COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>BTE 5171</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>Graduate Student</td>
</tr>
<tr>
<td>Course Credit:</td>
<td>3</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Business Education Curriculum</td>
</tr>
<tr>
<td>Course Hours:</td>
<td>3</td>
</tr>
<tr>
<td>College:</td>
<td>Education</td>
</tr>
<tr>
<td>Department:</td>
<td>Workforce Education</td>
</tr>
</tbody>
</table>


1st Day of Class: [http://www.pearsonhighered.com/educator/first_day_class/handout.page?fdocId=220839](http://www.pearsonhighered.com/educator/first_day_class/handout.page?fdocId=220839)


2010-11 Business, Management & Administration Career Cluster Curriculum Frameworks

<table>
<thead>
<tr>
<th>Faculty Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term and Year:</td>
</tr>
<tr>
<td>Place and</td>
</tr>
<tr>
<td>Office Location:</td>
</tr>
<tr>
<td>Telephone:</td>
</tr>
<tr>
<td>e-mail:</td>
</tr>
</tbody>
</table>

Office Hours

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
</table>

**Course Description**

Planning and organizing instructional programs in business education and review of factors influencing the school curriculum. This course provides students with an introduction to developing credible standard-based business, career/technical and vocational education course curriculum.

**Course Purpose**

This course is designed to provide students with the introductory aspects of developing credible standards-based business, career/technical and vocational education course curricula. The goal of the course is provide students with foundational knowledge relative to key trends and issues that help to shape business, career/technical and vocational education curricula; key terms and definitions relating to business, career/technical and vocational education; planning and organizing course curricula; elements of curriculum mapping; and tenants of course curricula integration.
The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:
### CRITICAL THINKING

- **CF4**
  - **Through this focal area, the FAMU professional education candidate will:**

| CF: 4.1 (K) | Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance. | F: 4,7 | I: 4 |
| CF: 4.2 (S) | Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance. | F: 2,7 | I: 4 |
| CF: 4.3 (D) | Value critical thinking and self-directed learning as habits of mind. | F: 4 | I: 1,4 |
| CF: 4.4 (K) | Acquire performance assessment techniques and strategies that measure higher order thinking skills of student. | F: 1,4 | I: 1,8 |
| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. | F: 8 | I: 4 |

### PROFESSIONALISM

- **CF 5**
  - **Through this focal area, the FAMU professional education candidate will:**

| CF: 5.1 (K) | Know the content | F: 8 | I: 1 |
| CF: 5.6 (S) | Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom. | F: 2 | I: 6 |
### Specific Behavioral Objective

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral objectives</th>
<th>INTASC Standards</th>
<th>Professional Organization</th>
<th>FEAPs</th>
<th>FTCE SAE</th>
<th>PEU Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define key terms and use terms in Critical Essay</td>
<td>Define key terms involved in curricula development</td>
<td>1.10;1.12</td>
<td>NBEA CDEV.2</td>
<td>FEAP8</td>
<td>8.2</td>
<td>4.1-4.5;5.1;5.6</td>
</tr>
<tr>
<td>Lecture (Powerpoint)</td>
<td>Explain what constitutes a “high-quality” curriculum.</td>
<td>4.6.13; 7.10</td>
<td>NBEA CDEV.2</td>
<td>FEAP2,4</td>
<td>8.2</td>
<td>4.1-4.5;5.1;5.6</td>
</tr>
<tr>
<td>Select an elementary/middle/high school plan of study</td>
<td>Explain the process of developing business career and technical education course curricula.</td>
<td>4, 6.13</td>
<td>NBEA CDEV.2</td>
<td>FEAP 8</td>
<td>4, 8.2</td>
<td>5.4;4.1-4.5;5.1;5.6</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>Discuss and explain the interactions of the various curriculum types. (Integrated Academics)</td>
<td>6.13;7.10</td>
<td>NBEA CDEV.2</td>
<td>FEAP2</td>
<td>8.2</td>
<td>4.1-4.5;5.1;5.6</td>
</tr>
</tbody>
</table>

