

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		09-44b	App-4/1/10	App-4/20/10

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

Contact Person Linda Szul	Email Address lfszul@iup.edu
Proposing Department/Unit Technology Support and Training	Phone 7-3003

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

<b>1. Course Proposals (check all that apply)</b>	
<input type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change
<input checked="" type="checkbox"/> Course Revision	<input checked="" type="checkbox"/> Course Number and/or Title Change
	<input checked="" type="checkbox"/> Catalog Description Change
BTED312-Methods and Evaluation in Business and Information Technology II	BTED412-Methods and Evaluation in Business and Information Technology II
<u>Current Course prefix, number and full title</u>	<u>Proposed course prefix, number and full title, if changing</u>
<b>2. Additional Course Designations: check if appropriate</b>	
<input type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)
<input type="checkbox"/> This course is also proposed as an Honors College Course.	
<b>3. Program Proposals</b>	
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Program Title Change
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> New Track
<input type="checkbox"/> Catalog Description Change	<input type="checkbox"/> Program Revision
<input type="checkbox"/> Other	
<u>Current program name</u>	<u>Proposed program name, if changing</u>

4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>[Signature]</i>	10-14-09
Department Chair(s)	<i>Linda Szul</i> <i>Helen Wilkie</i>	10-14-09 10-14-09
College Curriculum Committee Chair	<i>[Signature]</i>	10-14-09
College Dean	<i>[Signature]</i>	10-14-09
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)	<i>Joseph Domnich - TECC</i>	12-1-09
	<i>Mary Ann Raffath CAE-ET</i>	12-8-09
UWUCC Co-Chairs	<i>Gail Schuist</i>	4-1-10

\* where applicable

**Received**  
MAR 17 2010  
**Liberal Studies**

**Received**  
DEC 09 2009  
**Liberal Studies**

## **Part II. Description of the Curriculum Change**

### **1. New Syllabus of Record**

#### **I. Catalog Description**

**BTED 412 Methods in Business and  
Information Technology II**

**3 class hours  
0 lab hours  
3 credits  
(3c-0l-3cr)**

**Prerequisites: BTED 411**

Includes instruction in the methods of teaching and evaluating both the technology-oriented and cognitive-related courses in business education. Emphasis is placed on planning instruction, developing methods and strategies for making effective classroom presentations, delivering instruction, and managing the classroom. Opportunities will be provided to undertake the responsibilities assigned to the business classroom teacher incorporating appropriate content and materials to allow for students with special learning needs. Further, the prospective teacher will be given opportunities to assume the teaching role competencies and research current trends in the field. (Course taught spring semester only)

#### **II. Course Outcomes**

After the successful completion of this course the students will be able to:

- 1. Design instructional strategies for large group, small group, and individual instruction that deal effectively with appropriate content, material, and student differences.**
- 2. Analyze technological innovations and trends in teaching business education courses.**
- 3. Develop appropriate and effective instructional methods and techniques for K-12 inclusive classrooms in business, computers, and information technology.**
- 4. Select and utilize a variety of multimedia resources to meet instructional objectives.**
- 5. Prepare evaluation instruments appropriate for content, student differences, and grade level.**
- 6. Prepare and present lesson and unit plans in business, computers, and information technology areas that meet standards for appropriate grade levels and allow for student differences.**
- 7. Develop methods of working with students identified as having special learning needs.**
- 8. Prepare a collaborative lesson plan on the use of technology and deliver the instruction.**

9. Demonstrate effective teaching techniques in an elementary, middle, and high school inclusive classrooms.
10. Work collaboratively with practicing business teachers to develop and present lessons.
11. Present a lesson using effective verbal, non-verbal, and written communication skills.
12. Design and complete a service project for a non-profit agency using business skills.

