COURSE TITLE & NUMBER: BE473, Business Curriculum & Teaching Methods
3 credit hours

CLASS MEETING TIME & LOCATION: 11-12:15 TR, Cremer Hall 516

PREREQUISITE: Junior level standing & admittance to the School of Business

INSTRUCTOR: Dr. Barbara Railsback, Cremer 303
Telephone: 620 341-6358 (office)
E-mail: brailsba@emporia.edu
Office Hours: TR – 8-9:15 AM; 12:30-2:30 PM
M – 8-11 AM

REQUIRED TEXTS:
National Standards for Business Education, National Business Education Association
ISBN: 0-933964-56-0.

NBEA Yearbook 2008: Effective Methods of Teaching Business Education
NBEA Yearbook, No. 46. Published by the National Business Education Association.

SUPPLEMENTAL MATERIALS:
Students should also have some type of a notebook or filing in order to keep “a file” for the course of resources, sample assessments, etc.

Numerous middle school and secondary school textbooks for accounting, personal finance, general business, introduction to business, entrepreneurship, free enterprise, business and personal law, business economics, and business math which can be checked out from the instructor.

COURSE DESCRIPTION:
This course will focus on the business curriculum development process, state and federal funding and program approval processes as well as principles of teaching accounting and basic business courses such as accounting, entrepreneurship, marketing, business law, and personal finance. Current business curricula, curricular issues, and trends related to business education will be covered. Teaching and assessment methods and resources in the business field will also be included. Educational opportunities and careers in business and computer fields will be reviewed.
COURSE OBJECTIVES:
Students completing this course will
- Demonstrate their knowledge of current curricula, curricular issues, and trends related to business education.
- Demonstrate their knowledge of national business education standards and curriculums.
- Show their awareness of professional organizations in business and computer fields.
- Describe the impact of emerging issues and trends in computer and business education.
- Read about, review, and discuss state and national sources of funding for business education and the grant proposal and approval process.
- Evaluate textbooks and compile free and inexpensive resource materials.
- Exhibit their understanding of teaching methodologies and assessment techniques appropriate for use in accounting, personal finance, business law, entrepreneurship, and marketing courses taught in grades 6-12.
- Create lesson plans and unit plans for basic business, marketing, and accounting courses.
- Apply their knowledge of diverse populations of students including disadvantaged and handicapped students, multicultural students, and males and females when creating learning activities.
- List and describe their work experiences in business.
- Create learning activities that utilize their work experience.

Emporia State University Teachers College
Conceptual Framework Model

Emporia State University’s faculty, including professional education and content area faculty, support a program designed to transform candidates into professional educators. Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: especially, the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU’s professional education programs and non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.

To help all students learn, professionals must have command of the content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professionals can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society, applying interdisciplinary scholarly knowledge, engaging in effective practice, responding to uncertainty and change; participating in self-reflection, and belonging to a professional community.
Outcomes for Teacher Candidates and Other School Professionals

KNOWLEDGE

Candidates will exhibit knowledge of:

1. subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
2. on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
3. teaching and learning as a dynamic, constructive, and metacognitive process.
4. a repertoire of teaching and learning strategies, designed to help students increase their power as learners.
5. ever changing educational needs of students living in a global society.
6. appropriate technology and how it may be used to enhance teaching and learning.
7. various instructional strategies that can be used to meet the needs and learning styles of individual students.
8. theories of human physical, cognitive, social, and emotional development.
10. a variety of assessment strategies to diagnose and respond to individual learning needs.
11. effective communication techniques in order to develop a positive learning environment.

SKILLS

Candidate will demonstrate practical ability to:

1. integrate and use concepts from their general, content, and professional studies in their educational environment.
2. demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
3. implement non-biased techniques for meeting needs of diverse learners.
4. integrate knowledge across and within disciplines.
5. use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
6. determine and assess what students need to know and be able to do in order to succeed.
7. utilize creative planning and curriculum integration to promote learning of all students.
8. learning experiences commensurate with a student’s level of readiness.
9. assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.
10. use and support effective communication techniques in order to develop a positive learning environment.
11. make use of appropriate technology to support student learning.
12. integrate effective behavior management into all interactions with students.
13. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
14. employ appropriate assessment techniques in order to measure student performance and growth.
15. develop a storehouse of learning strategies that help students understand and integrate knowledge.
16. respond respectfully to ideas and views of others.
17. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
18. utilize student learning standards to promote student learning and achievement.