- **Week 1**
- **Week 2**
- **Week 3**
- **Week 4**
Class Discussion

CURRICULUM FORUM

Accounting

Strategies for Making Accounting Vocabulary Mastery Less Taxing - "Many factors can influence comprehension and learning in the classroom. Some of the primary learning determinants are physiological, psychological, emotional, and environmental in nature. Comments from students, however, provided this accounting instructor with one simple factor that had been overlooked—unfamiliar accounting terminology. Students’ inexperience with accounting vocabulary was limiting or hindering their comprehension of certain accounting concepts. According to Chall (1983), students’ knowledge of word meanings and their ability to access that knowledge are important factors in reading and listening comprehension. Consequently, before students can be expected to have a firm understanding of a particular concept or principle, they must become familiar with and understand the key words that describe that concept or principle. This article advocates for the need to increase emphasis on vocabulary development as a means to help business students improve their comprehension of accounting concepts and principles. In addition, suggestions are provided for college accounting courses that allow instructors and students to take an active role in vocabulary development. The suggestions also may be applied to secondary and postsecondary level accounting courses."

Administration and Supervision

Administration and Supervision: Concerns for 2005 - "For the first time in the history of our country, the educational skills of one generation will not surpass, will not equal, will not even approach, those of their parents.” At risk, the National Commission on Excellence in Education reported, is "our very nature as a nation and a people.” (A Nation At Risk: The Imperative for Educational Reform, United States Department of Education, 1983). During the 200-plus years that public education has been offered in this country, American high schools have been entrusted with the task of preparing young citizens for their future. Traditionally, high schools adhered to a three-pathway education model: academic, business, and vocational education, each defined by a separate set of skills. Within the last twenty years, federal legislation is increasingly being enacted to re-examine and to redefine educational models to prepare all of today’s youth for the technologically advanced global workplace in their future."

Basic Business

Beyond Reading: Literacy in Basic Business Education - "Literacy in business education can no longer be limited to simply reading and writing; rather, it is a broader concept that utilizes the language tools of reading, writing, speaking, listening, and viewing that are particular to the business education curriculum. Further, being literate in the business education curriculum means more than simply being able to read and write using traditional school materials (e.g.,
Communication

A Team Project for a Training Program - "According to several business communication and business education teachers, managerial communication students in upper-level classes are mainly involved in team projects, multi-tasking projects, and/or other interdisciplinary assignments. While team projects have been a part of most upper level undergraduate courses in colleges of business for several years, the managerial communication course described in this article incorporates a team project that introduces students to training and staff development, components not usually found in other courses of this type. Similarly, most managerial communication textbooks, (as well as executive communication, organizational communication, or professional communication texts), do not include a unit on training or staff development. This project contributes to the education and expertise of students by providing additional essential skills to those who will someday hold management positions."

Marketing

Experiential Learning Activities for Marketing Education - "An effective strategy for motivating students to learn is to offer them real-world experiences that provide opportunities for critical thinking and creative problem solving. Experiential learning can engage students in ways that are far superior to information delivered in lectures or read in a textbook. For marketing students, in particular, experiential learning is critical as a developmental approach for promoting success in the business world. This article discusses the advantages of experiential learning activities and introduces three innovative models of experiential activities for marketing classes."

Methods

Teaching Voice Recognition Software in the Business Education Curriculum - "The Policies Commission for Business and Economic Education, Policy Statement No. 73, states that business educators need to be teaching their students new technologies, including speech recognition software. Students must be able to compose, edit, and enunciate well in order to use speech recognition software. Some questions regarding teaching methods include, "How do business educators provide the necessary instruction to our students in order for them to be successful? Should all students be using the software? What methods should be used to evaluate the student’s success in speech recognition software? Should voice timings be given? How long should the voice timing be? How should they be evaluated? How will students demonstrate composing and editing at the computer?" This article provides business educators some answers to these questions and offers insight into how speech recognition software is being taught at the University of
Cincinnati, where methods have been developed and implemented."

**Technology Assessing Speech Recognition Knowledge and Skills** - "It’s human speaking to machine—an odd but important new conversation. Across the nation, speech recognition is being integrated into traditional middle school, secondary, and postsecondary business courses, including keyboarding, computer applications, data input, and business technology. It is a vital component of newly developed digital communications courses in many states. At the collegiate level, speech recognition instruction is also offered as a stand-alone course. Speech recognition skills include creating a profile, adjusting the microphone and performing audio checks, dictating clearly, correcting and training misrecognized words, and adding new words. In addition to these essential skills, students must learn to use the software features and voice commands to manipulate text, perform formatting tasks, create dictation shortcuts, and master other basic speech recognition skills."

