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Central Michigan University  
College of Business Administration

**MASTER COURSE SYLLABUS**

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BIS 350 Principles of Business Education 3 (3-0) Sp

Design. No. Title Credit(Mode)

I. Bulletin Description:

Curriculum, career education, planning, competency-based education, learning and teaching theory in business education with emphasis on the basic business and marketing subjects and computer literacy. BIS 350 is required before student teaching.

II. Prerequisites:

56 semester hours completed; admission to Teacher Education Program; admission to Professional Business Studies or listed on signed major or minor.

III. Rationale for Course Level: none

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

Queen, J., Burrell, J., and McManus, S., *Planning for Instruction: A Year-Long Guide*, Prentice-Hall, Inc., 2001.

Sarasin, L. C., *Learning Style Perspectives: Impact in the Classroom*, Atwood Publishing, 1999.

V. Special Requirements of the Course:

Course must be taken prior to student teaching.

A student must earn a C+ in this course.

VI. General Methodology Used in Teaching the Course:

A wide variety of instructional methods will be used in teaching this course. These methods will include reading and research assignments, team projects and presentations, teaching demonstrations, resource development, large and small

group discussion, role playing, lesson plan development, individual and group assignments, simulations, and guest speakers.

## VII. Course Objectives:

Upon completion of this course, the student will be able to:

1. Perform in the role of the professional business teacher by developing the necessary skills, knowledge, attitudes, and understanding. **LEA, R**
2. Develop competencies in curriculum development, classroom management, planning, competency-based education, evaluating, applying learning principles, selecting teaching-learning strategies, and career exploration and education, career pathways, with special emphasis on computer literacy and basic business subjects. **C, LEA, R**
3. Demonstrate pedagogical knowledge, knowledge of the learner, and content knowledge related to basic business subjects. **C, LEA, R**
4. Describe the importance of and process of life-long learning and strategies for becoming life-long learners. **LEA, R**

## VIII. Course Outline

<b>Week</b>	<b>Topic</b>
1	Effective teaching CLEAR Teacher Education Model: <b>C</b> oncept and knowledge driven <b>L</b> earner centered <b>R</b> eflective practice in diverse roles and settings
2	Being a professional business education teacher General and vocational Trends and issues Leaders in Business Education: Historical background
3	Content knowledge Professional literature and research Teaching portfolios Professional organizations NBEA/MBEA membership

4-5	Classroom management Physical arrangement and setting Skill subjects Non-skills subjects Class control Discipline
5-6	Knowledge of the learner Evaluation, assessment, and rubrics Learning styles Learning principles of business education
7-10	Pedagogy - teaching strategies/methods Lesson plan development Components Goals and objectives Teaching demonstrations General Business, Business Law, Business Communication/English, Business Mathematics, Consumer Education/Economics, Computer Literacy.  Certification and graduate school Teacher organizations, rights, responsibilities (MEA)
11-15	Course planning and content Curriculum development in business education Principles applied to subject development ‘ Principles applied to school settings Long range plans Semester plan/unit plan Test writing Special needs students
16	Final exam

IX. Evaluation :

Topic research, lesson, and assessment	25%
Lesson plan w/rubric and teaching demonstration feedback	20%
Semester course plan (syllabus, LP, test, review activity)	15%
Teaching portfolio and resource notebook	15%
Readiness assessment tests	15%
Class participation and collaboration	<u>10%</u>
Total	100%

X. Bibliography:

- Bonwell, Charles C. and Eison, James A. *Active Learning: Creating Excitement in the Classroom*, Washington, D.C.: ASHE-ERIC Higher Education Report No. 1, 1991.
- Calhoun, Calfrey, and Robinson, Betty White. *Managing the Learning Process in Business Education*, 1995 Edition. Bessemer, Alabama: Colonial Press, 1995.
- Cipani, Ennio. *Classroom Management for All Teachers*, Columbus, Ohio: Merrill Prentice Hall, 1998.
- Grasha, Anthony F., *Teaching with Style: A Practical Guide to Enhancing Learning by Understanding Teaching and Learning Styles*, Pittsburgh, PA: Alliance Publishers, 1996.
- How People Learn: Brain, Mind, Experience, and School*, Commission on Behavioral and Social Sciences and Education National Research Council. Washington, D.C.: National Academy Press, 2000.
- Levine, Mel. *A Mind at a Time*, New York, NY: Simon & Schuster, 2002.
- Manning, M. Lee, and Bucher, Katherine. *Classroom Management: Models, Applications, and Cases*, Columbus, Ohio: Merrill Prentice Hall, 2003.
- Martin, Debra Bayles. *The Portfolio Planner*, Columbus, Ohio: Merrill Prentice Hall, 1999.
- Macdougall, Margaret J. and Roussie, Gerald L. *Handbook on Testing and Evaluation in Business Education*, Toronto, Canada: Copp Clark Pitman, 1983.
- NBEA 2003 Yearbook, No. 41, *Effective Methods of Teaching Business Education in the 21<sup>st</sup> Century*, (2003).
- NBEA 2002 Yearbook, No. 40, *Technology, Methodology, and Business Education*, (2002).
- Seldin, Peter. *The Teaching Portfolio*, Bolton, MA: Anker Publishing Company, 1991.
- Timpson, W. M. and Burgoyne, S. *Teaching and Performing: Ideas for Energizing Your Classes*, 2<sup>nd</sup> edition, Madison, WI: Atwood Publishing, 2002.

*The National Standards for Business Education: What America's Students Should Know and be Able to do in Business*, Reston, Virginia: National Business Education Association, 2001.

Syllabus Prepared by: Nancy Csapo  
Name

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Signature

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Date