

**NEW, REVISED, OR DELETED PROGRAM COVER SHEET
2005-2006
University Curriculum Committee
Undergraduate Programs (Majors, Minors, Sequences)**

DEPARTMENT/SCHOOL Marketing / College of Business DATE October 27, 2005

A. Proposed Action: (more than one item may be checked if a revision).

- New Major CIPS CODE _____ (obtain from Planning, Policy Studies and Info Systems)
- New Minor CIPS CODE _____ (obtain from Planning, Policy Studies and Info Systems)
- New Sequence
- Change in requirements for major
- Change in requirements for minor
- Change in requirements for sequence
- Other program revisions
- More than 50% of courses in this program are distance education.
- Program deletion

B. Summary of proposed action (see Part A), including title and exact *Undergraduate Catalog* copy for a new or altered program. (See *Catalog* and Program Checklist for format and examples.) Provide a summary of the revisions in addition to the exact current *Catalog* copy.

The change in BUS 100, Enterprise, from 2 hours to 3 hours will result in a one-hour increase in the required business courses for the major in Business Teacher Education.

C. Routing and action summary:

1. _____ Date Approved Department/School Curriculum Committee Chair	4. _____ Date Approved College Dean
2. _____ Date Approved Department Chair/School Director	5. _____ Date Approved Teacher Education Council Chair if appropriate (10 copies to the Dean of the College of Education)
3. _____ Date Approved College Committee Chair	6. _____ Date Approved University Curriculum Committee Chair (8 copies to the Catalog Editorial Assistant)

Submit 20 copies of **NEW** Undergraduate proposals to University Curriculum Committee
 Submit 8 copies of **REVISED** Undergraduate proposals to University Curriculum Committee c/o the Undergraduate Catalog
 Editorial Assistant in 109 Moulton.

All new and deleted programs (majors, minors, sequences) are routed by the U.C.C. to the Academic Senate. **The Senate rules mandate electronic submission (in MS Word or HTML format) of all materials for Web site posting.**

5/02

Course Revision: BUS 100 – Enterprise
Change from 2 credits to 3 credits

ILLINOIS STATE UNIVERSITY

COLLEGE OF BUSINESS

Summary.

The intent of this proposal is to increase the number of credit hours from two hours to three hours credit. The material covered will not increase or overlap with other courses. The additional hour will enhance the time on task in the classroom, give more class time to work with individual and team projects, and allow for more depth to existing areas such as library research.

Old Catalog Description.

BUS

100 ENTERPRISE 2 F,S

ENG 101 or COM 110 or conc reg req. May not be taken for cr if had BTE 100 or BEA 100.

Theory and practice of private enterprise. Including purposes, structures, functional areas and related institutions.

New Catalog Description:

BUS

100 ENTERPRISE 2 3 F,S

ENG 101 or COM 110 or conc reg req. May not be taken for cr if had BTE 100 or BEA 100.

Theory and practice of private enterprise. Including **es** purposes, structures, functional areas and related institutions **as well as individual career planning and library research skill development.**

Rationale.

BUS 100 was originally developed as a two credit course due to AACSB (the business accreditation body) criteria limiting the total number of business credits to no more than one-half of the 120 hours required to graduate, meaning 60 hours in a 120 hour program. Given specific major and other requirements this meant a maximum of 30 hours in the business core, those courses required of all business majors. Approximately three years ago, a one-credit hour communication course (MQM 201) was dropped and replaced with English 145, reducing the number of hours in the business core to 29 credits. AACSB has recently dropped the 50% requirement on business courses.

BUS 100 is limited to College of Business majors. While the focus of the course is the business enterprise, familiarity with business functions and the role of business in society is only one of the course goals for the College of Business. As a gateway course we want students to become familiar with faculty and student groups within the college and how they can become involved in the college and community. A career module has gained increasing importance over the years in which students work with the Career Center in doing a personalized self-assessment while identifying appropriate career choices. Familiarity with Milner Library and the development of library research skills are also included in the course.

