

## BUSINESS EDUCATION PROGRAM REPORT 2007-2008

### PROGRAM FIELD EXPERIENCES

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

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

## 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.

Standards for the Teacher of Business (Licensing Rules 2002)	College of Business Core Requirements, Functional Courses, & Additional Courses	BEIT Major Requirements	Additional BEIT Major Requirements	College of Education Requirements
Standard #1: 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.	T 1, 2, 3, 5, 8	T 1, 2, 3, 5, 8	T 1, 2, 3, 4, 5, 6, 7, 8 (e.g., guest speakers)	Students <b>apply</b> business content in some of these courses
Standard #2: The teacher of business understands how students learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.	-	-	T 1, 2, 3, 5, 6, 7	T 1, 2, 3, 5, 6, 7
Standard #3: The teacher of business understands that students have multiple intelligences and different learning styles and creates instructional opportunities that are adapted to diverse learners.	-	-	T 1, 2, 3, 5, 6, 7	T 1, 2, 3, 5, 6, 7
Standard #4: The teacher of business understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	-	-	T 1, 2, 3, 5, 6, 7, 8 (e.g., guest speakers)	T 1, 2, 3, 5, 6, 7
Standard #5: 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.	-	-	T 1, 2, 3, 5, 6, 7	T 1, 2, 3, 5, 6, 7
Standard #6: The teacher of business uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in the classroom.	-	-	T 1, 2, 3, 5, 6, 7, 8 (e.g., guest speakers)	T 1, 2, 3, 5, 6, 7
Standard #7: The teacher of business plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	-	-	T 1, 2, 3, 5, 6, 7, 8 (e.g., guest speakers)	T 1, 2, 3, 5, 6, 7
Standard #8: 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.	-	-	T 1, 2, 3, 5, 6, 7, 8	T 1, 2, 3, 5, 6, 7

Standard #9: The teacher of business is a reflective practitioner who seeks opportunities for professional development.	-	-	T 1, 2, 3, 5, 6, 7, 8 (e.g., guest speakers & state conference)	T 1, 2, 3, 5, 6, 7
Standard #10: The teacher of business fosters relationships with parents, business/industry, community, and school to support students' learning and well being.	-	-	T 1, 2, 3, 5, 6, 7, 8 (e.g., guest speakers & state conference)	T 1, 2, 3, 5, 6, 7

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.....	163
BUS 102, Freshman Business Experience II .....	163
BUS 170, Information Tools .....	163
BUS 201, Accounting Principles I .....	163
BUS 202, Accounting Principles II.....	163
BUS 205, Business Statistics I .....	163
ECON 200, Principles of Macroeconomics .....	70
ECON 201, Principles of Microeconomics.....	70

College of Business Functional Block and Capstone Courses

BUS 305, Business Statistics II.....	163
BUS 311, Business Finance .....	163
BUS 321, Intro to Management Information Systems .....	163
BUS 351, Intro to Operations Management.....	163
BUS 361, Principles of Marketing .....	163
BUS 371, Management and Organizational Behavior.....	164
BUS 401, Senior Business Experience .....	164

College of Business Additional Courses

BEIT 336, Business Report Writing .....	175
BUS 220, Dynamics of Professional Success .....	163
BUS 263, Legal Environment and Business .....	163

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.

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

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.