

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

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Wayne Moore	Email Address moore@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)	
<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 type="checkbox"/> Course Deletion	<input checked="" type="checkbox"/> Catalog Description Change
BTED311-Methods in Business and Information Technology I	BTED411-Methods in Business and Information Technology I
<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>
2. Additional Course Designations: check if appropriate	
<input checked="" 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.	
3. Program Proposals	
<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	
<i>Current program name</i>	<i>Proposed program name, if changing</i>
4. Approvals	
	Date
Department Curriculum Committee Chair(s)	10-14-09
Department Chair(s)	10-14-09
College Curriculum Committee Chair	10-14-09
College Dean	10-14-09
Director of Liberal Studies *	4-6-10
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
Joseph Demarachi TECC	12-1-09
Mary Ann Rappath COE-ST	12-8-09
UWUCC Co-Chairs	
Gail Sechrist	4-1-10

* where applicable

Received
MAR 18 2010
Liberal Studies

Received
DEC 03 2009
Liberal Studies

Part II. Description of the Curriculum Change

1. New Syllabus of Record

I. Catalog Description

BTED 411 Methods in Business and Information Technology I

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

Prerequisites: EDSP 102, PSYC 101, and completion of the freshman and sophomore courses in the student's major areas

Includes instruction in the general methods of teaching and evaluating business courses. Major emphasis is on the planning for instruction. Creative techniques and procedures for effectively teaching and managing the classroom are evaluated. Opportunities will be provided to incorporate appropriate content and materials to allow for students with special learning needs. Current issues in vocational education such as advisory committees, adult education, and federal legislation are included.

II. Course Outcomes

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

1. Articulate an individual philosophy of business education that includes working with students with special learning needs
2. Investigate the most recent career and technical education legislation including legislation targeted to students with special learning needs
3. Assess readiness to exhibit professional attitude
4. Select the learning principles that apply to differentiated instruction
5. Construct performance objectives from specified learning outcomes and evaluations
6. Create a lesson plan appropriate for K-12 inclusive classrooms that includes an introduction, development, application, review and evaluation
7. Determine appropriate techniques for managing the classroom environment.

8. Formulate a philosophy of grading and apply it by establishing a grading system that meets the criteria established
9. Develop an evaluation plan that meets specified criteria
10. Integrate professional student organizations into the curriculum
11. Build relationships with various constituents to provide a positive, inclusive learning environment that reflects the real world.
12. Prepare a professional portfolio in written and electronic formats

STUDENT OUTCOMES ASSESSMENT MATRIX

Danielson's Framework	National Business Education Association Standards	Course Outcomes	Course Assessment Technique Measuring Objectives *Bold=Key Assessments in KARS
1.b., 1.f., 3.e., 4.a., 4.c.-4. f.	1	1	Create a teaching philosophy for Business Education Maintain a journal based on the INTASC principles Complete four professional readings based on assigned topics assigned
1.b., 1.d.,1.f., 3.e., 4.a., 4.c.-4. f.	1, 8	2	Midterm Draft a letter to local legislature
1.b., 1.f., 3.e., 4.a., 4.c.-4. f.	1	3	Midterm Organize at least a 10 hour service project
1.c.-f., 3.a., 3.c, 3.d., 4.b.	2, 3, 4	4	Midterm Complete learning styles survey Evaluate curriculum materials using a Curriculum Materials Assessment form
1.c.-e., 3.c.	2, 3	5	Develop a group lesson plan and an individual lesson plan that incorporates behavioral objectives, State standards, and business education standards
1.c.-e., 3.c.	2, 3	6	Develop a lesson plan incorporating specified components

2.a.-e.	5	7	Develop a plan for managing a classroom
1.f., 3.a., 3.d., 4.b.	4	8	Complete activities assigned from the Borich textbook
1.c.-f., 3.a., 3.c., 3.d., 4.b.	3, 4	9	Complete activities assigned from the Borich textbook
2.b., 4.d., 4.f.	6	10	Attend and assist and the FBLA leadership workshop or competitive conference
1.d., 3.a., 3.b., 4.c., 4.f.	7, 8	11	Midterm
1.b., 1.f., 3.e., 4.a., 4.c.-4. f.	1	12	Professional portfolio and IUP-COE E-portfolio

III. Course Outline

A. Focus, Professionalism & Philosophy (Outcomes 1, 2, 3, 12) (10 hrs) Weeks 1-3

1. Focus on Business Education—history, issues, and legislation
Identify current legislation related to special education
2. Professionalism
3. Philosophy of Business Education
Must include information on meeting the needs of all learners and specific techniques
Reading Assignment: NBEA 2008 Yearbook-- Chapters 1
Textbook—Chapter 1
http://www.annikeris.com/write_a_teaching_philosophy.html
(NCLB) <http://www.ed.gov/policy/elsec/leg/esea02/index.html>
(ADA) <http://www.eeoc.gov/types/ada.html>

*(Special Ed= 12; ELL= 4)

