the *Business Strategies* course guide:

**Textbooks**

\*\*Burrow, J.L. *Marketing*. Mason, OH: South-Western Cengage Learning.

\*\*Clark, B., Basteri, C.G., Gassen, C., & Walker, M. *Marketing dynamics*. Tinley Park, IL: Goodheart-Willcox.

Daft, R.L., & Marcic, D. *Understanding management*. Mason, OH: South-Western Cengage Learning.

DuBrin, A. *Essentials of management*. Mason, OH: South-Western Cengage Learning.

\*\*Farese, L.S., Kimbrell, G., & Woloszyk, C.A. *Marketing essentials*. Columbus, OH: Glencoe McGraw-Hill.

\*\*Greene, C.L. *Entrepreneurship: Ideas in action*. Mason, OH: South-Western Cengage Learning.

Grewal, D. & Levy, M. *Marketing*. New York: McGraw-Hill Irwin.

Kuratko, D.F. *Entrepreneurship: Theory, process, practice*. Mason, OH: Thomson South-Western.

Kurtz, D. *Contemporary marketing*. Mason, OH: South-Western Cengage Learning.

Noe, R.A., Hollenbeck, J.R., Gerhart, B., & Wright, P.M. *Human resource management: Gaining a competitive advantage*. New York, NY: McGraw-Hill Irwin.

# Appendix

## J

# National College Credit Agreements



By MBA Research

## College Credit Options for all HSB Participants

MBA Research is pleased to offer college credit opportunities through national affiliations. In addition, schools are encouraged to work with local post-secondary partners to explore credit opportunities. Most schools that participate in the *High School of Business* program have at least one established local college credit agreement.

You can view our web page College Credit Opportunities at [MBAResearch.org/HSBCollegeCredit](http://MBAResearch.org/HSBCollegeCredit) for the most current information on national and local agreements.

## Colleges Recruit *High School of Business* Students

Rigorous courses, college-level learning outcomes, and accountability through third-party exams are a powerful combination that lead to many benefits for students in the *High School of Business* program. And we're pleased to share another benefit of the program—college recognition. In addition to credit and scholarship options, post-secondary institutions are beginning to recruit for *High School of Business* students.

# Appendix

## K



By MBA Research

# High School of Business Sample Plan Application and Start-Up

| Task  | Date                                       | Responsible   |
|---|--|---|
| Assemble Steering Team  | Fall preceding start of courses            | Site Leader   |
| Determine teachers who will teach <i>High School of Business</i> courses                            | Fall                                       | School administration                                   |
| Request <i>High School of Business</i> application form from MBA Research                           | Fall                                       | Site Leader   |
| Visit and/or talk with teachers and administrators at a current <i>High School of Business</i> site | Fall                                       | Site Leader, teachers, key administrators               |
| Draft course schedule and present to school administration  | Fall                                       | Site Leader   |
| Submit <i>High School of Business</i> application form and application fee to MBA Research          | Fall                                       | Site Leader   |
| School personnel participate in application conference call with MBA Research                       | Fall                                       | Site Leader, teachers, key administrators, counselor(s) |
| School receives notification of acceptance/non-acceptance into <i>High School of Business</i>       | Approximately 1 week after conference call | MBA Research Staff                                      |
| Assemble Steering Team to work through HSB Implementation Plan                                      | Fall–Spring                                | Steering Team   |
| Teachers register for Summer Training Institute; book travel arrangements and hotel                 | Early spring                               | Teachers/school's financial staff                       |
| Counselors participate in <i>High School of Business</i> Counselor informational webinar (1 hour)   | Early spring                               | Counselors  |
| Teachers participate in <i>High School of Business</i> pre-training webinar                         | Late spring                                | Teachers  |
| Teachers complete pre-training assignments  | Late spring                                | Teachers  |
| Teachers attend Summer Training Institute   | June                                       | Teachers  |
| Principles of Business and/or Leadership courses begin  | 1st Semester                               | Teachers and staff                                      |



By MBA Research

# Possible Funding Sources

Though MBA Research does not offer grants to schools wishing to implement *High School of Business*, we have the following suggestions and examples of how other schools have pursued funding for the program.

## Perkins Funding

Perkins Funds are the most common way that schools and districts fund the program. Contact your local CTE Director to find out if Perkins Funds can be used to help fund your program's start-up.

## Investigate Local Business Opportunities

Some schools have had success with local businesses sponsoring some aspect of their programs. As an additional learning opportunity, your HSB students can do the presentations, asking businesses for their support.

