## PROGRAM FIELD EXPERIENCES

Provide a chart showing the relationships among the program’s courses and the field experiences provided for all candidates.

<table>
<thead>
<tr>
<th>Course #/Title or Program Requirement</th>
<th>Purpose of Field Experience</th>
<th>Number of required hours in P-12 classroom</th>
<th>Candidate required tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIMT 302</td>
<td>Application of teaching and learning strategies</td>
<td>20</td>
<td>Complete all in class projects, activities, and homework. Prepare lesson plan for microteaching activity. Prepare unit of instruction, teach, assess, remediate, reflect</td>
</tr>
<tr>
<td>CIMT 400L</td>
<td>Complete instructional responsibilities associated with a unit</td>
<td>20</td>
<td>Prepare unit of instruction, teach, assess, remediate, reflect.</td>
</tr>
<tr>
<td>BEIT 402</td>
<td>Unit report for student teaching</td>
<td>N/A</td>
<td>Written documentation of teaching an integrated unit</td>
</tr>
<tr>
<td>CIMT 401</td>
<td>Student Teaching</td>
<td>16 weeks</td>
<td>Execute full instructional responsibilities and other duties related to schools as assigned.</td>
</tr>
</tbody>
</table>
## CONTENT Standards Matrix Section

Submit a matrix indicating where all of the Indiana teacher content standards are addressed and the type of assessment used in program courses and experiences, including assessment evidences.

<table>
<thead>
<tr>
<th>Standards for the Teacher of Business (Licensing Rules 2002)</th>
<th>College of Business Core Requirements, Functional Courses, &amp; Additional Courses</th>
<th>BEIT Major Requirements</th>
<th>Additional BEIT Major Requirements</th>
<th>College of Education Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard #1</strong>: The teacher of business understands the central concepts, tools of inquiry, and structures of business and information technology and can create learning experiences that make these aspects of subject matter meaningful for students.</td>
<td>T 1, 2, 3, 5, 8</td>
<td>T 1, 2, 3, 5, 8</td>
<td>T 1, 2, 3, 4, 5, 6, 7, 8 (e.g., guest speakers)</td>
<td>Students apply business content in some of these courses</td>
</tr>
<tr>
<td><strong>Standard #2</strong>: The teacher of business understands how students learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.</td>
<td>-</td>
<td>-</td>
<td>T 1, 2, 3, 5, 6, 7</td>
<td>T 1, 2, 3, 5, 6, 7</td>
</tr>
<tr>
<td><strong>Standard #3</strong>: The teacher of business understands that students have multiple intelligences and different learning styles and creates instructional opportunities that are adapted to diverse learners.</td>
<td>-</td>
<td>-</td>
<td>T 1, 2, 3, 5, 6, 7</td>
<td>T 1, 2, 3, 5, 6, 7</td>
</tr>
<tr>
<td><strong>Standard #4</strong>: The teacher of business understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.</td>
<td>-</td>
<td>-</td>
<td>T 1, 2, 3, 5, 6, 7, 8 (e.g., guest speakers)</td>
<td>T 1, 2, 3, 5, 6, 7</td>
</tr>
<tr>
<td><strong>Standard #5</strong>: The teacher of business understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</td>
<td>-</td>
<td>-</td>
<td>T 1, 2, 3, 5, 6, 7</td>
<td>T 1, 2, 3, 5, 6, 7</td>
</tr>
<tr>
<td><strong>Standard #6</strong>: The teacher of business uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in the classroom.</td>
<td>-</td>
<td>-</td>
<td>T 1, 2, 3, 5, 6, 7, 8 (e.g., guest speakers)</td>
<td>T 1, 2, 3, 5, 6, 7</td>
</tr>
<tr>
<td><strong>Standard #7</strong>: The teacher of business plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</td>
<td>-</td>
<td>-</td>
<td>T 1, 2, 3, 5, 6, 7, 8 (e.g., guest speakers)</td>
<td>T 1, 2, 3, 5, 6, 7</td>
</tr>
<tr>
<td><strong>Standard #8</strong>: The teacher of business understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the learner.</td>
<td>-</td>
<td>-</td>
<td>T 1, 2, 3, 5, 6, 7, 8</td>
<td>T 1, 2, 3, 5, 6, 7</td>
</tr>
</tbody>
</table>
Standard #9: The teacher of business is a reflective practitioner who seeks opportunities for professional development.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Teacher Standard Addressed</th>
<th>Performance Assessment Examples</th>
<th>T = Teacher Standard Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 1, 2, 3, 5, 6, 7</td>
<td>T 1, 2, 3, 5, 6, 7</td>
<td>(e.g., guest speakers &amp; state conference)</td>
<td>T 1, 2, 3, 5, 6, 7</td>
</tr>
</tbody>
</table>

Standard #10: The teacher of business fosters relationships with parents, business/industry, community, and school to support students’ learning and well being.

