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C&I 429.01: Teaching Business Subjects

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**C&I 429–Methods of Teaching Business Subjects
Fall Semester 2008**

Online at <http://umonline.umd.edu/>

Dr. Sandra Williams

**Office Hours: Tues. 11-12:30, Thurs. 1-3
& by appointment**

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COURSE DESCRIPTION

This course is designed to prepare students for the initial stage of teaching by developing an understanding of the nature, organization, and role of business and information technology education programs in the middle and secondary schools. The aim is for students to develop an understanding of and skill in using instructional materials, methods, and techniques for planning and directing learning activities in business and information technology classes.

This course requires a 45-hour field work experience.

COURSE OBJECTIVES

After successful completion of the course, students will be able to:

- Identify the current trends in business and information technology education and the emerging role of business educators.
- Select, design, and use materials, as well as the appropriate technologies and resources, to enhance instruction and student performance in business and information technology education which includes aspects specific to Career and Technical Education..
- Understand cultural diversity issues and design environments that promote self-esteem and respect the rights, interests, abilities, and heritage of others.
- Understand the importance of the Seven Essential Understandings of Indian Education for All and how that relates to the BITE curriculum.
- Create a learning environment in which the student engages in critical, logical, and creative thinking; and students become active responsible learners.
- Demonstrate knowledge about business and information technology education curriculum and how the courses relate to the objectives of the curriculum and local, state, and national standards.
- Communicate clearly, accurately, and professionally to diverse audiences.
- Demonstrate professionalism and knowledge of the legal and ethical responsibilities of a teacher.
- Promote a learning environment in which classroom management strategies are implemented and student learning and progress are appropriately assessed.

- Promote integration and learning environments with students in other subject areas/disciplines.

TEXT & MEMBERSHIP REQUIREMENTS:

Orlich, D.C., et al. (2007). *Teaching Strategies: A Guide to Effective Instruction, 8th ed.*
Boston: Houghton Mifflin Company. ISBN 10:618-66071-1

NBEA 2008 Yearbook: Effective Methods of Teaching Business Education. (No. 45).
Reston, VA: Author.

Required Professional Memberships:

- National/Regional: National Business Education Association (NBEA) and the Western Business & Information Technology Educators (WBITE) \$40

Suggested Memberships:

- Montana Business and Information Technology Educators (MBITE)
- Association for Career and Technical Education (ACTE)
- Montana Association for Career and Technical Education (MTACTE)

Suggested Readings: *Business Education Forum, Techniques, NABTE Review, NABTE Bulletin, NASSP, NBEA Yearbooks, NBEA Policy Statements, Syllabus, The Journal* & various national or state Business and/or Information Technology Education journals. Use other online sources to find the most recent articles on topics given.

- *Business Teacher Education Curriculum Guide and Program Standards*
- *Classroom Strategies: The Methodology of Business Education* (Yearbook #34)
- *Assessment for an Evolving Business Education Curriculum* (Yearbook #45)
- *Management of the Business Education Classroom* (Yearbook #39)

EXPECTATIONS

Conduct Code: Students are expected to know, understand and comply with the academic honesty policies as described in the University of Montana *Student Conduct Code*. An unabridged copy of this code is available at: <http://www.umt.edu/studentaffairs/policy/code.htm>. If there are questions about how the code applies to a class activity (i.e., group work), please consult with the course instructor prior to engaging in that activity.

Accommodations: I am more than happy to work with students and Disability Services for Students (DSS) to make accommodations that will facilitate student's class participation and learning. Please see me individually at the beginning of the term to make a plan for these

accommodations.

Student Responsibilities: In general, students are expected to participate in all of the required online assignments. Participating in the discussions/assignments, lets me know that you are actively involved in the class and will greatly enhance all of our learning experience. In addition, students attending the face-to-face meetings are required to attend each scheduled class session. Students should have completed assignments prior to the class session (this includes assigned reading).

All written assignments are due on the assigned date and time. If students are unable to meet this deadline, please make an alternate arrangement with the professor--*this needs to be done prior to the actual due date*. Late assignments **may** be accepted only with prior approval of the professor and may be subject to a reduction in grade. Assignments may be adjusted at the professor's discretion.

All written work must be: typed (unless completed in the context of a class session or otherwise specified), double-spaced (unless completed in the context of a class session or otherwise specified), use APA style guidelines, be fully referenced, and be clearly and concisely written.

While participating in the field work aspect of class, students will dress professionally, keep in mind appropriate confidentiality, be courteous of all school personnel and students, follow school check-in procedures, and follow the teacher's lead in all student and classroom matters.

Course Format: This course will utilize a variety of instructional strategies, including but not limited to: large and small group discussions; professor and student lead topics; and individual and group learning activities. As well as a hands-on field based experience. All course activities have been designed to facilitate student learning and thus the acquisition of the course objectives. Accordingly, both student attendance (for face-to-face meetings) and participation (in in-class and field-work settings) will be reflected in the student's final course grade.

In addition, this course will address and place emphasis upon the practical side of planning, organizing, and delivering course content to students in the most effective and appropriate manner. Students will be encouraged and rewarded for developing innovative methods of instruction that reflect critical thinking skills, problem-solving techniques, and the integration of academic and career and technical education.

Grading Scale:

90--100%	A		70-79%	C
80-89%	B		65-69%	D

Pluses (+) and minuses (-) are assigned by the instructor and are based on student participation and behavior in accord with the expectations stated on pages 3 of this syllabus.

ASSESSMENTS/ASSIGNMENTS & CLASS SCHEDULE (See separate sheets for Assessment/Assignment and Class Schedule)

EMERGENCY PREPAREDNESS AND RESPONSE

As members of a learning community we all have responsibilities for each other that extend beyond the teaching/learning experience and transcend our roles in that dimension. We are, as human beings, responsible for the protection and well-being of other members of our group, and one dimension of our individual and group responsibility in that area relates to how we prepare for, and respond to, emergencies. Toward that end, the following are important:

- In the event we need to evacuate the building, our route will be down the east stairs through the west main doors.
- If you hear an alarm or are told to evacuate, always assume the emergency is real. Be sure to take coats, backpacks and valuables since the building may be closed for some time.
- Everyone should report to either the designated outdoor rally point or the indoor rally point (should conditions make it necessary to seek shelter in another building). Our outdoor rally point is **east of the Education Building** – past the construction and at least 300 feet from the building. Our indoor rally point is in **McGill Hall**. We should reconvene as a group at the rally point so we can determine if anyone is missing.
- As the professor of this course, I would ask students who feel they may require assistance in evacuating to privately inform me of that need. Together we will preplan appropriate assistance.
- I would also request that students with a medical condition that could present an emergency privately inform me of that situation. Again, this notification is so we can preplan an appropriate response should an emergency occur.
- As soon as the class roster stabilizes, I will route a sign-up sheet for students to identify whether or not they possess current first aid and/or CPR certification. This information will be passed on to the Facility Emergency Coordinator for use should a need for first aid expertise arise.

The School of Education complete Emergency Operations Plan and Emergency Preparedness for Individuals with Special Needs are available at <http://www.soe.umt.edu/about/emergency.shtm>