DISPOSITIONS

Candidates will exhibit dispositions that exemplify:
1. a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
2. the belief that educating children and adults requires the integration of multiple kinds of knowledge.
3. a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
4. a commitment to challenge all students to learn and to help every child to succeed.
5. an awareness of the larger social contexts within which learning occurs.
6. a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.

SPECIAL FEATURES OF THE COURSE:

Students will develop daily lesson plans, unit plans, semester and yearly plans for accounting, marketing, and other basic business courses. Students will also deliver teaching presentations and will begin to compile a file of documents/resources that can be used in the business education classroom.

INSTRUCTIONAL METHODS:

Methods of instruction include lecture, discussion, teaching presentations.

COURSE ASSIGNMENTS:

Students will complete a variety of assignments throughout the course. It is imperative that students complete all assignments in a timely manner; many of the assignments will include Internet searches for classroom supplemental materials. Please turn work in on assigned dates—as a teacher, you will absolutely detest getting late work; I also don’t like late work.

COURSE CONTENT:

Topics covered in this course will include teaching methodologies; professional and student organizations; curriculum development; integration of academic content, CTSO content, and leadership skills; classroom management & discipline; competency writing; Perkins & VE-II funding; grading methods; and course content
enhancement. Students will “practice teach” several times throughout the semester and will compile resources for use in the high school business classroom.

**COURSE EVALUATION PROCESS:**

All assignments will be worth a certain number of points. Points will vary depending on the complexity and length of the assignments, exam, etc. In most instances, grading will be completed by utilizing a rubric each student will be given at the time the assignment is announced. Final grades will be determined using the following scales:

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Points</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
</tbody>
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In order to help students make a habit of exhibiting the dispositions expected of business teachers, 5 points will be taken off for each absence and for each tardy. Five points will also be taken off for any behavior that does not show professionalism such as not listening to other students’ classroom presentations, leaving in the middle of class, and disrupting the class in any way.

All assignments must be typed (unless otherwise indicated by instructor) and will be graded on content as well as spelling, punctuation, and grammar. Oral presentations will also be graded on use of proper grammar. Rubric forms will be distributed prior to all assignments. No late work will be accepted.

Teaching presentation evaluation will be based on organization, quality of materials, creativity, speaking ability, discipline, nonverbal language, and ability to handle diverse students.

Written lesson plans will be evaluated on completeness, coherence, grammar, spelling, punctuation, originality, creativity, level of intellectual challenge of the material, value and currency of content, accommodation of handicapped and multicultural student, and other criteria listed on instructions and rubrics.

**ATTENDANCE POLICY:**

The option of an instructor to initiate student withdrawal for student absences (FSB 76006) applies to this course. Students should make every attempt to attend all classes. Homework is due on the assigned date. Make-up exams will only be administered if written documents (doctor’s note, funeral notice, etc.) are submitted to the instructor. If the student has to miss a class due to illness, death, etc., a phone call or e-mail to the instructor prior to the missed class would be appropriate. This is a class that one should not miss.

**HONESTY POLICY:**

The Academic Dishonest Policy, contained in the Faculty Senate Bill 96002, reads:

“Academic dishonesty, a basis for disciplinary action, includes, but is not limited to activities such as cheating and plagiarism (presenting as one’s own intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. ESU may impose penalties that may include expulsion from the university. This policy is provided according to the Kansas Board of Regents directive. The student has the right to appeal the charge of academic dishonesty in accordance with the university’s Academic Appeals policy and procedure as set forth in Section 9A-04 of the Faculty Handbook.”
All lesson plans must be original and involve creative, original ideas. Lesson plans will also be evaluated on the level of critical thinking required of the students. Any written material that is paraphrased from a written or electronic source must be referenced. Students caught plagiarizing will receive a failing grade for the class.

**EMERGENCY PREPAREDNESS:**
In case of a tornado, take the middle stairway down to the first floor hallway. If anyone needs special assistance to get to the shelter area, please let the instructor know the first day of class so that it can be arranged for other class members to help in case of evacuation. Do not use the elevator in case of fire. Disabled students will be assisted down the stairways in case of a fire.

**DISABILITY SERVICES:**
Emporia State University will make reasonable accommodations for persons with documented disabilities. Students should contact the Director of Disability Service and the instructor as early as possible in the semester to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the instructor will be strictly confidential. The Office of Disability Services is located at 242 SE Morse Hall (620 341-6637 [voice] or 620 341-6646 [TTY] or disabser@emporia.edu [e-mail].