B. Classroom Environment, Instruction, and Assessment (21 hrs) Weeks 4-11

1. Understanding Your Students (Outcome 4)
Reading Assignment: Textbook—Borich, Chapter 2 and pages 5, 44, 45, 63, 268
Article—Lucas, T., Villegas, A.M., Freedson-Gonzalez, M. (September/October 2008). Linguistically responsive teacher education: Preparing classroom teachers to teach English language learners. Journal of Teacher Education.
2. Classroom Management (Outcome 7)
Reading Assignment: Textbook—Chapter 5
3. Establish Standards (Outcome 5)
Link Pennsylvania Academic Standards and National Business Standards to performance objectives as well as recognizing how Pennsylvania Anchor Assessments are utilized. Each performance objective must be created with various learning abilities in mind.
Reading Assignment: NBEA Standards, PSSA Academic Standards; Scarpaci, Chapter 9
4. Construct and Sequence Objectives (Outcome 5)
Reading Assignment:— Borich, Chapter 3

Fifty Strategies for Teaching English Language Learners, 3/E; Chapter 7-- Language Focus Lessons: Planning Lessons to Support the Acquisition of English Vocabulary and Structures

Chapter 10 - Skills Grouping: Planning for More Individualized Instruction

5. Lesson Planning and Presentation (Outcome 6)

Reading Assignment:— Borich, Chapters 4 and 11

Fifty Strategies for Teaching English Language Learners, 3/E; Chapter 18 --

Cooperative Learning: Group Interactions to Accomplish Goals

The Adaptive Dimension in Core Curriculum, Applications within the Framework,

<http://www.sasked.gov.sk.ca/docs/policy/adapt/index.html>

MID-TERM EXAM (2 hours)

6. Manage Evaluation (Outcomes 8, 9)

Reading Assignment: Borich, Chapter 12

Article—Leahy, S. et al. (November 2005). Classroom assessment: Minute by minute, day by day. Educational Leadership.

Article—McTighe, J. and O'Connor, K. (November 2005). Seven practices for effective learning. Educational Leadership.

Article—Tuttle, H. G. (February 2007). Digital-age assessment: E-portfolios are the wave of the future. Tech and Learning.

*(Special Ed= 11; ELL= 0)

C. Student Organizations & Constituents (Outcomes 10, 11) (9 hrs) Weeks 12-14

1. Clubs

Reading Assignment: Gryder, R., Gandy, J. Green, D.(2008). Effective Methods of Teaching Business Education. In M. Rader (ed), *Sponsoring student organizations*. (pp. 263-277). Reston, VA: National Business Education Association.

2. Advisory Committees and Work Experience Programs

http://www.able.state.pa.us/career_edu/cwp/view.asp?A=122&Q=89932

*(Special Ed= 5; ELL= 0)

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

Presentation of professional portfolio with emphasis on responses to rationale for selecting artifacts (must include discussions of adaptations for ELL and special needs students. *(Special Ed= .5; ELL= .5)

***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 28.5 hours are devoted to learning about and adapting instruction/assessment for the student with physical or mental disabilities. 4.5 course hours are devoted to learning about and adapting instruction/assessment for the student with limited English speaking/writing skills.

IV. Evaluation Methods

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 brief presentation to the class as well as submit a written report on your service work.
(10 %)

2. **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 in 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. (25%)

3. **Student Organization Participation** – Student organizations are an integral part of business education. At the middle and high school level there are several student organizations with the goal of building leadership skills. During the spring semester Pennsylvania FBLA holds its annual state leadership conference and as pre-service teachers we are invited to assist in the planning and delivery of the conference. The expectation is for each student to attend the FBLA conference and participate as a pre-service educator (5%).
4. **Journal** – Chapters will be assigned from the Borich textbook. For each chapter assigned complete the questions on the first page of that corresponds with the INTASC principles. The questions should be answered in your own words and not copied from the textbook. (10%)
5. **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. Article topics will be provided in

advance. Evaluation of each article must be typewritten and follow the prescribed style as used in student teaching. (10 %)

6. **Examination** – One essay exam will be given covering the goals of the course. (20 %)
7. **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 format. (5%)
8. **E-Portfolio** – University Requirement (5%)
9. **Application Exercises (10%)**
 - i. Complete activities assigned from the Borich textbook.
 - ii. Given a variety of high school textbooks, the student will determine the readability level using Fry's Readability Formula and grammar software packages.
 - iii. Given a Curriculum Materials Assessment Form, the student will evaluate books, workbooks, or other teaching material to determine suitability of material for classroom.
 - iv. Given a learning style survey, the student will determine his/her learning style and the effect this has on his/her teaching style. Students will work in teams to develop a report on meeting the needs of students with various learning abilities.
 - v. Create a teaching philosophy for Business Education. This writing assignment will be reviewed periodically throughout the semester and revised.

V. Grading Scale

Grading Scale: A: 90-100% B: 80-89% C: 70-79% D: 60-69% F: Below 60%

VI. Attendance Policy

University attendance policy will be followed.

