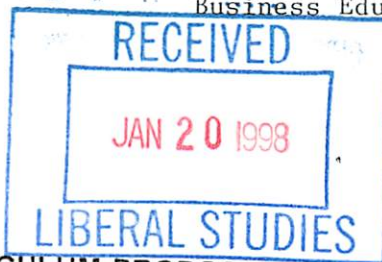


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Submission Date: _____

Action-Date: _____

97-14a

App. 3/31/98

Senate app. 5/5/98

CURRICULUM PROPOSAL COVER SHEET

University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Linda Szul, Maryanne Brandenburg, Phone 357-3003
Wayne Moore

Department _____

II. PROPOSAL TYPE (Check All Appropriate Lines)

☒ COURSE

Suggested 20 character title

☐ New Course *

Course Number and Full Title

☒ Course Revision BE 312-Methods & Evaluation in Business & Marketing Ed. II

Course Number and Full Title

☐ Liberal Studies Approval +
for new or existing course

Course Number and Full Title

☐ Course Deletion

Course Number and Full Title

☒ Number and/or Title Change BE312-Methods & Evaluation in Business Ed. II

Old Number and/or Full Old Title

BE 312-Methods & Evaluation in Business & Marketing Education II

New Number and/or Full New Title

☐ Course or Catalog Description Change

Course Number and Full Title

☐ PROGRAM: ☐ Major ☐ Minor ☐ Track☐ New Program *

Program Name

☐ Program Revision *

Program Name

☐ Program Deletion *

Program Name

☐ Title Change

Old Program Name

New Program Name

III. Approvals (signatures and date)

Linda Szul 11-1-96
 Department Curriculum Committee

Wayne Moore 11/1/96
 Department Chair

Wayne Moore 11/13/96
 College Curriculum Committee

Robert Chang 11/25/96
 College Dean

+ Director of Liberal Studies (where applicable)

*Provost (where applicable)

OFFICE SYSTEMS AND BUSINESS EDUCATION**BE 312 Methods and Evaluation in Business & Marketing Education II****Prerequisites:** BE 311, EP 202**3c-01-3sh**

- 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.

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 which deal effectively with appropriate content material and student differences.
2. Analyze 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 the area of individual certification, ie. office technologies, data processing, accounting, secretarial, marketing, distributive education.
7. Identify methods of individualized differences in the classroom and in preparing assignments.
8. Teach lessons in each of the certification areas.
9. Demonstrate computer literacy by completing and evaluating application software packages.

II. Detailed Course Outline**Hours:**

1. The Teaching System
 - a. Establish Competencies
 - b. Plan Evaluations
 - c. Construct Evaluations
 - d. Construct and Sequence Objectives
 - e. Plan for Student Learning

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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 theory based courses:	15
a.	Computation	
b.	Business Law	
c.	Marketing	
d.	Management	
4.	Teaching the computer application courses	15
a.	Information Systems	
•	Keyboarding	
•	Software Applications	
•	Office Technologies	
b.	Data Processing	
5.	Planning for individual differences in the business education classroom	3
TOTAL HOURS		42

III. EVALUATION METHODS:

1. Summarize and critique four professional readings relating to the teaching of both cognitive and technology oriented business subjects. At least 2 of the readings must be downloaded from the internet. 10%
2. Develop two unit plans from either the awareness or the operational level. Each unit plan should include: outline, methodology, evaluations, pre-test and post-test, vocabulary, objectives, worksheets and visuals. 30%
3. Develop two lesson plans from the content of the unit plan. Prepare the plan and present a 20-minute lesson, that will be video-taped, employing at least 2 teaching aids. After viewing the tape, prepare a 1-page evaluation critiquing your performance. 30%
4. Interview a business educator at the secondary level regarding the status of instruction in office technology. Compile a minimum 3-page report of your interview. 10%
5. Construct two evaluation instruments based on the lesson plan content utilizing various assessment techniques. 10%

6. Prepare a 3-page report discussing individual differences in the business education classroom and suggest strategies for meeting these differences. 5%
7. Culminating Activity: Refine, discuss and resubmit the professional portfolio developed in BE 311 Methods and Evaluation in Business and Marketing Education I. 5%

Grading: All reports and materials completed must be keyed. They are due at the beginning of the class period on the assigned day.