### Week 4

<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
<th>Week</th>
<th>NBEA CDEV.2</th>
<th>FEAP 4, 8</th>
<th>4.1-4.5;5.1;5.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define Constructivist and use term in Critical Essay (Rubric)*</td>
<td><a href="http://scholar.lib.vt.edu/ejournals/JVTE/v16n1/doolittle.html">http://scholar.lib.vt.edu/ejournals/JVTE/v16n1/doolittle.html</a></td>
<td>4, 7.10</td>
<td>NBEA CDEV.2</td>
<td>FEAP 4, 8</td>
<td>8.2</td>
</tr>
</tbody>
</table>

### Week 5

<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
<th>Week</th>
<th>NBEA CDEV.2</th>
<th>FEAP 8</th>
<th>4.1-4.5;5.1;5.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Presentation Florida state and National Standards for Business Education Curriculum Model. (Rubric)*</td>
<td><a href="http://www.bused.org/rsabe/rsabe03.pdf">http://www.bused.org/rsabe/rsabe03.pdf</a></td>
<td>7.10</td>
<td>NBEA CDEV.2</td>
<td>FEAP 8</td>
<td>8.2</td>
</tr>
</tbody>
</table>

### Week 6

<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
<th>Week</th>
<th>NBEA CDEV.2</th>
<th>FEAP 8</th>
<th>4.1-4.5;5.1;5.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain various curricula concepts.</td>
<td>Understand and identify the cycles involved in curriculum development</td>
<td>8.2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Rubric)*
<table>
<thead>
<tr>
<th>Activity</th>
<th>Week</th>
<th>Description</th>
<th>Standard</th>
<th>Course</th>
<th>FEAP</th>
<th>4, 7.10</th>
<th>4, 7.10;7.13</th>
<th>NBEA CDEV.2</th>
<th>FEAP 2, 4</th>
<th>8.2</th>
<th>4.1-4.5;5.1;5.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and use a skill set in lesson plan. Plan a lesson and provide opportunity for industry certification. <strong>Group Work</strong> Choose: Microsoft Master or Adobe.</td>
<td>7</td>
<td>Identify the generic skills for a changing workplace.</td>
<td>7.10</td>
<td>NBEA CDEV.2</td>
<td>FEAP 8</td>
<td>8.2</td>
<td>4.1-4.5;5.1;5.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify the steps involved in developing new curriculum.</td>
<td>7.10</td>
<td>NBEA CDEV.2</td>
<td>4, 7.10;7.13</td>
<td>NBEA CDEV.2</td>
<td>FEAP 2, 4</td>
<td>8.2</td>
<td>4.1-4.5;5.1;5.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand the concept of curriculum mapping.</td>
<td>7.10</td>
<td>NBEA CDEV.2</td>
<td>8.2</td>
<td>4.1-4.5;5.1;5.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**National and State Standards Addressed in the Course**

**Interstate New Teacher Assessment and Support Consortium (INTASC) Standards**

**Professional Organization/Learned Society Standards**

**Florida Educator Accomplished Practices (FEAPs)**
Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills

<table>
<thead>
<tr>
<th>Subject Area Competencies &amp; Skills Addressed During the Course</th>
<th>Critical thinking</th>
<th>Content knowledge</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an understanding of business, career/technical education curriculum development. (SAE 8.2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate an understanding of business, career/technical education course curriculum concepts. (SAE 8.2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate an understanding of standards-based course curriculum. (SAE 8.2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain the principles involved in integrating course curriculum. (SAE 8.2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain the influences that the workplace has on the development of business, career/technical and vocational education course curriculum. (SAE 8.2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify the cycle elements involved in developing new course curriculum. (SAE 8.2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate an understanding of the role of teachers; administrators; the community; and trends/issues have on the development of course curriculum. (SAE 8.2)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION I – UNDERSTANDING THE NATURE OF THE STUDY OF BUSINESS EDUCATION & PLACING CURRICULUM DEVELOPMENT IN PERSPECTIVE

I. WEEK ONE LECTURE  Introduction: What Is a Curriculum and Why Is It Necessary?

DISCUSSION BOARD
CRITICAL THINKING DISCUSSIONS: Define the word curriculum and identify its main goal. Why do we need to study the purpose and concepts associated with curriculum?