**STUDENT OUTCOMES ASSESSMENT MATRIX**

<b>Danielson's Framework</b>	<b>National Business Education Association Standards</b>	<b>Course Outcomes</b>	<b>Course Assessment Technique Measuring Objectives</b> <b>*Bold=Key Assessments in KARS</b>
1.c.-e., 3.c.	3	1	<b>Develop a unit plan</b> Develop a lesson plan
1.c.-e., 3.c.	2, 3	2	Integrate the ISTE and Business Education Standards into the lesson plans and unit plan
1.a.	10	3	Develop a unit plan Develop a lesson plan
1.c.-e., 3.c	3	4	Integrate the use of technology in all lesson plans
1.f., 3.a., 3.d., 4.b.	4	5	Prepare assessment instruments based on the content in the unit plan
1.a., 1.c.-e., 3.c.	2, 3, 10	6	Present a lesson meeting appropriate grade level standards
2.a.-e.	5	7	Complete chapter activities as assigned
1.a., 1.c.-e., 3.c.	3, 10	8	Prepare a collaborative lesson plan Present the collaborative lesson plan
1.a., 1.c.-e., 3.c.	3, 10	9	Complete in-class activities
1.b., 1.f., 3.a, 3.b., 3.e., 4.a., 4.c.-4. f.	1, 7	10	Prepare a collaborative lesson plan Present the collaborative lesson plan
1.c.-e., 3.a.-c., 4.c., 4.f.	3, 7	11	<b>Present lesson in an academic setting</b>
1.b., 1.d.,1.f., 3.e., 4.a., 4.c.-4. f.	1, 8	12	<b>Prepare a service project and a report</b>

### III. Course Outline

#### A. Implementing the Teaching System (Outcomes 1, 2, 5, 6, 7, 9, 11) (12 hours) Weeks 1-4

1. Lesson Plan Enhancement
    - a. Compare standards  
Reading Assignment: Scarpaci, Chapter 9; NBEA Standards, PSSA Academic Standards
    - b. Review variations in format
    - c. Account for individual differences  
Reading Assignment: Scarpaci, Chapter 4, 5
  2. Review Construction and Sequencing of Objectives
    - a. Specify learning outcomes
    - b. Identify conditions
    - c. Determine criterion levels
    - d. Use Blooms Taxonomy  
Reading Assignment: Churches, A. (April 1, 2008) Bloom's taxonomy blooms digitally. Retrieved from <http://techlearning.com/article/8670>.  
Reading Assignment: Borich, Chapter 3
  3. Plan for Teaching K-12 Students
    - a. Plan a lesson plan
    - b. Develop a unit plan  
Reading Assignment: Scarpaci, Chapter 3; Borich, Chapter 4
  4. Execute the Teaching System
    - a. Present lesson segment to peers
    - b. Present lesson in academic setting
- \*(Special Ed= 7; ELL= 3)

#### B. Monitoring Student Progress (Outcomes 3, 7, 9, 11) (3 hours) Week 5

1. Formative evaluations
  2. Summative evaluations
  3. Types of assessment instruments  
Reading Assignment: Scarpaci, Chapter 10
  4. Manage evaluation  
Reading Assignment: Borich, Chapter 12
- \*(Special Ed= 1; ELL= 1)

#### MIDTERM (2hours) Week 6

#### C. Teaching skill-based courses (Outcomes 2, 3, 4, 5, 6, 7, 8, 11) (15 hours) Weeks 7-11

1. Information Technology
  - a. Input technologies
  - b. Application software
  - c. Network applications
  - d. Privacy and ethics  
Reading Assignment: NBEA 2008 Yearbook, Chapter 5, 8, 9
2. Accounting
  - a. Accounting cycle
  - b. Accounting process

c. Financial statements

Reading Assignment: NBEA 2008 Yearbook, Chapter 11

Reading Assignment: Borich, Chapter 7, 8, 9, 10; Herrell and Jordan, Chapter 10, 13, 18; NBEA 2008 Yearbook, Chapter 4)

\*(Special Ed= 6; ELL= 2)

D. Planning for collaboration (Outcomes 2, 5, 6, 7, 8, 9, 10, 12) (10 hours) Weeks 12-14

1. Technology integration

Reading Assignment: Herrell and Jordan, Chapter 25

2. Cross-disciplinary techniques

Reading Assignment: NBEA 2008 Yearbook, Chapter 7

3. Field experiences

4. Service project

\*(Special Ed= 2; ELL= 6)

FINAL EXAM ACTIVITY: During Final Exam Week (2 hours)

**\*SPECIAL NOTE:**

In this course, teacher candidates learn how to adapt instruction for K-12 students with “special needs” and/or limited English skills. Information in italics is specific activities related to special needs and or ELL. In this course 16 hours are devoted to learning about and adapting instruction/assessment for the student with physical or mental disabilities. Twelve course hours are devoted to learning about and adapting instruction/assessment for the student with limited English speaking/writing skills.