90 - 100%	=	A
80 - 89%	=	B
70 - 79%	=	C
60 - 69%	=	D
59 - Below	=	F

IV. Required Textbook: Calfrey C. Calhorn, Managing the Learning Process in Business Education. 1993 edition, Colonial Press.

Instructor's materials available at Copies Now.

National Standards for Business Education, 1995, National Business Education Association.

V. Special Resource Requirements

- A. Membership in professional organizations
- B. Computer disks

VI. Bibliography

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

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

Chapman, P.H., Cooper A.A., & Moody, P.G. (1993), *Creative Teaching Ideas*, Reston, VA: National Business Education Association.

Cooper, J.M. (1994), *Classroom Teaching Skills*, Lexington, MA: D. C. Heath and Company.

Johnson, D.W., Johnson, R.T., & Smith, K.A. (1991), *Active Learning: Cooperation in the College Classroom*, Edina, MN: David W. Johnson.

Mamchak, P.S., & Mamchak, S.R. (1993), *Teacher's Survival Kit: Time Management*, West Nyack, NY: Prentice-Hall.

Silberman, M. (1996), *Active Learning: 101 Ways to Teach Any Subject*, Needham Heights, MA: Allyn & Bacon.

Watson, G. (1996), *Teacher Smart!: 125 Tested Techniques for Classroom Management & Control*, West Nyack, NY: The Center for Applied Research in Education.

Summary of Changes to BE 312--Methods & Evaluation in Bus & Mktg Ed. II

BE 312 is currently a 1 credit course with 5 different components: accounting, data processing, marketing, office technologies and secretarial. The revised course would be 3 credits and cover the certification areas that are influenced by technology.

The revised course title would be BE 312--Methods & Evaluation in Bus & Mktg Ed II.

Revising the course to 3 credits rather than the variable 1-4 credits will allow the student to develop the methods and strategies for making effective classroom presentations. Using a practical approach to the teaching strategies learned in BE 311, the student will further develop curricula to meet the needs of the knowledge base standards established by the Department of Education and the Office Systems and Business Education Department.

The 3 credit course will provide students with the opportunity to develop proper lessons and make presentations that meet the needs of all students in the class. The current national standards for business education, incorporated in this course, are based on Bloom's Taxonomy; our students need to have a mastery of their content in order to function in a school system.

The students will all have the opportunity to develop and incorporate multimedia presentations, computer-assisted instructional activities and traditional activities in lesson and unit plan development.

BE312--Course Analysis Questionnaire

Section A: Details of the Course

- A1. This course is part of the business education major and is designed to teach strategies for teaching business classes on the secondary level.
- A2. This course increases the Professional Education Requirements by 3 credits; however the certification areas of Accounting, Marketing, Data Processing, Secretarial and Office Technologies are decreased by 1 credit.
- A3. This course is being offered as a special topics, BE 481, during the Spring 1997 semester.
- A4. Approval is being sought for undergraduate credit only.
- A5. No variable credit listing is being sought.
- A6. Other institutions offer methods courses; see attached survey (Attachment 2)
- A7. Subject matter of this course includes material required to meet PDE and NCATE standards. (Attachment 3)

Section B: Interdisciplinary Implications

- B1. This course will be taught by one instructor.**
- B2. There is no relationship between the content of this course and courses offered by other departments.**
- B3. Seats will be made available to Continuing Education students.**

Section C: Implementation

- C1. No additional faculty are being requested.**
- C2. Space, room and equipment resources are adequate in the Eberly College of Business building.**
- C3. Funding from a grant has not been obtained.**
- C4. This class will be offered once a year during the spring semester.**
- C5. One section of the course will be offered.**
- C6. Twenty students will be accommodated per section. Enrollment is limited by course content and activities.**
- C7. No professional society has set limits at this time.**

Section D: Miscellaneous**Additional Information**

A survey of business/teacher education departments at universities and colleges in Pennsylvania, Ohio, New Jersey and Virginia was conducted to verify the number of methods courses and credits specific to business education. These institutions were selected as representative of states where our graduates seek employment. Eighty percent of the schools require 9 or more methods credits for graduation (See Attachment 2).

To meet the knowledge base requirements for NCATE, a revision in program outcomes is necessary to prepare students for the field of teaching. By revising and combining the methods course, the students will be better prepared and have the flexibility for additional certification areas.

Our existing curriculum requires all students take BE 311 Methods & Evaluation in Business Education I for 3 credits. Students must choose at least two BE 312 Methods & Evaluation in Business Education II courses causing scheduling problems for faculty, students and facilities.