Types of support that schools have received:

- Company matching of employee donations—funds can be used for any program expense
- One-time grant for HSB application fee or Annual Affiliation Fee
- One-time grant for DECA/FBLA Conference bus transportation
- Donations of a portion of sales during a particular month or season

Types of businesses that have offered support:

- Life Insurance Companies
- Gas stations/convenience stores

## Suggested Search Engine Terms

If you are researching online for funding sources or grants, we recommend the following search terms:

- 21st Century Skills
- Project-based learning
- Career tech / CTE
- Tech Ed
- Academies
- Professional development
- Business education
- Marketing education
- Post-secondary connections

# Appendix



By MBA Research

## Data Collected From HSB Participants

| Data Collected  | Question(s) asked   | Optional | How data is used  | Method of collection   |
|---|---|----------|---|--|
| Student's name—<br>First and last name with middle initial and suffix |   | No       | Enables search of National Student Clearinghouse database for post-secondary enrollment and completion information  | <ul style="list-style-type: none"> <li>• Program completion e-form completed by students in Spring of senior year</li> <li>• WebXam (final exam) account registration</li> </ul> |
| Student's birth date  |   | No       | Enables search of National Student Clearinghouse database for post-secondary enrollment and completion  | Program completion e-form  |
| Student's email   |   | Yes      | <ul style="list-style-type: none"> <li>• Send digital badge to students who score at exemplary level on final exams</li> <li>• Ask high school graduates to join HSB's LinkedIn group</li> </ul>  | <ul style="list-style-type: none"> <li>• WebXam (final exam) account registration</li> <li>• Program completion e-form</li> </ul>  |
| GPA   | What is your overall GPA?   | Yes      | <ul style="list-style-type: none"> <li>• Calculate the national average GPA of <i>High School of Business</i> students to share with potential post-secondary national partners</li> <li>• Positions HSB students as desirable future college students</li> </ul> | Set of questions attached to beginning of <i>Business Strategies</i> online final exam   |
| ACT score   | What overall score did you receive on the ACT?  | Yes      | <ul style="list-style-type: none"> <li>• Calculate the national average GPA of <i>High School of Business</i> students to share with potential post-secondary national partners</li> <li>• Positions HSB students as desirable future college students</li> </ul> | Set of questions attached to beginning of <i>Business Strategies</i> online final exam   |
| Race  | American Indian or Alaska Native<br>Asian<br>Black, African American, or Negro<br>Hispanic<br>Native Hawaiian or other Pacific Islander<br>White/Caucasian<br>Two or more races | Yes      | Identify opportunities to reach minorities or underserved populations   | Set of questions attached to beginning of <i>Business Strategies</i> online final exam   |
| Gender  | Female<br>Male  | Yes      | Identify gender biases within the program   | Set of questions attached to beginning of <i>Business Strategies</i> online final exam   |

| Data Collected  | Question(s) asked   | Optional | How data is used   | Method of collection   |
|---|---|----------|--|--|
| Student's opinion on program  | In your opinion, did <i>High School of Business</i> increase your ability to succeed in a future career? In your opinion, did <i>High School of Business</i> increase your ability to succeed in college—either now or in the future? In your opinion, did <i>High School of Business</i> contribute to your learning of core academic skills (e.g., math, English, or social studies)? | Yes      | Determine students' perceptions of program. Aggregate numbers are used to guide program improvement as well as report results                                | Set of questions attached to beginning of <i>Business Strategies</i> online final exam |
| Student's future plans  | If you go to college, what are you most likely to study?  | Yes      | Determine aggregate career interests of participants   | Set of questions attached to beginning of <i>Business Strategies</i> online final exam |
| College credits received via participation in <i>High School of Business</i> <sup>™</sup> | How many college credits did you receive as a result of your participation in <i>High School of Business</i> ?  | Yes      | Identify national average number of credits students receive for reporting and promotion purposes  | Set of questions attached to beginning of <i>Business Strategies</i> online final exam |
| Certification(s) earned   | Has this student also earned a certification of some type while in high school? If yes, list type.  |          | Identify certifications that may be in line with needs of <i>High School of Business</i> students  | Program completion e-form  |
| Name of post-secondary institution student plans to attend                                | College or university student plans to attend. If does not plan to attend college, what are student's post-graduation plans?  |          | In aggregate, identify post-secondary institutions that attract <i>High School of Business</i> students so you can prioritize work on national partnerships. | Program completion e-form  |