**IV. Evaluation Methods**

The final grade will be determined as follows:

(25%) Develop a unit plan that includes: outline, methodology, integration of technology in the classroom, evaluations, pre-test and post-test, vocabulary, objectives, worksheets, and visuals. Provide for ELL students and students with special learning needs.

(10%) Develop and present one lesson according to instructors’ specifications. The lesson will be presented in an academic setting (elementary, middle, and high school), video taped and critiqued. Content of the lesson will be accounting, data processing, or programming.

(10%) In teams, students will develop lessons around an objective provided by the instructor. Students will then present segments of the lessons in class.

(15%) Prepare a service project that uses your business expertise for a presentation to an outside agency or school. Project will include a complete plan beginning with initial contact and ending with agency evaluation. Prepare a report and deliver a multimedia presentation on the project. Project can be completed individually or as a team.

### Recommended Textbook

Danielson, C. (2007). Enhancing Professional Practice: A Framework for Teaching (2<sup>nd</sup> ed.). Alexandria, Virginia: Association for Supervision and Curriculum Development.

### Other Requirements

NBEA Student Membership  
PBEA Student Membership  
PSEA Student Membership

### VIII. Bibliography

- Aldrich, C. (2005). *Learning by doing: A comprehensive guide to simulations, computer games, and pedagogy in e-learning and other education experiences*. Hoboken, NJ: Wiley.
- Baden, M., & Mayor, C. (2004). *Foundations of problem-based learning*. Berkshire, UK: Open University Press.
- Bailey, E. (2006). Your guide to attention deficit disorder. *About*. Retrieved October 8, 2009 at: <http://add.about.com>
- Bambara, L.M., & Kern, L. (2005). *Individualization supports for students with problem behaviors*. New York: The Guilford Press.
- Buchl, D. (2001). *Classroom strategies for interactive learning*. Newark, DE: International Reading Association.
- Bullock, A., & Hawk, P. (2005). *Developing a teaching portfolio*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Burke, K. (2008). *What to do with the kid who...: Developing cooperation, self-discipline, and responsibility in the classroom* (3<sup>rd</sup> edition). Thousand Oaks, CA: Corwin Press.
- Charles, C.M. (2008). *Building classroom discipline* (9<sup>th</sup> ed.). Boston: Allyn and Bacon.
- Chuska, K. (2003). *Improving classroom questions: A teacher's guide to increasing student motivation, participation and higher-level thinking* (2<sup>nd</sup> ed.) Bloomington, IN: Phi Delta Kappa Educational Foundation.
- Danielson, C. (2007). *Enhancing professional practice: A framework for teaching* (2<sup>nd</sup> ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Diaz-Rico, L.T. (2008). *Strategies for teaching English learners* (2<sup>nd</sup> ed.) Boston: Allyn and Bacon.
- Drapeau, P. (2009). *Differentiating with graphic organizers: Tools to foster critical and creative thinking*. Thousand Oaks, CA: Corwin Press.

