

**Eastern Illinois University**  
**New/Revised Course Proposal Format**  
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

CGS Agenda Item: 22-58  
Effective Summer 2023

**Banner/Catalog Information (Coversheet)**

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** CTE 5405
3. **Short title:** Teaching Business Educ
4. **Long title:** Teaching Middle- and Secondary-Level Business Education: Methods and Strategies
5. **Hours per week:** 3 Class 1 Lab 3 Credit
6. **Terms:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. **Initial term:** ☐ Fall ☐ Spring ☒ Summer Year: 2023
8. **Catalog course description:** The primary objective of this course is to prepare students to teach business subjects in middle and secondary schools. The class emphasizes methodology, curriculum planning, unit and lesson planning, instructional resources, assessment development, professionalism, and legislation as it relates to the teaching of business education. Students will engage in planning, instructional design, classroom management, and media and other instructional materials. In addition, the student will demonstrate the dispositions necessary to be successful in the teaching profession. Twenty clock hours of participation/observation in business classrooms (grades 5-12) are required.
9. **Course attributes:**  
  
General education component: N/A  
  
☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☐ Writing active
10. **Instructional delivery**  
**Type of Course:**  
  
☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research  
☐ Internship ☐ Performance ☒ Practicum/clinical ☐ Other, specify: \_\_\_\_\_  
  
**Mode(s) of Delivery:**  
  
☒ Face to Face ☒ Online ☐ Study Abroad  
  
☒ Hybrid, specify approximate amount of on-line and face-to-face instruction 50/50
11. Course(s) to be deleted from the catalog once this course is approved. None
12. **Equivalent course(s):** None
  - a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☒ No

13. Prerequisite(s): None

a. Can prerequisite be taken concurrently? ☐ Yes ☐ No

b. Minimum grade required for the prerequisite course(s)?     

c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☐ No

d. Who may waive prerequisite(s)?

☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): None

**15. Enrollment restrictions**

a. Degrees, colleges, majors, levels, classes which may take the course: Masters of Art in Teaching-CTE Business Option

b. Degrees, colleges, majors, levels, classes which may not take the course: all others

16. Repeat status: ☒ May not be repeated ☐ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: 3

18. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

**19. Special grading provisions:**

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in:

\_\_\_\_\_

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: \_\_\_\_\_

**20. Additional costs to students:**

Supplemental Materials or Software \_\_\_\_\_

Course Fee ☒ No ☐ Yes, Explain if yes \_\_\_\_\_

**21. Community college transfer:**

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

## **Rationale, Justifications, and Assurances (Part I)**

1. X Course is required for the major(s) of \_MAT-CTE Business Option\_\_\_\_  
\_\_\_\_ Course is required for the minor(s) of \_\_\_\_\_  
\_\_\_\_ Course is required for the certificate program(s) of \_\_\_\_\_  
\_\_\_\_ Course is used as an elective
2. **Rationale for proposal:** The Masters of Art in Teaching (MAT) program will prepare graduate students to complete the requirements for teacher licensure. One of the concentration areas included in the MAT program is business education. This course will help prepare MAT students to teach business courses at the middle- and high-school levels and also meets the state licensure requirements.
3. **Justifications for (answer N/A if not applicable)**  
Similarity to other courses: CTE 3405 – undergraduate course required for licensure  
Prerequisites: N/A  
Co-requisites: N/A  
Enrollment restrictions: This is a teaching methods course so it is specific to the major.  
Writing active, intensive, centered: N/A
4. **General education assurances (answer N/A if not applicable)**  
General education component: N/A  
Curriculum: N/A  
Instruction: N/A  
Assessment: N/A
5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**  
Online or hybrid delivery justification: Being able to utilize all modes of delivery allows the instruction to be specifically tailored to student needs. This course needs to be flexible in delivery mode so that it can be used for the Masters of Art in Teaching (MAT) students, i.e., post-baccalaureate students who are potentially teaching in a classroom. One of the requirements of the MAT program is a full-year classroom practicum/student teaching experience.  
Instruction: All materials (PowerPoint, recorded lectures, supporting materials, website links, etc.) will be provided through the Learning Management System (LMS). Investigations into research, videos to observe model teaching, and other online essentials will be used for the course. All instructors of online or hybrid sections must submit proof of having completed the Online Course Development Institute (OCDI), Illinois Online Network's "Master Online

Teacher" certificate, or another documented and equivalent training activity before teaching the courses/sections for the first time.

**Integrity:** Students will be held to the same standards and expectations no matter which delivery model is used. Assignments will be submitted to the secure drop boxes in the LMS, which includes originality checks of submissions.

**Interaction:** Instructor-student and student-student interaction will be facilitated through discussion boards within the LMS. Further communication will be available via email, and other messaging or conferencing capabilities available within the LMS and the University. Students will engage in discussions, possibly group work, and peer review through any of the delivery models available.

