

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

LCB File No. R184-03

November 18, 2003

EXPLANATION – Matter in *italics* is new; matter in brackets ~~omitted material~~ is material to be omitted.

AUTHORITY: §1-3, NRS 385.080.

Section 1. Chapter 389 of NAC is hereby amended by adding thereto a new section to read as follows:

A course of study in agricultural business systems must be designed so that pupils meet the following performance standards by completion of the final course of instruction:

- 1. Describe basic economic principles as they relate to agricultural business and agriculture, as demonstrated by the pupil's ability to:
 - (a) Describe the basic economic factors that affect management decisions relating to a farm and agricultural business;*
 - (b) Distinguish among supplementary, complementary, competitive and independent enterprises; and*
 - (c) Use economic decision-making tools to increase the profitability of an agricultural enterprise.**
- 2. Explain how business ownership structures, organizations and human resources affect management decisions relating to agricultural business, as demonstrated by the pupil's ability to:*

(a) Explain how the different types of business ownership structures affect agricultural enterprises;

(b) Explain how different public and private organizations affect agricultural enterprises;

(c) Explain the role of a human resources manager for agricultural business; and

(d) Explain the role and importance of human resources in a successful agricultural business.

3. Describe generally accepted accounting principles and establish an accounting system appropriate for agricultural business, as demonstrated by the pupil's ability to explain and use generally accepted accounting principles to record business transactions.

4. Read and interpret financial reports to make informed decisions relating to budgeting, obtaining credit, managing taxes and making other financial decisions, as demonstrated by the pupil's ability to:

(a) Identify and interpret financial reports and recommend sound financial proposals;

(b) Describe the purposes, benefits and limitations of budgeting and developing a budget for agricultural business;

(c) Describe and explain the role of credit in an agricultural business; and

(d) Describe the types of taxes, the reasons for tax planning and the general factors necessary for understanding tax management.

5. Explain the importance of establishing and maintaining an efficient system of recordkeeping to comply with applicable laws and regulations and to assist in decision making, as demonstrated by the pupil's ability to:

(a) Identify reports required by applicable laws and regulations and establish systems of collection and retrieval of information to facilitate completion of those reports; and

(b) Complete and explain the importance of production reports used in planning and analyzing performance in agricultural business.

6. Identify the major principles of law and risk management as they relate to agricultural enterprises, as demonstrated by the pupil's ability to explain those major principles of law and methods of risk management.

7. Describe the principles of marketing and selling agricultural products and use simulations and career development events, as demonstrated by the pupil's ability to:

(a) Describe and simulate strategies for marketing agricultural products and services;

(b) Describe and simulate strategies for buying and selling agricultural products and services; and

(c) Explain the interrelationships of governmental, economic and cultural factors that affect local, national and international trade.

8. Use technology and information technology for improvement of agricultural business, as demonstrated by the pupil's ability to:

(a) Explain and use computer technology to support strategies for improvement of agricultural business; and

(b) Explain and use technology to support strategies for improvement of agricultural business.

9. Explain the relationship between a supervised agricultural experience and preparation for a career in agricultural business, as demonstrated by the pupil's ability to actively engage in and manage a supervised agricultural experience in a manner that enables the pupil to develop skills for the workplace.

10. Recognize the importance of leadership skills, including interpersonal relations, group management and communication, as demonstrated by the pupil's ability to recognize traits of effective leaders and participate in leadership training by actively participating in Future Farmers of America.

11. For the area of skills necessary to obtain employment, achieve competence in workplace readiness, career development and lifelong learning by demonstrating:

- (a) Skills necessary for solving problems;*
- (b) Skills of critical thinking;*
- (c) The ability to speak, write and listen effectively;*
- (d) The ability to select, apply and maintain appropriate technology necessary for a career;*
- (e) Skills of leadership and teamwork;*
- (f) An awareness of the ethical behavior appropriate for the workplace;*
- (g) An ability to manage effectively resources in the workplace;*
- (h) Skills necessary for the planning and development of a career; and*
- (i) Skills necessary for retention of a job and continuation of learning throughout a career.*

Sec. 2. NAC 389.516 is hereby amended to read as follows:

389.516 A local school board may offer the following courses of study as elective courses in a public high school:

- 1. History, other than American history.
- 2. Government, other than American government.
- 3. Agriculture and natural resource sciences, which may include the courses of study described in NAC 389.520 to 389.538, inclusive **[H]** *and section 1 of this regulation.*
- 4. The arts.

5. Business, which may include the courses of study described in NAC 389.542 to 389.554, inclusive.
6. Communications, which may include the courses of study described in NAC 389.556 and 389.558.
7. Occupational education, in cooperation with private employers, as described in NAC 389.562, 389.564 and 389.566.
8. Drivers' education.
9. Foreign language.
10. Occupations, which may include the courses of study described in NAC 389.572 to 389.584, inclusive.
11. Occupations in trade and industry, which may include the courses of study described in NAC 389.586 to 389.618, inclusive.
12. Family and consumer sciences.
13. Industrial arts.
14. Marketing.
15. Skills needed to obtain employment as described in NAC 389.644 to 389.650, inclusive.
16. Social studies.
17. Introduction to occupations which may include the courses of study described in NAC 389.6528 to 389.6547, inclusive.
18. Great Basin Native American languages.

Sec. 3. NAC 389.672 is hereby amended to read as follows:

389.672 1. A board of trustees may allow a pupil to earn, towards the units necessary for graduation from high school, two units of the credit required in English, one unit required in

mathematics, one unit required in science and one-half unit required in health if he is enrolled in one of the following occupational courses of study and that course of study includes as part of its curriculum the curriculum of the required course:

(a) Agriculture and natural resource sciences ~~is~~ *described in NAC 389.520 to 389.538, inclusive, and section 1 of this regulation.*

(b) Business.

(c) Occupational education in cooperation with a private employer.

(d) Occupations described in NAC 389.572 to 389.584, inclusive.

(e) Occupations in trade and industry described in NAC 389.586 to 389.618, inclusive.

(f) Family and consumer sciences.

(g) Industrial arts.

(h) Marketing.

(i) Skills needed to obtain employment.

2. The superintendent of the school district shall appoint a committee composed of one person certified to teach in the occupational course of study and one person certified to teach in the academic area in which the credit may be earned. The committee must verify to the board of trustees that the curriculum for the occupational course of study includes the curriculum of the required course of study.

3. After verification has been received by the board of trustees, the written curriculum and title of the course of study and a statement of the academic credit to be granted must be submitted to the State Board of Education for approval. Academic credit may be granted for the occupational course of study or combination of courses only after the State Board of Education has given its approval.

4. The Superintendent of Public Instruction may give approval for the granting of academic credit to a board of trustees requesting to use a curriculum for a course of study that has been approved by the State Board of Education for another school district, if:

- (a) The procedures set forth in subsection 2 were followed by the requesting district; and
- (b) The board of trustees provides assurances that it will not deviate from the curriculum that has been approved by the State Board.

5. A pupil who earns academic credit pursuant to this section must be notified that the approval for academic credit is designed to meet the requirements for graduation from high school and may not be accepted for academic credit by a specific postsecondary institution. A copy of the notification given to the pupil must accompany the other materials to be submitted to the State Board of Education for final approval.

6. A minimum number of credits must be earned in the respective academic areas, as follows:

- (a) At least one credit must be earned in the academic mathematics department;
- (b) At least one credit must be earned in the academic science department; and
- (c) At least two credits must be earned in the academic English department.