- Fogarty, R.J. & Stoehr, J. (2008). *Integrating curricula with multiple intelligences* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin Press.
- Freeman, D., & Freeman, Y. (2007). *English language learners: The essential guide*. New York: Scholastic.
- Freiberg, H.J., & Driscoll, A. (2005). *Universal teaching strategies* (4<sup>th</sup> ed.) Boston: Allyn and Bacon
- Gillies, R.M. (2007). *Cooperative learning: Integrating theory into practice*. Thousand Oaks, CA: Sage.
- Goldenberg, C. (2008, Summer). Teaching English language learners: What the research does-and does not-say. *American Educator*, 8-23, 42-44. Retrieved July 30, 2008, from [www.aft.org/Pubsreports/american\\_educator/index.htm](http://www.aft.org/Pubsreports/american_educator/index.htm)
- Goodlad, J. (2004). *A place called school*. New York: McGraw-Hill.
- Gronlund, N.E., & Brookhart, S.M. (2009). *Gronlund writing instructional objectives* (8<sup>th</sup> ed.) Upper Saddle River, NJ: Pearson/Prentice Hall.
- Gronlund, N.E., & Waugh, C.K. (2009). *Assessment of student achievement* (8<sup>th</sup> ed.). Boston: Allyn and Bacon.
- Harmin, M., & Toth, M. (2006). *Inspiring active learning: A complete handbook for teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Huffman, K. (2004). *Psychology in action: Active learning edition*. Hoboken, NJ: Wiley.
- Kober, N. (2006). *A public education primer: Basic (and sometimes surprising) facts about the U.S. education system*. Washington, DC: Center on Education Policy.
- Lustig, M., & Koester, J. (2005). *Interpersonal competence: Interpersonal communication across cultures* (5<sup>th</sup> ed.). Boston: Addison-Wesley.
- Marzano, R.J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R.J., & Jendall, J.S. (2008). *Designing and assessing educational objectives: Applying the new taxonomy*. Thousand Oaks, CA: Corwin Press.
- National Clearinghouse for English Language Acquisition (NCELA). (2005). *ELL demographics by State, 2000-2005*. Washington, DC: Author and Language Instruction Educational Programs. Retrieved July 30, 2008, from [www.ncela.gwu.edu/stats/3\\_bystate.htm](http://www.ncela.gwu.edu/stats/3_bystate.htm).
- North Carolina Department of Public Instruction. (2006). *The INTASC standards*. North Carolina Public Schools.
- O'Shea, M. (2005). *From standards to success*. Alexandria, VA: Association for Supervision and Curriculum Development.

- Oaksford, L., & Jones, L. (2002). *Differentiated instruction: Effective classroom practices report*. National Center on Accessing the General Curriculum, U.S. Department of Education 2.
- Posner, G.J., & Rudinsky, A.N. (2006). *Course design: A guide to curriculum development for teachers* (7<sup>th</sup> ed.). Boston: Allyn and Bacon.
- Scarpaci, R.T. (2007). *Case study approach to classroom management*. Boston: Allyn and Bacon.
- Scarpaci, R.T. (2007, January/February). IOSIE: A method for analyzing student behavioral problems. *The Clearinghouse* 80(3): 111-116.
- Teaching Commission. (2004). *Teaching at risk: A call to action*. New York: The Teaching Commission. Retrieved December 22, 2005, from [www.theteachingcommission.org/press/FINAL\\_Reort.pdf](http://www.theteachingcommission.org/press/FINAL_Reort.pdf)
- Turnbull, A.P., & Turnbull, H.R. (2007). *Exceptional lives: Special education in today's schools* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill/Prentice-Hall.
- Weinstein, C.S., & Migano, A.J., Jr. (2007). *Elementary classroom management: Lessons from research and practice* (4<sup>th</sup> ed.). New York: McGraw-Hill.





#### **4. Old Syllabus of Record**

### **TECHNOLOGY SUPPORT AND TRAINING**

#### **BTED 312 Methods in Business and Information Technology II**

**Prerequisites:** BTED 311, EDSP 202                      3 credits

**I. Catalog Description:** Emphasis is placed on the development of methods and strategies for making effective classroom presentations and working with students in both the skill and cognitive areas. Students will be provided opportunities to undertake the many responsibilities assigned to the business classroom teacher.

**II. Knowledge Base:**

1. Possess an acceptable level of proficiency in business subjects.
2. Possess a balanced curriculum that is reinforced and supported by all disciplines.
3. Create a classroom environment appropriate to the needs of learners.
4. Possess the proper knowledge and skills to educate students in his/her certification area.
5. Display competency in planning evaluations, constructing evaluations and objectives, planning for student learning with individualized teaching strategies, implementing a teaching system and managing evaluation.
6. Assume the responsibility for planning and providing effective learning experiences.
7. Demonstrate an awareness of the responsibilities of the educator as a positive role model and professional.
8. Assume the responsibility for planning and providing effective language learning experiences and for managing the classroom successfully.

**Course Objectives:** After the successful completion of this course the students will be able to:

1. Design instructional strategies for large group, small group and individual instruction that deal effectively with appropriate content material and student differences.
2. Analyze technological innovations and trends in teaching business education content courses.
3. Develop appropriate and effective instructional methods and techniques in the certification areas specified.
4. Select and utilize a variety of multimedia resources to meet instructional objectives.
5. Critique and prepare evaluation strategies and instruments and use them in problem situations.
6. Prepare acceptable lesson plans and unit plans in certification areas, i.e. office technologies, data processing, accounting and marketing.
7. Identify methods of individualized differences in the classroom and in preparing assignments.
8. Prepare a collaborative lesson plan on the use of technology and deliver the instruction.
9. Develop a service project(s) of ten hours where you utilize your certification specialization expertise.

