

LCB File No. R184-03

**PROPOSED REGULATION OF THE
STATE BOARD OF EDUCATION**

Explanation: Matter *in italics* is new; matter in brackets [] is material to be omitted.

AUTHORITY: NRS 385.080

Agricultural Business Systems

Section 1. NAC 389 is hereby amended as follows:

Section 2. *Agricultural Business Systems. A course of study in agriculture and natural resource sciences must be designed so that pupils meet the following performance standards by completion of the terminal course of instruction.*

1. Students will describe basic economic principles as they relate to agricultural businesses and agriculture.

(a) Describe the basic economic factors that effect farm and agricultural business management decisions.

(b) Distinguish among supplementary, complementary, competitive and independent enterprises.

(c) Use economic decision making tools to increase profitability of an agricultural enterprise.

2. Students will explain how business ownership structures, organizations, and human resources affect agricultural business management decisions.

(a) Students will explain how the different types of business ownership structures impact agricultural enterprises.

(b) Students will explain how the different public/private organizations impact agricultural enterprises.

(c) Explain the role of the agricultural business and human resource manager.

(d) Students will explain the role of human resources and its importance to successful agricultural businesses.

3. Students will describe generally accepted accounting principles and establish an accounting system appropriate for their agricultural business.

(a) Students will explain and use generally accepted accounting principles to record business transactions.

4. Students will be able to read and interpret financial reports in order to make informed decisions relating to budgeting, obtaining credit, tax management and other financial decisions.

(a) Students will identify and interpret financial reports and recommend sound financial proposals.

(b) Students will describe the purposes, benefits and limitations of budgeting and develop a budget for an agricultural business.

- (c) Students will describe and explain the role of credit in agricultural business.*
- (d) Students will describe types of taxes, the reasons for tax planning and general factors important to understanding tax management.*
- 5. Students will explain the importance of establishing and maintaining an efficient record keeping systems to comply with government regulations and aid in decision making.*
- (a) Students will identify government mandated reports and establish information collection and retrieval systems to facilitate completion of those reports.*
- (b) Students will complete and explain the importance of production reports used in planning and analyzing performance in agricultural business.*
- 6. Students will identify the major principles of law and risk management as applied to agricultural enterprises.*
- (a) Students will explain the major principles of law as applied to agricultural businesses.*
- (b) Students will explain methods of risk management practices for agricultural businesses.*
- 7. Students will describe the principles of marketing and selling of agricultural products and apply this knowledge using simulations and career development events.*
- (a) Students will describe and simulate marketing strategies involved with agricultural products and services.*
- (b) Students will describe and simulate buying and selling strategies involved with agricultural products and services.*
- (c) Students will explain the interrelationships of governmental, economic and cultural factors affecting local, national and international trade.*
- 8. Students will use technology and information technology for agricultural business improvement.*
- (a) Students will explain and utilize computer technology to support strategies for agricultural business improvement.*
- (b) Students will explain and utilize technology to support strategies for agricultural business improvement.*
- 9. Students will explain the relationship between a Supervised Agriculture Experience (SAE) and their preparation for a career in Agriculture Business.*
- (a) Students will actively engage in and manage an SAE, which enables them to develop work-based skills.*
- 10. Students will recognize the importance of leadership skills including interpersonal relations, group management, and communication.*
- (a) Students will recognize the traits of effective leaders and participate in leadership training through involved participation in the FFA.*
- 11. Employability Standard: Student shall achieve competence in workplace readiness, career development, and lifelong learning.*
- (a) Students shall demonstrate problem-solving skills.*
- (b) Students shall demonstrate critical-thinking skills.*
- (c) Students shall demonstrate the ability to speak, write, and listen effectively.*
- (d) Students shall demonstrate the ability to select, apply, and maintain appropriate technology.*
- (e) Students shall demonstrate leadership and teamwork skills.*
- (f) Students shall demonstrate sound workplace ethics.*

(g) Students shall demonstrate the ability to effectively manage resources in high-performance workplaces.

(h) Students shall demonstrate career planning and development skills.

(i) Students shall demonstrate job-retention and lifelong-learning skills.