Since the first semester BUS 100 was taught, faculty have indicated their desire for more time, and students have

felt they do too much work for a two-hour course. Neither perspective has changed over time. The increase to three credit hours will allow faculty to spend more time with students in the classroom. While the current course content will not change in scope, more depth can be given to current topics and exercises. For example, faculty will be able to hold progress meetings in class with student teams and library exercises will likely increase from two or three to four or five.

Impact on COB Academic Programs.

The business core consists of ten courses required of all majors in the College of Business. Since BUS 100 is part of this core, an increase of one credit to the course will result in a one-hour increase in the requirements in all business majors regardless of the department (Accountancy, ACC; Finance, Insurance and Law, FIL; Management and Quantitative Methods, MQM; and Marketing, MKT). With one exception, Business Teacher Education, the number of hours required for graduation remains at 120.

The Business Teacher Education, or BTE, requirement for graduation will increase from 124 to 125 hours. BTE is a K-12 certificate and it is not unusual for a K-12 program to exceed 124 hours or even go to 130 hours. The College of Education and the College of Business at ISU have a history of working closely together to deliver a quality program that can be completed in a manageable time while also meeting the high criteria of their respective accreditation bodies. This one-hour change is consistent with that history.

Resources.

No additional resources will be needed to support the increase to three credits for BUS 100. Tenured/tenure track faculty are currently treated as if the course were three-hours credit when determining their class teaching schedules. Instructional Teaching Professors also receive a course load as if it were three hours. Keeping in line with the university's philosophy as expressed in the contract with NTT faculty for equal treatment, non-tenure track faculty also already receive three hours of teaching time credit.

BTE Program at ISU

1. Business Teachers Education major, or BTE, meets the requirements of two accreditation bodies – business and education.
2. Of the three major public universities in the state offering business education programs, ISU is the only one anchored in the College of Business. (Southern and Eastern are the other 2 universities; UIUC and Northern have long ago dropped the program.)
3. The BTE program at ISU is the ONLY state program which certifies graduates K-12 and not just for high school. The additional elementary requirement adds a required education course and requires both elementary and high school experience student teaching.
4. The unique aspects of the BTE program at ISU may explain why the job placement rate is virtually 100%.

Theory and practice of private enterprise. Including purposes, structures, functional areas and related institutions.

BUSINESS TEACHER EDUCATION (BTE) 556

General Information

The Business Teacher Education program focuses on developing business, marketing and computer educators through the pursuit of Illinois State University's conceptual framework for teacher education: "Realizing the Democratic Ideal." The BTE program prepares students for teacher certification requirements for the State of Illinois by embracing state and national teacher education standards established by the Illinois State Board of Education (ISBE), National Council for Accreditation of Teacher Education (NCATE), International Society for Technology in Education (ISTE), and National Association of Business Teacher Education (NABTE) This program prepares graduates for secondary teaching positions as well as elementary and middle school level positions (special K-12 certification).

Students should note that:

1. Business Teacher Education majors must meet the academic, admission, and transfer requirements of the College of Business. Non-majors must have the prerequisites, including the specified number of hours, to enroll in Business Teacher Education courses.
2. At least 60 hours of credit toward the bachelor's degree must be taken outside the College of Business and in subject areas other than business.
3. Majors in the Business Teacher Education program must earn and maintain a 2.50 GPA for Admission to Professional Studies (see University-Wide Teacher Education program requirements in the College of Education section of this Undergraduate Catalog for further information). Also, Business Teacher Education majors must have a minimum GPA of 2.50 in the major and at ISU in order to be eligible to student teach.
4. For the Business Teacher Education program, minimum Pre-Clinical Experiences totaling 100 clock hours shall be completed prior to student teaching. Several Business Teacher Education and College of Education courses include Pre-Clinical Experiences.
5. Students shall plan programs in consultation with an advisor.
6. The BTE program is a performance-based program (PBA) that requires students to attend two program meetings (one each in fall and spring semesters) to receive updates and complete assessments. In the BTE PBA system, students pass over five (5) thresholds to complete the program. In addition to regular course work and campus-wide teacher education performance assessments, BTE students complete interviews, essays, check sheets, attend college colloquia, and prepare a summative program portfolio. See the BTE coordinator and/or advisor for further details.
7. Students desiring the cooperative career and technical vocational education endorsement are required to complete BTE 380 and 382 and have 2,000 hours of non-teaching work experience in the business area.