T = teacher standard addressed

Performance Assessment Examples: (1) test, (2) paper, (3) project, (4) portfolio artifact, (5) labs, (6) lesson plan, (7) teaching, (8) other

Course descriptions:  **Link to ISU Undergraduate Catalog**

**College of Business Core Requirements**
- BUS 101, Freshman Business Experience I
- BUS 102, Freshman Business Experience II
- BUS 170, Information Tools
- BUS 201, Accounting Principles I
- BUS 202, Accounting Principles II
- BUS 205, Business Statistics I
- ECON 200, Principles of Macroeconomics
- ECON 201, Principles of Microeconomics

**College of Business Functional Block and Capstone Courses**
- BUS 305, Business Statistics II
- BUS 311, Business Finance
- BUS 321, Intro to Management Information Systems
- BUS 351, Intro to Operations Management
- BUS 361, Principles of Marketing
- BUS 371, Management and Organizational Behavior
- BUS 401, Senior Business Experience

**College of Business Additional Courses**
- BEIT 336, Business Report Writing
- BUS 220, Dynamics of Professional Success
- BUS 263, Legal Environment and Business
BEIT Major Requirements
BEIT 307  Information and Technology in Organizations ...................................................... 175
BEIT 317  Document Planning and Design .............................................................................. 175
BEIT 320  Spreadsheet and Database Applications............................................................... 175
BEIT 337  Managing Information Resources and Staff .......................................................... 175
Accounting elective or programming
Economics elective (third economic course)

Additional BEIT Major Requirements
BEIT 492  Methodology of Teaching Business Subjects ......................................................... 175
BEIT 402  Teaching an Integrated Unit – 1 credit (Unit Report from Student Teaching) ......... 175

College of Education Requirements
EPSY 202  Psychology of Childhood & Adolescence ............................................................. 185
SPED 226 The Exceptional Learners in the Regular Classrooms ........................................... 197
EPSY 341  Education in a Multicultural Society ................................................................. 185
CIMT 301 Teaching I ............................................................................................................. 189
CIMT 302 Teaching II .......................................................................................................... 189
CIMT 400 Teaching III ........................................................................................................ 189
CIMT 400L Teaching III Practicum ..................................................................................... 189
CIMT 401 Student Teaching ............................................................................................... 189

Programmatic Changes Made (2006-2008)

BEIT Major Requirement Change – Based upon feedback from our Business Education Advisory Council, we allow business education majors to have the choice of either taking a third accounting course or a computer programming course. This is prompted by the demand for more advanced information technology topics in many high schools’ business curriculum.
Faculty Section

Include a list of content faculty and the program chair responsible for the delivery of the program. This includes all arts & sciences faculty providing the content and/or content specific methods courses and the education faculty providing the methods course(s). Adjuncts teaching content courses should be included in the chart, if they are the sole providers of content or content-specific methods courses. Each faculty person is to be identified by highest degree attained, area of specialization, courses taught in the program, and additional responsibilities related to the program.

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Highest Degree Attained</th>
<th>Area(s) of Specialization</th>
<th>Courses Taught in Program</th>
<th>Additional Responsibility in Program</th>
<th>Years of P-12 Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Ellen Adams</td>
<td>Ph.D.</td>
<td>Business Education</td>
<td>BEIT 492, 592</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Chia-An Chao</td>
<td>Ph.D.</td>
<td>Information and Instructional Technology</td>
<td>BEIT 307, 336, 337</td>
<td>Business Education Student Advisor; Information Technology Committee</td>
<td>0</td>
</tr>
<tr>
<td>William Wilhelm</td>
<td>Ed.D.</td>
<td>Business Education</td>
<td>BEIT 320, 336, 492, 592</td>
<td>Program Coordinator; Pi Omega Pi Faculty Sponsor; Business Education Student Advisor</td>
<td>8</td>
</tr>
<tr>
<td>Kelly Wilkinson</td>
<td>Ph.D.</td>
<td>Career &amp; Technical Ed. and Educational Technology</td>
<td>BEIT 317, 336</td>
<td>Business Education Student Advisor; Vocational Certification Instructor &amp; Coordinator</td>
<td>0</td>
</tr>
<tr>
<td>Other content provided by changing cadre of business and economics professors</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
BEIT Faculty Meeting  
February 8, 2008, 12:00 PM

Topic:  Assurance of Learning

Attendance:  Bill Wilhelm, Kelly Wilkinson, Chia-An Chao, Herschel Chait

Assessments appropriate to the College of Business Assurance of Learning will be done for all students at the college level. Also, NCA assessments will be done at the major level. BEIT faculty will need to assess the following majors: IDEC and BE.

Discuss timeline requirements for assessing IDEC and BE majors. The BEIT faculty agreed to incorporate the seven outcomes of Assurance of Learning, as part of the goals for the majors along with specific outcomes for program majors. This will be accomplished not later than the end of the spring semester. BEIT responsible for developing criteria/course grid that specifies targeted outcomes for the majors, and which courses within the major address those outcomes. This will be done by the end of spring semester.

Discussion of specific majors followed.

Business Education: outcomes for business education major have already been identified through the NCATE accreditation report. Assessment of outcomes will use two criteria: Praxis II exam to assess content knowledge, and student teaching evaluations to measure performance. Need to develop cross reference of goals and courses to identify where each criterion is addressed (grid).

IDEC: outcomes will be based on skills identified at the last IDEC Advisory Council meeting. Outcome assessments will be based on comprehensive projects in BEIT 337, BEIT 320 and BEIT 317. Discussion of who will prepare/course grid to present how major courses address outcomes; also due at the end of spring semester.

Deliverables for Herschel: minutes of this meeting, criteria/course grids. BEIT faculty will work as a team to construct assessment grids for both majors, and to compile assessment data.

Meeting adjourned aprox. 1:00 PM.