VII. Required Textbooks, Supplemental Books and Readings

Borich, G. D. (2007). Effective Teaching Methods Research-Based Practice. (6th Edition). Upper Saddle River, NJ: Merrill Prentice Hall.

Herrell, A. L. and Jordan, M. (2008). 50 Strategies for Teaching English Language Learners. (3rd Edition). Upper Saddle River, NJ: Pearson Education, Inc.

National Standards in Business Education (2006), Reston, VA: National Business Education Association.

Rader, M. (ed). (2008). Effective Methods of Teaching Business Education. Reston, VA: National Business Education Association.

Recommended Textbook

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

Readings

Leahy, S. et al. (November 2005). Classroom assessment: Minute by minute, day by day. Educational Leadership.

Lucas, T., Villegas, A.M., Freedson-Gonzalez, M. (September/October 2008). Linguistically responsive teacher education: Preparing classroom teachers to teach English language learners. Journal of Teacher Education.

McTighe, J. and O'Connor, K. (November 2005). Seven practices for effective learning. Educational Leadership.

Tuttle, H. G. (February 2007). Digital-age assessment: E-portfolios are the wave of the future. Tech and Learning.

VIII. Special Resource Requirements

NBEA Student Membership

PBEA Student Membership

PSEA Student Membership

IX. 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* (3rd edition). Thousand Oaks, CA: Corwin Press.
- Charles, C.M. (2008). *Building classroom discipline* (9th ed.). Boston: Allyn and Bacon.
- Chuska, K. (2003). *Improving classroom questions: A teacher's guide to increasing student motivation, participation and higher-level thinking* (2nd ed.) Bloomington, IN: Phi Delta Kappa Educational Foundation.
- Danielson, C. (2007). *Enhancing professional practice: A framework for teaching* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Diaz-Rico, L.T. (2008). *Strategies for teaching english learners* (2nd 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* (2nd 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* (4th 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
- Goodlad, J. (2004). *A place called school*. New York: McGraw-Hill.
- Gronlund, N.E., & Brookhart, S.M. (2009). *Gronlund writing instructional objectives* (8th ed.) Upper Saddle River, NJ: Pearson/Prentice Hall.

- Gronlund, N.E., & Waugh, C.K. (2009). *Assessment of student achievement* (8th 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* (5th 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.
- 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* (7th 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
- Turnbull, A.P., & Turnbull, H.R. (2007). *Exceptional lives: Special education in today's schools* (5th ed.). Upper Saddle River, NJ: Merrill/Prentice-Hall.

Weinstein, C.S., & Migano, A.J., Jr. (2007). *Elementary classroom management: Lessons from research and practice* (4th ed.). New York: McGraw-Hill.

Description of Curriculum Change

Part II.	Description of Curriculum Change		
1.	BTED411	Methods in Business and Information Technology I	3c-0l-3cr

Course Description:

Prerequisites: EDSP 102, PSYC 101, 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 on the planning for instruction. Creative techniques and procedures for effectively teaching and managing the classroom are evaluated. Opportunities will be provided to incorporate appropriate content and materials to allow for students with special learning needs. Current issues in vocational education such as advisory committees, adult education, and federal legislation are included. (Course taught fall semester only)

2. **Proposed Change**
 Old: BTED311 Methods in Business and Information Technology I
 New: BTED411 Methods in Business and Information Technology I

3. **Justification/Rationale**

The Pennsylvania State Board of Education has recently adopted changes that require all teacher preparation programs to include a specific number of hours of instruction devoted to adaptations and accommodations for diverse learners in an inclusive setting as well as the instructional needs of English Language Learners (ELL). The course has been expanded to incorporate evidence of the inclusion of content related specially students with special learning needs.

This course is being dual-listed to maximize numbers by offering the course to graduate as well as undergraduate students. A dual-listed course offers the opportunity for interaction between graduate and undergraduate students and enhances learning opportunities. Students from both groups will have additional opportunities to incorporate outside experiences in the projects and activities assigned.

4. Old Syllabus of Record

TECHNOLOGY SUPPORT AND TRAINING BTED 311 METHODS AND EVALUATION IN BUSINESS AND MARKETING EDUCATION I

I. Catalog Description

Prerequisites: General Psychology, Educational Psychology, 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.

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. Investigate the most recent vocational education legislation
2. Assess readiness to exhibit professional attitude
3. Ability to select the learning principles that apply to individualized student instruction
4. Formulate a philosophy of grading and apply it by establishing a grading system that meets the criteria established
5. 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

4.

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. (100 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 test 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. Develop a personal philosophy on teaching and business education.
 - D. Complete exercises, as assigned, in the Mager book.
 - E. As assigned by professor.

XI. Grading Scale

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

93 – 100% = A

85 – 92% = B

77 – 84 % = C

69 – 76 % = D

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	1	1	No	Yes	0

philosophy of business education					
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	20

*Final teaching philosophy is included in the professional portfolio and will be evaluated with the portfolio

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.

Part III. Letters of Support

N/A—Undergraduate and graduate courses for both programs are housed in the same department.