### **Model Syllabus (Part II)**

Please include the following information:

1. Course number and title  
CTE 5405 Teaching Middle- and Secondary-Level Business Education: Methods and Strategies
2. Catalog description  
The primary objective of this course is to prepare students to teach business subjects in middle and secondary schools. The class emphasizes methodology, curriculum planning, unit and lesson planning, instructional resources, assessment development, professionalism, and legislation as it relates to the teaching of business education. Students will engage in planning, instructional design, classroom management, and media and other instructional materials. In addition, the student will demonstrate the dispositions necessary to be successful in the teaching profession. Twenty clock hours of participation/observation in business classrooms (grades 6-12) are required.
3. Learning objectives.  
Students will be able to:

1. Apply expectations of the professional teaching standards issued by the Illinois State Board of Education (e.g., Illinois Professional Teaching Standards, Culturally Responsive Teaching and Leading Standards for Illinois Educators). (GSLG 1, 3, and 5)
2. Justify grade levels (elementary, middle, and high school) at which keyboarding, computer applications, business, and accounting are taught. (GSLG 1, 2, and 3)
3. Apply the curriculum requirements established by the Illinois State Board of Education. (GSLG 1, 2, 3, and 4)
4. Implement curriculum recommendations and standards provided by the National Business Education Association. (GSLG 1, 2, 3, and 4)

5. Implement instructional strategies unique to the content area that develop an appropriate learning environment. (GSLG 1, 2, 3, 4, and 5)
6. Design unit and lesson plans for various business education courses that demonstrate a variety of teaching techniques appropriate to the discipline. (GSLG 1, 2, 3, 4, and 5)
7. Utilize instructional materials, including textbooks, media, and community resources, to enhance learning in an instructional setting. (GSLG 1, 2, 3, 4, and 5)
8. Demonstrate the preparation and use of assessment devices that include cognitive, psychomotor, and affective learning. (GSLG 1, 2, 3, 4, and 5)
9. Identify local, state, and national professional business education organizations. (GSLG 1, 3, and 5)

#### 4. Course materials.

Gilbertson, C. B., & Lehman, M. W. (2011). *Century 21 Accounting: General Journal*. 11<sup>th</sup> ed. Cengage.

Miller, W. R., & Miller, M. F. (2009). *Instructors and their jobs*. Homewood, IL: American Technical Publishers.

NBEA. (2020). *National standards for business education: What America's students should know and be able to do in business*. Reston, VA: National Business Education Association.

McEwen, B. C., O'Connor, M., & Brown, B. (Eds.). (2020). *NBEA 2020 yearbook: Effective methods of teaching business education in the 21<sup>st</sup> century*. Reston, VA: National Business Education Association.

Vanhuss, S. H., Forde, C. M., Woo, D. L., & Robertson, V. (2017). *Keyboarding and Word Processing Essentials Lessons 1-55: Microsoft® Word 2016*, Spiral bound Version, 20th Edition.

#### 5. Weekly Outline:

Week 1: Career and Technical Education; Professional Teaching Standards; Professional Dispositions
Week 2: Learning Process; Characteristics of Business Courses and Students
Week 3: Illinois State Board of Education Curriculum Guidelines and Matrixes; National and State Learning Standards; Identifying Content and Specifying Behaviors; Instructional Planning
Week 4: Effective Learning Environments; Classroom Management; Classroom Discipline
Week 5: Instructional Media, Materials, and Devices
Week 6: Direct Teaching Techniques
Week 7: Indirect Teaching Techniques
Week 8: Differentiating Instruction
Week 9: Measuring and Evaluating Student Achievement
Week 10: Methodology of Teaching Keyboarding and Document Formatting
Week 11: Methodology of Teaching Computer Applications
Week 12: Methodology of Teaching Accounting; Microteaching of Keyboarding/Document Formatting/Computer Applications Lessons
Week 13: Methodology of Teaching Basic Business and Career Development

Week 14: Best Practices in Business Education and the Future of Business Education; Legislation Related to Education and Business Education; Microteaching of Accounting/Career Development/Basic Business Lessons
Week 15: Professional Development; Community Resources; Program Marketing Strategies
Week 16: Final Project

6. Assignments and evaluation, including weights for final course grade.

Keyboarding/document formatting/computer applications and accounting/career development/basic business microteachings	20%
Syllabi, unit/lesson plans, instructional materials, assessments	40%
Reflections and research	20%
Homework	10%
Final project	10%

7. Grading scale.

A 100-90%; B 89-80%; C 79-70%; D 69-60%; F 59-0%

8. Correlation of learning objectives to assignments and evaluation.

Objective	Microteachings 20%	Syllabi, Unit/Lesson Plans, Instructional Materials, Assessments 40%	Reflections and Research 20%	Home work 10%	Final Project 10%
1. Apply expectations of the professional teaching standards issued by the Illinois State Board of Education (e.g., Illinois Professional Teaching Standards, Culturally Responsive Teaching and Leading Standards for Illinois Educators). (GSLG 1, 3, and 5)	X	X	X	X	X
2. Justify grade levels (elementary, middle, and high school) at which keyboarding, computer applications, business, and accounting are taught. (GSLG 1, 2, and 3)		X	X	X	X
3. Apply the curriculum requirements established by the Illinois State Board of Education. (GSLG 1, 2, 3, and 4)	X	X	X	X	X
4. Implement curriculum recommendations and standards provided by the National Business Education Association. (GSLG 1, 2, 3, and 4)	X	X	X	X	X
5. Implement instructional strategies unique to the content	X	X	X	X	X

area that develop an appropriate learning environment. (GSLG 1, 2, 3, 4, and 5)					
6. Design unit and lesson plans for various business education courses that demonstrate a variety of teaching techniques appropriate to the discipline. (GSLG 1, 2, 3, 4, and 5)	X	X	X		X
7. Utilize instructional materials, including textbooks, media, and community resources, to enhance the learning in an instructional setting. (GSLG 1, 2, 3, 4, and 5)	X	X	X	X	X
8. Demonstrate the preparation and use of assessment devices that include cognitive, psychomotor, and affective learning. (GSLG 1, 2, 3, 4, and 5)	X	X	X		X
9. Identify local, state, and national professional business education organizations. (GSLG 1, 3, and 5)		X	X	X	X

**Date approved by the department or school: November 17, 2021**

**Date approved by the college curriculum committee: January 24, 2022**

**Date approved by the Honors Council (*if this is an honors course*):**

**Date approved by CAA: CGS:**