This model with methods credits ranging from 5 to 9 credits is not meeting the needs of our students. Students returning after graduation have indicated a lack of methodology preparation and have expressed a need for additional certification areas in order to be competitive in the job market. The proposed revisions will provide our students with the opportunity for certification in 6 business education areas--accounting, data processing, distributive education, marketing, office technologies and secretarial.

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ATTACHMENT #6

*"OLD" syllabus***BE 312 METHODS AND EVALUATION II: ACCOUNTING**

Spring 1996
 Course Credit: 1 hr
 Telephone: (412) 357-5736

Dr. Linda Szul
 Eberly College of Business--221H

Office Hours: M/W/F 9:30 - 11:00am
 M 3:15 - 3:45pm
 Other hours by appointment

Textbooks:

Schrag and Poland, A System for Teaching Business Education, McGraw Hill, 1978.

National Standards in Business Education, NBEA, 1995.

Course Objectives: At the completion of this course the student will have a working knowledge of:

1. Planning and implementing courses included in the Accounting curriculum
2. Implementing Accounting Programs
3. Teaching courses included in the Accounting cluster
4. Integrating Accounting across the business curriculum
5. Developing methods for individualizing the instruction of these courses

Projects:

1. Develop a unit plan for a topic in either accounting or bookkeeping from either the awareness or the operational level. The unit plan should include: outline, methodology, evaluations, pretest and post test, vocabulary, objectives, worksheets, transparencies, etc. (Periodic progress checks will be made throughout the five weeks.)
2. From the unit plan select content appropriate for a lesson that will introduce new concepts relating to the accounting equation (this should be a discovery lesson). Prepare the lesson plan and present a video-taped 20 minute lesson employing at least 2 teaching aids. After viewing the tape, prepare a 1 page evaluation of your performance.
3. Construct a mastery test which measures the student's comprehension of the discovery lesson (See Project 2).
4. As a member of a team, analyze two accounting software or courseware packages and assess them according to the criteria provided in Learning Application 18-8 (p. LA69).

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Evaluation and Testing Procedures:

Project 1--Unit Plan	30%
Project 2--Lesson Plan	30%
Project 3--Assessment	20%
Project 4--Software/Courseware Evaluation	20%
Total	100%

Grading Scale

93 -- 100% = A

86 -- 92% = B

78 -- 85% = C

70 -- 77% = D

All activities must be completed in order to receive a passing grade.

Students will preselect the packets for Project 4 and sign the list posted in the room. Students cannot evaluate the same packet.

Due dates for the projects will be determined the first week of class; no late assignments will be accepted.

BE 312 METHODS AND EVALUATION II: OFFICE TECHNOLOGIES

"OLD" Syllabus

Spring 1996

Course Credit: 3 hrs

Telephone: (412) 357-5736

Dr. Linda Szul

Eberly College of Business--221H

Office Hours: M/W/F 9:30 - 11:00am

M 3:15 - 3:45pm

Other hours by appointment

Textbooks:

Schrag and Poland, A System for Teaching Business Education, McGraw Hill, 1978.

National Standards in Business Education, NBEA, 1995.

Course Objectives: At the completion of this course the student will have a working knowledge of:

1. Planning and implementing courses included in the Office Technologies cluster
2. Implementing Office Technologies Programs
3. Teaching courses included in the Office Technologies cluster
4. Integrating Office Technologies across the business curriculum
5. Developing methods for individualizing the instruction of these courses

Projects:

1. As a member of a team update the list of competencies for office systems personnel provided in Chapter 17. Use ERIC, another electronic data base or the National Standards in Business Education to complete the project. After the review in Project 2, with your team members revise the list.
2. Individually interview a business educator at the secondary level regarding the status of instruction in office technology. Also have this individual review the competencies developed in Project 1. Compile a 3 page keyed report of your interview.
3. From the list developed in Project 1, select a group of competencies which might be combined and:
 - a. Develop a unit plan for this topic from either the awareness or the operational level. The unit plan should include: outline, methodology, evaluations, pretest and post test, vocabulary, objectives, worksheets, transparencies, etc. (Periodic progress checks will be made throughout the five weeks.)
 - b. From the unit plan select content appropriate for a lesson that will introduce new

BE 312 Methods & Evaluation

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concepts (this should be a demonstration lesson). Prepare the lesson plan and present a video-taped 20 minute lesson employing at least 2 teaching aids. After viewing the tape, prepare a 1 page evaluation of your performance.

