

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		02-98c	Info-4/22/03	App 4/29/03

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person LeAnn Wilkie	Email Address wilkie@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.

1. Course Proposals (check all that apply) ☐ New Course ☐ Course Prefix Change ☐ Course Deletion ☒ X Course Revision ☒ X Course Number and/or Title Change ☐ Catalog Description Change		
BTED311 – Methods and Evaluation in Business and Marketing Education I	BTED 311 – Methods in Business and Information Technology I	
<u>Current Course prefix, number and full title</u>	<u>Proposed course prefix, number and full title, if changing</u>	
2. Additional Course Designations: check if appropriate ☐ This course is also proposed as a Liberal Studies Course. ☐ Other: (e.g., Women's Studies, Pan-African) ☐ This course is also proposed as an Honors College Course.		
3. Program Proposals ☐ New Degree Program ☐ Program Title Change ☐ Program Revision ☐ New Minor Program ☐ New Track ☐ Catalog Description Change		
<u>Current program name</u>	<u>Proposed program name, if changing</u>	
4. Approvals		
Department Curriculum Committee Chair(s)	LeAnn Wilkie	2-4-03
Department Chair(s)	Sandra Spil	2-4-03
College Curriculum Committee Chair	Judge Womish	2-27-03
College Dean	Robert C. Carr	2/27/03
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)	Joseph Domaradsky - TECC	3-12-03
	COEET	3-12-03
UWUCC Co-Chairs	Gail Schuist	4/22/03

* where applicable

APR 21 2003

Part II. Description of Curriculum Change

1. BTED 311 /w/ – Methods in Business and Information Technology I

3c-01-3cr

Prerequisites – PSYC101, EDSP 102, and completion of the freshman and sophomore courses in the student's major areas.

This course includes instruction in the general methods of teaching and evaluating business courses. Major emphasis is placed on the planning for instruction. Creative techniques and procedures for effectively teaching and managing the classroom are evaluated. Current issues in vocational education such as advisory committees, adult education, and federal legislation are included.

2. Change 1 – Course title

(old) BTED311 – Methods and Evaluation in Business and Marketing Education I

(new)BTED311 – Methods in Business and Information Technology I

Change 2 – Approved as writing intensive.

3. Justification/rationale for the changes.

- a. Course title change reflects the new K-12 teacher certification in Pennsylvania, and it includes the two major content areas of the teacher certification.
- b. It was decided by department faculty that the writing done in this methods class was of a nature to merit designation as writing intensive. Students do a large volume of writing in this class, and the writing intensive designation lends credence to those efforts.

WRITING SUMMARY – BTED311 Methods and Evaluation in Business and Marketing Education I

BTED311 Methods and Evaluation in Business and Marketing Education I is proposed for identification as a “W” course. The course is taught every fall and is for business education majors only. Students in the class are juniors and seniors and the class size is limited to 25.

1. **WRITING TO ENHANCE DIRECTION AND KNOWLEDGE OF THE SUBJECT MATTER.** Students are provided with the necessary knowledge and skills to prepare effective lesson plans. These lesson plans have many components including: behavioral objectives, introduction, development, application, review and evaluation. Students are given the opportunity to review his/her lesson plan with the instructor for revision. Once completed, the student is then given the opportunity to test the effectiveness of his/her lesson plan out through teaching demonstrations. The lesson plans are graded with comments through teaching demonstrations. The lesson plans are graded with comments from the instructor to assist in refining the skill of lesson plan writing.
2. **WRITING TO UNDERSTAND AND ANALYZE MATERIAL AND/OR PRESENTATION.** Students must attend at least one professional conference during the semester. At the conference, students are expected to attend the workshops and prepare a report of what they learned during the conference. The papers are graded based on content and “gateway criteria”.

Students must identify four journal articles relating to the teaching of business education and provide an abstract. The abstract must contain a summary and critique of the article. A Rubric is used to guide the students in the grading process.

3. **WRITING FOR DETAIL.** Students are provided with a general business subject where he/she must create a unit plan that includes: purpose, objectives, outcomes, vocabulary, individual differences, survey statements, materials used, suggested evaluation, time schedule, and supporting materials. Students are given the opportunity to meet with the instructor for additional guidance and check points throughout the project. The project allows students to understand the scope of subject matter and the importance of detail when providing teaching materials to others.
4. **NOTE-TAKING.** Students are responsible for keeping a weekly journal on things they learned about the teaching profession either in class or outside of class. Journal pages were turned in weekly for instructor comments and discussion. This is a graded assignment on the information only not on grammar.

5. **WRITING TO SUMMARIZE.** Students are expected to create a professional portfolio highlighting projects and activities that show his/her preparation for the teaching profession. Components of the portfolio must include resume, teaching credentials, teaching philosophy, field experience evaluation, work examples, recommendation letters, professional development, and community involvement. For each section of the portfolio the students must provide a summary statement for rationale for inclusion. The portfolio is an on-going activity with instructor interaction. A Rubric is used for the grading process. In addition, students are required to maintain an electronic portfolio based on the business teacher education standards.