II. WEEK TWO LECTURE  Curriculum Development in Perceptive – An Overview

A. Historical Perspectives
B. Contemporary Perceptions of Education
C. Defining curriculum
D. Characteristics of the Vocational & Technical Curriculum
E. A Rationale for Curriculum Development in Vocational & Technical Education

CONTENT KNOWLEDGE & COMMUNICATION FOCUS: As a research activity, students will define the word “pedagogy” and explain its role in education, curriculum development and standards-based education.

III. WEEK THREE LECTURE  Current Trends Influencing Curriculum Development

DISCUSSION BOARD QUESTION CRITICAL THINKING DISCUSSIONS: What are some of the debates surrounding national curriculum standards?

IV. WEEK FOUR (NO LECTURE)

A. What Do the Experts Say About the National Standards Debate?
B. The Changing Workplace—Developing New Approaches in Vocational Education
C. The Connection Between Workplace Skills and Curriculum
D. The State’s Function
E. The School District’s Function
F. The Local School’s Function
G. The Classroom’s Function

DISCUSSION BOARD QUESTION CRITICAL THINKING DISCUSSIONS: What are some of the generic skills for a changing workplace? Describe and Explain.
V. WEEK FIVE (PowerPoint and Lecture Recording) Contemporary Designs for Curriculum Development

www.cals.ncsu.edu/agexed/aee529/lesson5powerpoint.ppt

H. A Systems View of Curriculum Development
I. Selected Designs

SECTION II – PLANNING THE CURRICULUM

CONTENT KNOWLEDGE & COMMUNICATION FOCUS: Students will research and orally the State of Florida’s content knowledge standards for business education.

VI. WEEK SIX. Making Decisions in Planning the Curriculum

J. Strategic Planning in Education
K. Decision Making in Education
L. Factors Affecting Decision Making
M. Decision-Making Strategies
N. Establishing Standards for Decision Making
O. Identifying Types of Data to Be Collected

CONTENT KNOWLEDGE & COMMUNICATION FOCUS: Students will research and orally present the Florida Dept. of Education Business Educations Standards.

VII. WEEK SEVEN. Collecting and Assessing School-Related Data

a. Assessing the Current Status of Vocational and Technical Education Programs
b. Determining Student Occupational Interest
c. Following Up Former Students
d. Projecting Future Enrollments

CONTENT KNOWLEDGE & COMMUNICATION FOCUS: Students will research and orally present findings relative to the current status of vocational and technical education programs and colleges in a state of their choice.
VIII. WEEK EIGHT

a. Assessing Facilities
   Collecting and Assessing Community-Related Data

b. The Community
c. Current and Projected Sources of Employment
d. Projecting Labor Supply and Demand
e. Assessing Current and Projected Labor Supply
f. Interfacing Labor Demand and Supply
g. Projecting Program Costs for Use in Decision Making
h. Identifying and Assessing Available Resources

CONTENT KNOWLEDGE & COMMUNICATION FOCUS: Students will conduct an occupational job market survey of the State of Florida and one additional state. Students will share their findings orally.

Weeks 9 - 15

SECTION III – ESTABLISHING THE CURRICULUM CONTENT

IX. WEEK NINE Determining Curriculum Content

a. Factors Associated with Determining Curriculum Content
b. Selecting a Curriculum Content Determination Strategy
c. Philosophical Basis for Content Determination
d. An Introspection
e. The DACUM Approach
f. Task Analysis
g. The “All Aspects” of Industry Approach
h. The Critical Incident Technique
i. The Delphi Technique
j. Synthesis of Strategies

X. WEEK TEN Making Curriculum Content Decisions

CRITICAL THINKING DISCUSSIONS: Identify some of the steps and people who might be involved in making curriculum decisions.

a. The Content Decision-Making Process
b. Identifying Constraints Related to Curriculum Content
c. Examining Content as It Relates to Constraints
d. The Curriculum Framework
XI. WEEK ELEVEN Setting Curriculum Goals and Objectives


- a. Curriculum Outcomes
- b. Types of Goals and Objectives
- c. Foundations of Educational Goal Formation
- d. Preparing Goals
- e. Preparing Objectives
- f. Sequencing Objectives within the Curriculum

**CONTENT KNOWLEDGE & COMMUNICATION FOCUS:** Students will review course curriculums provided by the professor in order to re-enforce their knowledge of learning outcomes and goals and objectives.

