

**MOREHEAD STATE UNIVERSITY**  
**Program Review for**  
**Bachelor of Business Administration: Business & Information Technology Education**  
**Business and Marketing Education Grades 5-12 Teacher Certification**

**Department of Information Systems**

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**Morehead State University**  
**Business and Marketing Education Grades 5-12 Teacher Certification**  
**(Program Name: Business & Information Technology Education)**

## **I. CONCEPTUAL FRAMEWORK**

### **Unit Overview**

The general aim of the Professional Education unit at Morehead State University is to prepare educators who are able to perform effectively in school based settings. More specifically, graduates must demonstrate the knowledge, skills, and dispositions that are essential if they are to successfully fulfill the role of new or experienced teacher, school counselor, or administrator. The theoretical framework that undergirds the program is articulated in the unit's conceptual framework; the theme is "Educators as Architects: Designing Environments Where Students Construct Knowledge and Develop Skills."

The architect metaphor is used for three reasons:

- 1) It strikes a balance between the educator as key actor in the traditional classroom, and the educator as passive observer in the romanticized classroom. It also implies that the educator is central to the planning and preparation of classroom activities but the student is the active doer of the work of learning (Blythe, Allen, Schieffelin, 1997).
- 2) It suggests that educators are not merely the implementers of canned learning materials created by others. They are the artists, creating environments specific to the needs of their students, at a particular point in time, and using a variety of materials as appropriate (Tomlinson, Callahan, 1997).
- 3) Constructivist theory says that "learners construct their own knowledge by testing ideas and approaches based on their prior knowledge and experience, applying these to a new situation, and integrating the knowledge gained with pre-existing intellectual constructs" (Piaget, 1952).

Educators, therefore, are responsible for constructing authentic learning environments to engage teacher candidates in activities that are inherently interesting and meaningful. Through the use of the "Educator as Architect" metaphor and its constructivist epistemology, the following themes and activities are expected to serve as building blocks and recur throughout the content and methodology of the educator preparation programs:

1. Engaging teacher candidates in a comprehensive and multifaceted knowledge and skills base that can be applied and used in multiple contexts
2. Acknowledging the belief that learning is an active and on-going process (Piaget, 1952)
3. Providing teacher candidates with direct experiences so that they can use and process information while seeking solutions (Piaget, 1969)
4. Placing teacher candidates in authentic or "real" world settings so that learning has the potential to be meaningful (<http://www.coe.uh.edu/~9chen/ebook/EFITT/cognitive.htm>)
5. Encouraging teacher candidates to extend their ability to process and learn from reflecting on their own experiences so that they can develop more informed and sophisticated teaching practices (professional development) (Dewey, 1959; Reiman, 1999)
6. Providing teacher candidates with opportunities to understand the impact that dispositions, attitudes, values, and beliefs have on student learning and development (Richardson, 1966)
7. Assessing teacher candidates and faculty by using a variety of quantitative and qualitative measures, including authentic performance-based projects and action-research (<http://curriculum.calstatela.edu/faculty/pssparks/theorists/501/consti.htm>)
8. Encouraging faculty and public school practitioners to fulfill the role of facilitators of learning by constructing experiences in environments that stimulate students and provide thought, action, and reflection (Richardson, 1999; Miller, Wilkes, Sheetham and Goodwin, 1993)
9. Assessing student abilities in and demonstrating an awareness of and ability to account for learner diversity, including gender, race, ethnicity, cultural, and exceptionality in all aspects of the educational setting (Darling-Hammond, 2000)

10. Extending graduate's ability to communicate effectively with students, parents, professionals, peers, and members of the community. The intention is to enhance the spirit of collaboration in an effort to evaluate and enhance the ability of the school to fulfill state and local educational objectives (Dewey, 1938/1959).
11. Preparing pre-professionals and faculty who are able to effectively integrate technology into all aspects of the educational process in order to improve communication, teaching, learning, and assessment
12. Monitoring the extent to which each teacher education preparation program fulfills its goals and commitment to preparing graduates to demonstrate performance standards, as well as the system each uses to produce positive change (NCATE, 2000)

The entire Morehead State Conceptual Framework document is available on line at [www.msucoe.org](http://www.msucoe.org).

### **Program Links To the Unit's Conceptual Framework**

The BBA degree in Business & Information Technology Education (Business and Marketing Education Grades 5-12 teaching certification) is linked to the conceptual framework and its theme "Educators as Architects: Designing Environments Where Students Construct Knowledge and Develop Skills" in a number of ways. The Business and Marketing Education teacher preparation program is designed to prepare exemplary teachers of business, computers, and marketing and to provide graduates with the knowledge, skills, and dispositions that are linked to successful teaching.

Business (a broad term which encompasses marketing and information technology) is dynamic and ever changing. Increased use of multiple technologies, expanded international trade, increased value of information as an asset, and a growing number of small business ventures are just some of the major developments that have occurred. Principles undergirding business are being juxtaposed in new and different ways; new concepts and procedures are being added to the discipline of business and marketing as new technologies evolve and new business frontiers are explored. Computer skills, as well as understanding how businesses operate, the functions of the entrepreneur, the role of international trade, the global impact of personal and social financial decisions, and the interrelationships of business and economic functions illustrate the general education foci of business education that are receiving increased attention at all levels of education. In addition to technical skills, today's workforce must be able to solve problems, make decisions, interact effectively with co-workers, work in a team environment, apply knowledge, communicate using emerging technologies, and adapt to a changing workplace. Learning to solve problems in authentic settings will enrich the potential meaning of the teacher candidates' academic experience and best prepare them to be effective teachers.