1. Original course objectives as approved by the Senate
Goals 1-5 are the original course objectives.
2. Response to clarification on the number of pages of writing students will be doing
 - a. The portfolio does include some of the other assignments the students have completed during the semester. Included in the portfolio are resume, teaching credentials, teaching philosophy, classroom performance documents, examples of work, recommendation letters, evidence of professional development, and evidence of community involvement. Please refer to the Rubric for professional portfolio assessment distributed with the original materials for a detail of these items.

Students summarize each piece of writing included in the portfolio; this summary details rationale for inclusion. An estimated 10 assignments contained in the portfolio are new writings that support the information included. Throughout the semester students revise critiqued assignments and include those revisions in the portfolio.

3. Response to professional portfolio criteria
 - a. The content of the professional portfolio reflects the criteria determined by school districts. In the education arena, school districts weigh the resume, examples of work, recommendation letters, and professional growth experiences more heavily than a philosophy of education. The point valued assigned to the philosophy and other assignments was based on school district preferences.
 - b. This methods course is the students' introduction to preparing materials for classroom use. Writing of classroom materials (unit and lesson plans) maybe considered technical rather than formal writing; however, it is not "template" writing. A great deal of creativity and content knowledge is required for the student to complete this kind of writing activity. Students must formulate behavioral objectives to develop the content, determine the methodology for delivering the content, and prepare evaluation techniques to determine if the content has been mastered. A typical lesson plan averages five pages and a typical unit plan averages 20 pages. Students write a minimum of two lessons plans and one unit plan during the semester.
 - c. Grading criteria for the philosophy has been revised and is now counted as 5% of the writing activities. Since this assignment an ongoing activity requiring several revisions throughout the semester, it is appropriate to carry the 5% weight.
 - d. Grading scale for the course does reflect emphasis on materials that require student writing. With the inclusion of the essay exam as part of the writing activities, 75% of the total points is based on student writing assignments.

TECHNOLOGY SUPPORT AND TRAINING

BTED 311 Methods and Evaluation in Business and Marketing Education I

I. Catalog Description

Prerequisites: PSYC 101, EDSP 202, and completion of the freshman and sophomore courses in the student's major areas.

Includes general methods of teaching and evaluation plus methods and evaluation in basic business courses. Unit plans, lesson plans, and unit tests are emphasized. Techniques and procedures of teaching and classroom management are studies. Includes units in vocational education such as advisory committees, adult education, and federal legislation for funding.

II. Relationship of Course to College Knowledge Base

The College of Education has developed its education program around the teacher as reflective practitioner researcher. Course activities, assignments, and readings reflect this theme by providing opportunities for students to engage in reflective and integrative thinking related to the methodology of teaching business education subjects.

III. Course Participants

This course is designed to meet the needs of pre-service teacher in secondary business education.

IV. Semester Taught

Fall only

V. Teaching Strategies

Lecture, discussion, cooperative learning

VI. Goals

Professional Aptitude

1. Formulate a philosophy of business education
2. Investigate the most recent vocational education legislation
3. Assess readiness to exhibit professional attitude
4. Develop an evaluation plan that meets specified criteria
5. Ability to select the learning principles that apply to individualized student instruction

6. Ability to construct performance objectives from specified learning outcomes and evaluations
7. Determine the readability level of a textbook and use the results to complete a readability assessment
8. Formulate a philosophy of grading and apply it by establishing a grading system that meets the criteria established
9. Understand the importance of student organizations toward the growth of a well-rounded individual

Organizational Writing Activities

1. Formulate a philosophy of business education
2. Complete a service learning project that measures both writing and oral skills
3. Prepare a professional development report based on your attendance at a conference for business educators
4. Create a lesson plan that includes an introduction, development, application, review and evaluation
5. Prepare a unit plan based on established standards
6. Analyze current issues in business education through current professional readings
7. Keep a weekly journal on things learned about the teaching profession both in class and outside of class
8. Prepare a professional portfolio both formally and electronically

VII. Textbook

Mager, Robert (1997). Preparing instructional objectives, 3rd edition, Center for Effective Performance, Inc: Atlanta, Georgia.

National Standards in Business Education (2001), NBEA: Reston, Virginia.

Supplement available at Copies Now

VIII. Membership

Pennsylvania Business Education Association
 Tri-State Business Education Association
 National Business Education Association

IX. Topical Outline

- A. Overview of Business Education
 1. Focus on Business Education (Historical)
 2. Professionalism
- B. Teaching System

1. Establish Standards
2. Plan Evaluation
3. Construct Evaluations
4. Construct and Sequence Objectives
5. Plan for Teaching
6. Manage Evaluation

C. Administering Business Education Programs

1. Classroom Management
2. Advisory Committees, Clubs, and Work Experience Programs
3. Delivery Systems and Program Evaluation

X. Grading

A point system is used to evaluate the various assignments that include:

1. **Service Project/Report** – You will commit to at least ten hours of community service work that relates to teaching. This could be in the form of special presentations to a group of high school students, volunteering time to student organizations, offering computer expertise to community agencies, etc. You will then make a multimedia presentation to the class on your service work. (40 points)
2. **Educational Game/Simulation** – After studying the use of games as teaching tools, each student will develop a game and make it a part of a lesson plan and presentation. Game/Simulation must have an educational goal. (40 points)
3. **Professional Development** – Attend at least one professional conference/workshop during the semester. Prepare a short report on the presentations attended. (25 points)
4. **Lesson Plan/Teaching Demonstration** – Following guidelines in lesson preparation as covered in the textbook and studying sample lesson plans prepared by IUP students that represent required style for student teaching, each student must prepare lesson plans on non-skill areas.

