

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

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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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 ☒ Course Revision ☒ Course Number and/or Title Change ☐ Catalog Description Change		
BTED312 – Methods and Evaluation in Business and Marketing Education II	BTED 312 – Methods 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>	
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 ☐ Other		
<u>Current program name</u>	<u>Proposed program name, if changing</u>	
4. Approvals		Date
Department Curriculum Committee Chair(s)	LeAnn Wilkie	2-4-03
Department Chair(s)	Anda Gul	2-4-03
College Curriculum Committee Chair	Joseph Wismar	2-27-03
College Dean	Karl C. Conz	2/27/03
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)	Joseph Domenech - TECC	3-12-03
	[Signature] - COEET	3-12-03
UWUCC Co-Chairs	Gail Sechrist	4/22/03

* where applicable

APR 21 2003

LIBERAL STUDIES

I. Catalog Description

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

3 class hours
0 lab hours
3 credit hours

Prerequisites: BTED 311

Corequisite: BTED 130

(3c-0l-3cr)

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. 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 courses.
3. Develop appropriate and effective instructional methods and techniques for K-12 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 both content and grade level.
6. Prepare lesson and unit plans in business, computers, and information technology areas that meet standards for appropriate grade levels.
7. Prepare and present a lesson in keyboarding or computer applications appropriate for elementary or middle school students.
8. Develop methods of working with students identified as exceptional.
9. Prepare a collaborative lesson plan on the use of technology and deliver the instruction.
10. Demonstrate effective teaching techniques in an elementary, middle, and high school classroom.

11. Work collaboratively with practicing business teachers to develop and present lessons.
12. Complete a field experience of ten hours that include planning and delivering lessons in accounting, data processing, and information technology.
13. Present a lesson using effective verbal, non-verbal, and written communication skills.
14. Design and complete a ten hour service project for a non-profit agency using business skills.

III. Course Outline

- A. Implementing the Teaching System (12 hours)
 1. Establish Standards
 2. Plan Evaluations
 3. Construct Evaluations
 4. Construct and Sequence Objectives
 5. Plan for Student Learning
 6. Plan for Teaching K-12 Students
 7. Select Teaching Strategies to meet all students needs
 8. Implement the Teaching System
 9. Manage Evaluation
- B. Monitoring Student Progress (4 hours)
 1. Formative evaluations
 2. Summative evaluations
 3. Types of assessment instruments
- C. Teaching skill-based courses (20 hours)
 1. Information Technology
 2. Data Processing
 3. Accounting
- D. Planning for collaboration (6 hours)
 1. Technology Integration
 2. Cross-disciplinary techniques
 3. Field experiences
 4. Service project

Final Exam – During Final Exam Week

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.

(30%) Develop and present three lesson plans according to instructors' specifications. Lessons will be presented in an academic setting, video taped and critiqued.

(15%) Prepare a service project that uses your business expertise for a community agency. Project will include a complete plan beginning with initial contact and ending with agency evaluation. Prepare a report and deliver a multi-media presentation on the project.

(20 %) Prepare a reflective summary of the ten hour field experience according to instructors' specifications.

(10 %) Continue development of your professional and electronic portfolios.

Grading Scale: All assignments must be keyed. They are due at the beginning of class; no late assignments will be accepted. 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. 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.

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

VII. Bibliography

- Anderson, Rebecca S.; Speck, Bruce W. (2001). *Using Technology in K-8 Literacy Classrooms*. Prentice Hall, Inc.
- Foran, James V. (1990). *Effective Teaching: The Cornerstone of Quality Education*. Paradigm Publishing, Inc.
- Foran, James V. (1990). *Instructional Leadership: The Role of the Supervisor*. Paradigm Publishing Int'l.
- Heinich, Robert; Molenda, Michael; Russell, James D.; Smaldino, Sharon E. (1999). *Instructional Media and Technologies for Learning*, Sixth Ed. Prentice Hall, Inc.
- Jonassen, David H. (2000). *Computers as Mindtools for Schools*. Prentice Hall, Inc.
- MacDonald, Robert E. (1991). *A Handbook of Basic Skills and Strategies for Beginning Teachers: Facing the Challenge of Teaching in Today's Schools*. Longman Publishing Group.
- Marzano, Robert J.; Pickering, Debra; McTighe, Jay (1993). *Assessing Student Outcomes*. ASCD Publications.
- O'Connor, Bridget N.; Bronner, Michael; Delaney, Chester (2002). *Training for Organizations*. South-Western Publishing.
- Roblyer, M.D. (2003). *Integrating Educational Technology into Teaching*. Pearson Education, Inc.

Part II. Description of Curriculum Change

1. BTED 312 – Methods in Business and Information Technology II

3c-01-3cr

Prerequisites – BTED 311

Corequisite – BTED130-Keyboarding

The 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. (Offered as BEDU 312 prior to 2001-02).

2. Change 1 – Course title

(old) BTED312 – Methods and Evaluation in Business and Marketing Education II

(new)BTED312 – Methods in Business and Information Technology II

Change 2 – Eliminated prerequisite of EDSP 102 and add corequisite of BTED130—Keyboarding

Change 3 – Syllabus of Record

3. Justification/rationale for the changes.

- a. EDSP 102 is required for BTED 311, Methods in Business nad Information Technology I.
- b. Adding a corequisite of BTED130—Keyboarding allows the students to integrate the techniques and pedagogy skills of teaching keyboarding with the development of lesson and unit plans taught in BTED311. Taking both courses at the same time will enhance learning potential.

TECHNOLOGY SUPPORT AND TRAINING

BTED 312 Methods and Evaluation in Business & Marketing Education II

3 class hours
0 lab hours
3 semester hours

Prerequisites: BTED 311, EDSP 102

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 at all grade levels.
4. Possess the proper knowledge and skills to educate students in business, computers and information technology.
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 for all grade levels.
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 business, computers, and information technology certification.
7. Prepare and present a lesson plan in the area of keyboarding or computer applications for elementary age students.
8. Identify methods of individualized differences in the classroom and in preparing assignments.
9. Prepare a collaborative lesson plan on the use of technology and deliver the instruction.
10. Develop a service project(s) of ten hours where you utilize your certification specialization expertise.

III. Detailed Course Outline

Hours:

- | | | |
|----|--|----|
| 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. | Plan for Teaching Elementary Students | |
| g. | Plan for Teaching Secondary Students | |
| h. | Select Teaching Strategies | |
| i. | Implement the Teaching System | |
| j. | 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 | |
| c. | Elementary and Middle School Techniques | |
| 5. | Planning for a collaborative project with students from another methods class. | 3 |

TOTAL HOURS	42
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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. Present a keyboarding/computer applications lesson to fourth grade students enrolled at the University School.
4. 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%
5. Prepare a collaborative lesson plan on the use of technology and deliver the instruction. 20%
6. Share a current event weekly that deals with education trends and initiatives. 5%
7. Refine your professional portfolio developed in BE 311 and create an electronic portfolio based on department criteria. 10%

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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.