Business Teacher Education Programs (BTE)

Degrees Offered: B.A., B.S., B.S. in Ed.

MAJOR IN BUSINESS TEACHER EDUCATION

Business Teacher Education includes: (1) a study of the concepts and properties in modern business environments, including accounting, business law, information processing, telecommunications, quantitative analysis, management, marketing and finance; (2) the development of cognitive, psychomotor, and affective skills in the content areas (listed above in 1) related to the use of tools, materials, processes, recourses, technologies, principles, and products as well as their impact on society; and (3) the professional competencies of planning, implementing and evaluating instruction. The program is based upon Illinois State University's institutional standards as reflected in the conceptual framework for Teacher Education. Furthermore the BTE program embraces the Illinois State University conceptual framework by addressing standards developed by the ISBE (Illinois Professional Teaching Standards, Illinois Business, Marketing, and Computer Education Content Standards, Illinois Core Language Arts Standards, Illinois Core Special Education Standards for all teachers and Core Technology Standards for all teachers). These standards were established by the agencies and professional organizations listed above.

The BTE program, through the following requirements, is part of the entitlement program leading to the type 10 certificate, K-12 Specialist in Business Education. Initial employment opportunities include elementary, middle level and junior high level business and computer instruction/technology coordination; high school business, marketing and computer teacher/coordinator; school/district computer teacher; community college/technical college instructor; and business/industry trainer/instructor.

Student Teaching comprises a full semester experience with approximately 6 weeks in an elementary and/or middle level setting (5 semester hours) and approximately 10 weeks in a secondary level setting (7 semester hours). Prior to student teaching students complete at least 100 pre-clinical hours of field experience with a minimum of 30 in elementary/middle level and 70 in secondary settings. See, also, University-Wide Teacher Education program requirements and Professional Studies Admission sections of this *Undergraduate Catalog* for further requirements.

Required courses:

- 124 125 total semester hours required:
- Professional Education (26 hours): C&I 212, 214, 216; EAF 228 or 231 or 235; Student Teaching.
- Courses outside of major (44 hours) required: COM 110; ECO 105; ENG 101; MAT 120 or 144; PSY 110; Inner Core: Natural Science (6 hours); Middle Core: Language in the Humanities, U.S. Traditions, Individuals and Civic Life; Outer Core: Humanities, Science/Math/Technology, Fine Arts, Social Science.
- Business courses (26 27 hours) required: ACC 131, 132, 270; BUS 100; FIL 185, 240; MKT 230; MQM 100, 220.
- BTE courses (28 hours) required: BTE 110, 140, 199, 225, 260, 322, 330, 354, 362, 363, 364.
- Optional Business Computer Programming Specialization (6 hours): TEC 243 and either ACC 266 or TEC 151.

The Business Teacher Education graduate is prepared to teach the following subjects: basic business, introduction to business, accounting, record keeping, business law, information processing keyboarding, computer applications, consumer economics/education, marketing, entrepreneurship, business communications, and subjects with similar titles.

The work-based learning teacher/coordinator specialization is available for teachers with a career and technical education degree and special education teachers by completing BTE 380 and 382 and proof of 2,000 hours of employment experience in the occupational specialty to be taught.

CLINICAL EXPERIENCES IN TEACHER EDUCATION

Clinical Experiences are provided in off-campus clinical teaching centers, in local schools and in campus laboratory schools, in agencies and other approved non-school settings. All students will show verification of having completed pre-student teaching clinical experiences commensurate with attaining local, state, and national standards. Students must provide their own transportation to Clinical Experience sites.

The approximate number of hours and type of activity associated with each course offering can be found with the appropriate course description. The following legend relates to the type and kind of activity related to a specific course.

Clinical Experiences Legend

1. Observation
2. Tutoring one-on-one contact
3. Non-instruction assisting
4. Instructional aiding a group
5. Micro teaching
6. Simulation lab exercises
7. Work with clinic client
8. Graduate practicum
9. Professional meeting
10. Other