Each student will prepare two lessons in non-skill areas (using the National Business Education Standards as a guide). The student will be expected to use various types of media to present information in an interesting manner (avoid lecture), engage in question and answering techniques, speak clearly, dress appropriately, etc. One presentation will be video taped and the student will be expected to view the tape and complete a self-evaluation. A checklist will be used for evaluation and the student will receive feedback from his/her peers as well as the instructor. (50 points each = 100 total points)

5. **Unit Plan** – Following guidelines on unit planning as discussed in class and studying examples of sample unit plans prepared by IUP students that meet the required style used in student teaching, each student will prepare a unit plan on a non-sill area. (50 points)
6. **Unit Assessment** – After the study of evaluation, testing, and grading, each student is required to prepare a 50-item test that includes multiple-choice, true-false, matching, and completion questions based on the unit plan developed. (25 points)
7. **Bulletin Board** – Following discussion of the teaching value of bulletin boards and given directions on composition of such, you will prepare a bulletin board for the classroom. (25 points)
8. **Professional Readings** – Each student is required to complete four professional readings from approved journals and through Internet searches which are no more than three years old. Evaluation of each article must be typewritten and follow the prescribed style as used in student teaching. (20 points)
9. **Examination** – One essay exam will be given covering the goals of the course. (50 points)
10. **Resource File** – Prepare a curriculum resource file by gathering resource material. Write a letter to a source asking for enough copies to supply everyone in the class with a copy of the material. The materials will be placed in each individual's curriculum resource file with appropriate file guides. (50 points)
11. **Journal** – Keep a daily journal of activities that you have done that are helping you in preparing for the teaching profession. Your journal should be placed on the "P" drive under your student folder. In addition, you will be assigned mini writing activities during class time. (25 points)
12. **Professional Portfolio** – Develop a professional portfolio that comprises information gained from your professional education courses and practical experiences. Your portfolio should be submitted both in traditional and electronic formats. (50 points)
13. **Application Exercises** (10 points each)
 - A. Given a variety of high school textbooks, the student will determine the readability level using Fry's Readability Formula and grammar software packages.
 - B. Given a Curriculum Materials Assessment Form, the student will evaluate books, workbooks, or other teaching material to determine suitability of material for classroom.

- C. Complete exercises, as assigned, in the Mager book.
- D. Create a teaching philosophy for Business Education. This writing assignment will be reviewed periodically throughout the semester and revised.

XI. Grading Scale

The total points assessed will be totaled to determine final grade based on the grading scale listed below:

Total Points:	493-530	= A
	450-492	= B
	408-449	= C
	366-407	= D
	Below 366	= F

Summary of Writing Assignments for BEDU311 Methods and Evaluation in Business and Marketing Education I					
Assignment	Pages	# of Assignments	Graded (yes/no)	Revisions (yes/no)	% of Writing Activities
*Formulate a philosophy of business education	1	1	No	Yes	5
Service/Project Report	10+	1	Yes	No	15
Professional Development Report	3	1	Yes	No	5
Lesson Plan Development	5+ each	3	Yes	Yes	30
Unit Plan Development	20+	1	Yes	Yes	20
Professional Readings	2 each	4	Yes	No	5
Journal	15+	Routinely	Yes	Yes	5
Professional Portfolio	30+	1	Yes	Yes	15

*Final teaching philosophy is included in the professional portfolio and will be evaluated with the portfolio. Because it is evaluated a part of the professional portfolio it is not evaluated individually. As students grow professionally their philosophy also changes.

Liberal Studies Office
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Mary Sadler
email: msadler

Date: May 13, 2002
To: Dr. Wayne Moore
Technology Support and Training Department
From: Dr. Mary Sadler, Director Liberal Studies
Subject: Liberal Studies – Type II Writing Approval

I am pleased to report that at the 4/25/02 meeting of the Liberal Studies Committee, BTED 311 Methods and Evaluation in Business and Marketing Information I was approved as a Type II departmental writing intensive course. Type II approval provides that BTED 311 may be designated as a writing-intensive course when taught by any professor in the department who commits to teaching the course in a writing intensive manner. Your "statement of departmental responsibility" reflects your department's serious commitment to ensure the integrity of this course as writing intensive.

Thank you for your commitment to the Liberal Studies program.

CC: Dr. Linda Szul, Chair
Dr. Robert Camp, Dean