- c. Construct a performance assessment for the demonstration lesson; follow the guidelines in Assessment F as you prepare the instrument. Be sure to perform the steps yourself to determine their accuracy.

Evaluation and Testing Procedures:

Project 1--List of Competencies	20%
Project 2--Individual Interview	20%
Project 3	
a. Unit Plan	20%
b. Lesson Plan	20%
c. Performance Assessment	<u>20%</u>
Total	100%

Grading Scale

93 -- 100% = A
86 -- 92% = B
78 -- 85% = C
70 -- 77% = D

All activities must be completed in order to receive a passing grade.

Students will preselect the topics for Project 3 and sign the list posted in the room. Students cannot prepare the same topic.

BE 312 METHODS AND EVALUATION II: DATA PROCESSING

Dr. Wayne A. Moore

Eberly College of Business – 221A

Office Hours: T/R - 8:00-9:30

2:45-3:30

Others by appointment

"OLD" Syllabus

OBJECTIVES OF COURSE: At the completion of this course the student will have a working knowledge of the following:

1. Planning and Implementing Data Processing Courses
2. Implementing Data Processing Programs
3. Teaching Data Processing--3 approaches
4. Integrating Data Processing into Other Courses
5. Methods of Individualizing

TEXTBOOKS:

1. Schrag and Poland, A System for Teaching Business Education, Part 4: Computer Literacy, p. 328
2. NBEA, National Standards, 1995.

PROJECTS:

1. Interview a business educator, such as a professor at a teacher-training institution, a state or local supervisor of business education, or a department head at a secondary or postsecondary school, regarding the status of data processing instruction. Write a 3 page report of your interview. The report must be typewritten. If you cannot perform an interview you may develop a data processing notebook answering the statements and questions provided by Dr. Moore.
2. Select one of the topics listed below, and prepare a lesson plan appropriate for teaching the topic to high school students. Present a 20 minute lesson employing at least 2 teaching aids. Upon completion of the presentation prepare a one page evaluation from the videotape.
 - a. An Introduction to Computers
 - b. Evolution of the Computer Industry
 - c. Processing Data on a Computer
 - d. Interactive and Batch Processing Systems
 - e. Input to the Computer
 - f. Obtaining Output from the Computer
 - g. User Interface with Information Systems
 - h. Processor Unit and Data Representation

- I. Auxiliary Storage
 - j. File Organization and Data Base
 - k. Application Software
 - l. Programming Languages
 - m. Operating Systems and Systems Software
3. Construct a portfolio evaluation for computer literacy competencies on the awareness level or the operational level> (pg. 334). Include what should be a part of a student's portfolio for each competency.
 4. Develop a unit plan for a competency from the awareness or operational level.- Unit plan should include outline, methodology, evaluations, pretest-post-test, vocabulary, objectives, worksheets, transparencies, etc. (There will be progress checks throughout the five weeks)

GRADING:

1. Project 1 = 20%
2. Project 2 = 20%
3. Project 3 = 30%
4. Project 4 = 30%

93 - 100% = A
86 - 92% = B
78 - 85% = C
70 - 77% = D

ATTACHMENT #9

INDIVIDUALIZED INSTRUCTION

BE 312 METHODS OF TEACHING AND EVALUATION IN MARKETING

The objectives for the individualized instruction is to acquaint students with basic principles of group and individual instruction in various subject matter areas, as well as methods of presentation.

Objectives:

- To plan and formulate individual and group projects for courses
- To demonstrate the ability to use different methods and techniques stressing individual activities and using modern teaching technology
- To plan and organize and marketing and distributive education program including cooperative work experience
- To prepare lesson plans and unit plans
- To provide for individual differences
- To develop and evaluation philosophy for marketing
- To plan and organize a DECA chapter
- To prepare planning activity calendar

Outline:

- Planning for Instruction
- Teaching Methods in Marketing
- Preparing a Planning Activities Calendar in Marketing
- Co-curricular Activities
- Instructional Materials and Their Uses
- Professional Ethics and Actions
- Evaluation of Learning and Teaching Effectiveness
- Lesson Presentations and Demonstrations
- Field Trips

The student will meet with Dr. Moore on a regular basis to discuss activities, visit a vocational technical school, visit the intermediate unit, and present lesson plans.