<b>III. Detailed Course Outline</b>	<b>Hours:</b>
1. The Teaching System	6
a. Establish Competencies	
b. Plan Evaluations	
c. Construct Evaluations	
d. Construct and Sequence Objectives	
e. Plan for Student Learning	
f. Select Teaching Strategies	
g. Implement the Teaching System	
h. Manage Evaluation	
2. Monitoring Student Progress	3
a. Formative evaluations	
b. Summative evaluations	
c. Types of assessment instruments	
3. Teaching the cognitive related courses:	15

a.	Computation	
b.	Business Law	
c.	Marketing	
d.	Management	
4.	Teaching the technology oriented courses	15
a.	Information Systems	
•	Keyboarding	
•	Software Applications	
•	Office Technologies	
b.	Data Processing	
5.	Planning for a collaborative project with students from another methods class.	3
TOTAL HOURS		42

#### IV. Evaluation Methods:

1. **Develop a unit plan in the assigned certification area. Each unit plan should include: outline, methodology, integration of technology in the classroom, evaluations, pre-test and post-test, vocabulary, objectives, worksheets and visuals. 25%**
2. Develop lesson plans (areas of certification will determine the content). Prepare the plan according to instructors' specifications. Lessons will be presented in an academic setting, video taped and critiqued. 25%
3. **Prepare a service project(s) for a community group where you offer your certification expertise. This project should include a complete plan from initial contact, development, presentation, and evaluation. Prepare a report and multi-media presentation that includes the plan and dissemination. 15%**
4. **Prepare a collaborative lesson plan on the use of technology and deliver the instruction. 20%**
5. Share a current event weekly that deals with education trends and initiatives. 5%
6. **Refine your professional portfolio developed in BE 311 and create an electronic portfolio based on department criteria. 10%**

**Attendance Policy:** In accordance with University policy, only three absences are permitted during the regular session. Absences in excess of the allowance will result in a lowered final grade – a two-point reduction for each additional absence.

(Two points will be deducted from your final grade for four (4) absences, four points for five (5) absences, etc.) Excused absences must be submitted immediately upon your return to class; they will not be accepted at a later time. Please be on time for class. Students who are frequently late will have a penalty deducted from their final grade.

**Grading:** All reports and materials completed must be keyed. They are due at the beginning of the class period on the assigned day. Grades will be lowered to the next level for any block of three uncorrected errors on assignments.

93 – 100% = A  
85 – 92% = B  
77 – 84% = C  
69 – 76% = D  
68% - Below = F

V. **Required Textbook:** National Standards for Business Education, 2001, National Business Education Association.

VI. **Special Resource Requirements**  
Membership in professional organizations

VII. **Bibliography**

McKeachie, Wilbert J., *Teaching Tips: A Guidebook for the Beginning College Teacher*, Eighth Ed., D.C. Heath & Co., 1986.

*Office Systems Technology Curriculum Guide*, John Wiley & Sons, Inc., 1987.

Foran, James V., *Effective Teaching: The Cornerstone of Quality Education*, Paradigm Publishing, Inc., 1990.

MacDonald, Robert E., *A Handbook of Basic Skills and Strategies for Beginning Teachers: Facing the Challenge of Teaching in Today's Schools*, Longman Publishing Group, 1991.

O'Connor, Bridget N., Bronner, Michael, Delaney, Chester, *Training for Organizations*, South-Western Publishing, 1996.

Marzano, Robert J., Pickering, Debra, McTighe, Jay, *Assessing Student Outcomes*, ASCD Publications, 1993.

Foran, James V., Pucel, David J., Fruehling, Rosemary T., Johnson, Janice C., *Effective Curriculum Planning: Performances, Outcomes, and Standards*, Paradigm Publishing, Inc., 1990.

Foran, James V., *Instructional Leadership: The Role of the Supervisor*,  
Paradigm Publishing Int'l., 1990.