Accountability in the area of designing, planning, and implementing learning activities appropriate for diverse learners is reinforced through reading, coursework, awareness of the new teacher performance standards, learner goals and expectations, and Core Content for Assessment/Commonwealth Accountability Testing System. Practice in refining the teaching skills and dispositions needed to support teacher effectiveness in these areas will occur through a variety of supervised clinical and field practice activities.

Information technology skills and basic business education form the basis for the Business and Marketing Education teacher certification program and are developed and applied in a variety of ways throughout the program. The intention is to prepare teacher candidates to use *and teach* a variety of technological and information resources. By preparing teacher candidates to be on the cutting edge of technology, they stand a better chance of making a significant contribution during the professional semester and as a practicing business and information technology education professional.

Reflection plays a key role in the teacher candidates' professional development because it is designed to get them involved in self-evaluation, accepting personal responsibility for, and ultimately refining, their teaching. Input from the MSU faculty supervisors and public school practitioners further enhances the quality of student reflection and therefore the extent to which it contributes to his/her ability to construct environments that provoke thought and action in the classroom (Reiman, 1999). Learning to identify meaningful professional development activities is an extension of the self-evaluation and teaching refinement process.

Collaboration with public school teachers, and administrators increases as teacher candidates move through the four-tiered clinical and field experience sequence that undergirds the teacher education program. This program is designed to prepare quality Business, Marketing, and Information Technology Education teachers who can design learning environments and situations that have a positive impact on the education of children throughout eastern Kentucky.

## Professional Education Core and Links to the Conceptual Framework

The core courses are required for all Secondary Teacher Education Preparation Candidates. The content and experiences aligned with these courses are linked to the conceptual framework and its theme “Educators as Architects: Designing Environments Where Students Construct Knowledge and Develop Skills” in a number of ways. The core courses are designed to prepare graduates with the knowledge, skills, and dispositions that are essential for new teachers.

More specifically, the coursework required to complete this aspect of the preparation program is presented sequentially to best ensure that candidates are ready to **use and apply essential knowledge, skills, and dispositions** in their chosen field of study (content area). Engaging teacher candidates in **education content** and in a **variety of learning experiences** (including; but not limited to, direct learning, problem solving, application, and practice activities) are an important aspect of this part of the secondary teacher preparation program. Where appropriate, teacher candidates are **placed in authentic settings** so that the meaning of learning and practice is increased.

The nature of **teacher candidate accountability** varies a great deal because the core includes both introductory and exit coursework. Demonstrating an understanding of such things as the New Teacher Standards, Core Content, Learner Goals and Expectations, and the characteristics of learners (including diversity and exceptionality) is expected. The ability to effectively apply this knowledge is required during the student teaching semester.

**Technology skill** (computer, video camera use, and media support equipment) and use are developed and used in a variety of ways throughout the Professional Development and content core courses. The intention is to challenge teacher candidates to use a variety of technological resources effectively as part of the planning, teaching, assessment, and communication aspects of teaching.

**Reflection** is a skill that is introduced in the Professional Core and refined in the academic discipline and embedded in the student teaching semester. The intent is to support the teacher candidates’ ability to self-evaluate, accept responsibility for, and ultimately to improve, their teaching. Input from classroom instructors, MSU supervisors and public school teachers further refines the teacher candidates’ ability to construct environments that provoke thought and action in the classroom (Reiman, 1999). Learning to identify meaningful professional activities is an extension of the self-evaluation and teaching improvement process.

The concept of **collaboration** is introduced early in the Professional Development Core and the ability to effectively collaborate is required during student teaching experience (the last required Professional Core course). Collaboration is an important component of teacher and school effectiveness because it is the key to unifying the people who work to promote quality educational experiences for the children and youth in eastern Kentucky.

\* Concepts from the Conceptual Framework are highlighted.

## II. PROGRAM EXPERIENCES

### Business & Information Technology Education (Business and Marketing Education Grades 5-12 Teacher Certification)

In this section of the program review, several matrices will be presented to demonstrate BITE program congruence with various elements in the teacher preparation program:

- A) Professional Education Coursework and New Teacher Standards (see Matrix 1)
- B) BITE Program Coursework and New Teacher Standards (see Matrix 2)
- C) NABTE Standards and Links to BITE Program’s Required Coursework (see Matrix 3)
- D) ISTE National Educational Technology Standards and Links to BITE Program’s Required Coursework, and Marketing Education Association (see Matrix 4)
- E) MEA Standards and Links to BITE Program’s Required Coursework (see Matrix 5)
- F) KERA Initiatives and Links to Business and Marketing Education 5-12 Program of Studies (see Matrix 6)

- G) KERA Initiatives and Links to Professional Education Coursework (see Matrix 7)
- H) Clinical and Field Experiences Description  
BITE Field and Clinical Experiences (see Matrix 8)
- I) Catalog course descriptions of the content courses in the Business & Information Technology Education emphasis and the full syllabus from the BIS 499C, Teaching Methods in Business & Information Technology Education course

#### **A. Professional Education Coursework and New Teacher Standards**

Matrix 1 illustrates the introduction and eventual immersion that teacher candidates in the Business & Information Technology Education major (Business and Marketing Education 5-12 teacher certification program) obtain through professional education coursework. The movement from the introductory courses to the field experiences and finally into the professional semester indicates steady growth. Business and Marketing Education 5-12 teacher certification teacher candidates enter the professional education courses with demonstrated competency in technology that enhances coursework.