

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

**Banner/Catalog Information (Coversheet)**

1.  New Course or  Revision of Existing Course
2. Course prefix and number:  CTE 3405 \_\_\_\_\_
3. Short title:  Methods of Teaching Bus Ed \_\_\_\_\_
4. Long title:  Methods of Teaching Middle- and Secondary-Level Business Education \_\_\_\_\_
5. Hours per week:  3 Class    1 Lab     3 Credit
6. Terms:  Fall     Spring     Summer     On demand
7. Initial term:  Fall     Spring     Summer    Year:  2021 \_\_\_\_\_
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.

**Course attributes:**

General education component: \_\_\_\_\_

Cultural diversity     Honors     Writing centered     Writing intensive     Writing active

**9. 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 \_\_\_\_\_

10. Course(s) to be deleted from the catalog once this course is approved.  CTE 3400 \_\_\_\_\_

11. Equivalent course(s): \_\_\_\_\_

a. Are students allowed to take equivalent course(s) for credit?  Yes     No

12. Prerequisite(s):  SED 2000 \_\_\_\_\_

a. Can prerequisite be taken concurrently? \_\_\_ Yes \_\_\_X No

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

c. Use Banner coding to enforce prerequisite course(s)? X Yes \_\_\_ No

d. Who may waive prerequisite(s)?

\_\_\_ No one \_\_\_X Chair \_\_\_ Instructor \_\_\_ Advisor \_\_\_ Other (specify)

13. Co-requisite(s): \_\_\_\_\_

14. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: CTE-Business

b. Degrees, colleges, majors, levels, classes which may not take the course: \_\_\_\_\_

15. Repeat status: X May not be repeated \_\_\_ May be repeated once with credit

16. Enter the limit, if any, on hours which may be applied to a major or minor: \_\_\_

17. Grading methods: X Standard \_\_\_ CR/NC \_\_\_ Audit \_\_\_ ABC/NC

18. 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: \_\_\_\_\_

19. Additional costs to students:

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

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

20. Community college transfer:

\_\_\_ A community college course may be judged equivalent.

X 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 CTE-Business  
     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 need to combine CTE 3400 and CTE 3405 was prompted by the FCS program already implementing the change for their methods course. All CTE programs will now have sub-area specific methods as a stand-alone course, allowing the area to delve deeper into the needs of their specific content.
3. **Justifications for (answer N/A if not applicable)**  
Similarity to other courses: NA  
Prerequisites: Students must pass SED 2000 first, which provides an introduction to secondary education.  
Co-requisites: NA  
Enrollment restrictions: This is a methods course so it is very specific to the major.  
Writing active, intensive, centered: NA
4. **General education assurances (answer N/A if not applicable)**  
General education component: NA  
Curriculum: NA  
Instruction: NA  
Assessment: NA
5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**  
Online or hybrid delivery justification: This course needs to be flexible in delivery mode so that it can be used for various cohorts, i.e., on-campus students and post-baccalaureate students who are potentially teaching in a classroom. Being able to provide resources and instruction in the digital format is helpful for working adults.  
Instruction: Instruction will be direct for some lectures, no matter what format is used for the course. Investigations into research, videos to observe model teaching, and other online essentials will be used for the course.  
Integrity: Students will be held to the same standards and expectations no matter which delivery model is used.  
Interaction: 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 3405 Methods of Teaching Middle- and Secondary-Level Business Education

**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 5-12) are required.

**3. Learning objectives.**

Students will:

1. Justify grade levels (elementary, middle, and high school) at which keyboarding, computer applications, business, and accounting are taught.
2. Identify local, state, and national professional business education organizations.
3. Apply the curriculum requirements established by the Illinois State Board of Education.
4. Implement curriculum recommendations and standards provided by the National Business Education Association.
5. Implement instructional strategies unique to the content area that develop an appropriate learning environment.
6. Design lesson plans for various business education courses that demonstrate a variety of teaching techniques appropriate to the discipline.
7. Demonstrate the preparation and use of assessment devices that include cognitive, psychomotor, and affective learning.
8. Utilize media and instructional materials, including textbooks, media, and community resources, to enhance learning in an instructional setting.

**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 2008 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: Illinois State Board of Education Curriculum Guidelines and Matrix; National and State Learning Standards
Week 2: Learning Process; Identifying Content and Specifying Behaviors; Instructional Planning
Week 3: Effective Learning Environments; Instructional Media and Devices
Week 4: Direct and Indirect Teaching Techniques; Differentiating Instruction
Week 5: Measuring and Evaluating Student Achievement
Week 6: Methodology of Teaching Keyboarding and Document Formatting
Week 7: Microteaching Keyboarding/Document Formatting Lessons
Week 8: Methodology of Teaching Computer Applications
Week 9: Microteaching of Computer Applications Lessons
Week 10: Methodology of Teaching Accounting
Week 11: Microteaching of Accounting Lessons
Week 12: Methodology of Teaching Basic Business and Career Development
Week 13: Microteaching of Basic Business and Career Development Lessons
Week 14: Best Practices in Business Education and the Future of Business Education
Week 15: Professional Development; Community Resources; Program Marketing Strategies

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

Keyboarding/document formatting, computer applications, accounting, career development, and basic business microteaching	30%
Syllabi, unit/lesson plans, instructional materials, assessments	50%
Homework and research	10%
Final exam	10%

**7. Grading scale.**

A 100-92%; B 91-84%; C 83-76%; D 75-68%; F 67-0%

**8. Correlation of learning objectives to assignments and evaluation.**

Objective	Microteachings	Assignments	Exams
1. Justify grade levels (elementary, middle, and high school) at which keyboarding, computer applications, business, and accounting are taught.		X	X
2. Identify local, state, and national professional business education organizations.		X	X
3. Apply the curriculum requirements established by the Illinois State Board of Education.		X	X
4. Implement curriculum recommendations and standards provided by the National Business Education Association.	X	X	X
5. Implement instructional strategies unique to the content area that develop an appropriate learning environment.	X	X	

6. Design lesson plans for various business education courses that demonstrate a variety of teaching techniques appropriate to the discipline.	X	X	
7. Demonstrate the preparation and use of assessment devices that include cognitive, psychomotor, and affective learning.	X	X	
8. Utilize media and instructional materials, including textbooks, media, community resources, to enhance the learning in an instructional setting	X	X	

**Date approved by the department or school: Approved TLF Department, December 3, 2020**

**Date approved by the college curriculum committee:**

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

**Date approved by CAA: CGS:**