

MASTER COURSE SYLLABUS

<u>BIS</u>	<u>251</u>	<u>Field Experience in Business Education</u>	<u>1(Spec)</u>
Design.	No.	Title	Credit (Mode)

I. Bulletin Description:

Individual full-time assignment in a public school for two weeks of onsite observation and participation under the supervision of the department and a secondary business teacher. Satisfies the middle-tier field experience for business teacher education majors. CR/NC only.

II. Prerequisites:

Permission of instructor; EDU 107; 41 semester hours completed.

III. Rationale for Course Level:

Students need to have this field experience before entering student teaching. Students are required to have their 90 hour requirement for teacher education admission fulfilled before taking this course. It is recommended that students take this course the semester they begin their cohort classes in the teacher education program.

IV. Textbooks and Other Materials To Be Furnished by the Student:

None

V. Special Requirements of the Course:

This course reflects the components both content and structure of CMU=s CLEAR model for professional education through content of pedagogy and a unit on diverse settings (cultures).

VI. General Methodology Used in Teaching the Course:

Students will observe, assist, and teach under the direction of an experienced business education teacher in a school setting.

VII. Course Objectives:

1. To provide students with experience about the daily activities of a business teacher, the intellectual and emotional characteristics of typical business students, typical course content, teaching and evaluation methods, classroom management procedures, and similar aspects of business teaching.
2. To provide an exploratory experience for those students who are pursuing a business teacher education major.
3. To provide the knowledge and experiential base that will help students benefit from the subsequent principles and methods courses required by their majors.
4. To satisfy the teacher education requirement for a middle-tier field experience.

This undergraduate course is knowledge and concept driven for developing a solid information base for use in teaching practices. Pedagogical studies provide students with an understanding of learning concepts related to teaching computer keyboarding. The course content focuses on the learner through individual and physical needs. Reflective practices are directed toward classroom settings through the course content helping students develop planning skills, teaching skills, and diverse teaching activities.

IX. Course Outline:

Students are placed with a vocationally certified business teacher who teaches at least one course in the student's vocational area. The student will visit the classroom, observing the teacher's class(es), assisting the teacher as requested, prepare and teach at least one lesson, and attend any teacher meetings or conferences scheduled during the visits.

X. Evaluation: (CR/NC)

Daily journal
Attendance record
Lesson evaluation
Mid-term and final evaluations
Mid-tier portfolio
Final paper

XI. Bibliography:

Barnett, R. A., *Teacher education: A changing model of professional preparation*.
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Logos Research Institutes, *Learning the Teaching Trade: A Study of Vocational Teacher Training*, Amherst, MA: Logos Research Institutes (1981).

Morris, J. E., et al, "*Standards for Professional Laboratory and Field Experiences: Review and Recommendations*," *Action in Teacher Education*, 7, 73-78 (1985).

National Commission on Secondary Vocational Education, *The Unfinished Agenda: The Role of Vocational Education in the High School*, Columbus, Ohio: National Center for Research in Vocational Education (1984).

Phelps, L. A., and Hughes, R. P., "*The Unfinished Agenda: Some Implications for Research in Secondary Vocational Education*," *Journal of Vocational Education Research*, 11, 51-72 (1986).

McIntyre, D. John, and Byrd, David M. (Editors). *Research on Effective Models for Teacher Education*, *Teacher Education Yearbook VIII*, Association of Teacher Educators, Thousand Oaks, California: Corwin Press, Inc., 2000.

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