SECTION IV – IMPLEMENTING THE CURRICULUM

XII. WEEK TWELVE Identifying and Selecting Curriculum Materials VIDEO/REFLECTION

- a. Curriculum Materials
- b. Need for Securing Curriculum Materials
- c. Selecting Curriculum Materials
- d. Selecting Educational Software: A Special Case
- e. Textbook Selection
- f. Curriculum Materials for Learners with Special Needs
- g. Sources of Curriculum Materials

XIII. WEEK THIRTEEN Developing Curriculum Materials VIDEO/REFLECTION

- a. Determining the Needs for Curriculum Materials
- b. Factors to Consider in Curriculum Materials Development
- c. Managing the Curriculum Materials Development Process
- d. Disseminating Curriculum Materials

XIV. WEEK FOURTEEN Curriculum Development for School-to-Work Transition

- a. School-to-Work Transition
- b. Individualized Instruction
- c. Modularized Instruction
- d. Competency-based Education
- e. Integrating Academic and Vocational Education
- f. Tech Prep
- g. School-Based Enterprise
WEEK FIFTEEN Assessing the Curriculum


a. A Framework for Assessment
b. Planning for Assessment
c. Instruments for Program and Materials Assessment
d. Conducting the Program Assessment
e. Assessing Curriculum Materials
f. Utilizing Assessment Results for Curriculum Improvement

Quiz: Week 8
Capstone Activity: Week 10

Teaching Methods

Online Delivery: Lectures, discussions and student-generated activities will guide the teaching methodologies and strategies used in the Introduction to Business course. Students will participate in classroom, homework and Internet assignments that may include reading assignments from additional textbooks, journals, handouts and lectures; term projects and examination; role plays and group discussions; metaphors and mnemonics; computer-based tutorial, action research, oral presentation by students and the instructor. Each student is encouraged to read assigned documents (e.g., textbooks, handouts and related readings) in advance.

Use of Technology

Students are required to use computers and appropriate software (i.e. word-processing, spreadsheets, the Internet, graphics, etc.) as needed for all required assignments.

Course Requirements/Performance-Based Tasks

ASSIGNMENTS: Throughout the Business Education Curriculum Development course, students will be engaged in various in-class and homework assignments and activities. Each student is responsible for submitting all in-class and homework assignments. Students are also responsible for presenting a summary of a chosen textbook chapter or Internet research assignment.

Instructions: Please use the following guidelines for planning, constructing and implementing unit, chapter or Internet research materials:

I. Methodologies and Philosophies:
During summary presentations, student/presenter will take on the role of the teacher. The presenter may employ his/her choice of methodologies and philosophies, including, lectures, homework assignments, class
assignments, examinations, role-plays, games, class discussions, metaphors, mnemonic devices, instructional aids, handouts, reference materials, guest speakers, etc.

IV. Presentation aids:
The presenter may employ any instructional aids that will help to illuminate the presentation i.e., use transparencies, projector, copies of handouts, video, PowerPoint presentations, etc.). Some items may be obtained from professor. Student must obtain the professor’s signature to borrow equipment from the media center. Forms are available in the media center or the professor’s office.

V. Exams/Quizzes:
Presenters may administer exams and quizzes. Exams and/or quizzes will be rated as a part of activity.

VI. Evaluations:
Students will evaluate the presenters using a peer evaluation form that will be provided by the professor. Total average will determine the final points for presentation. Presenters could receive a maximum of 100 points for their individual presentation.

CAREER CENTER: It is highly recommended that each student registered with the campus Career Center. During the first week of the semester the “life-time” Career Center membership is free; thereafter, the fee is $15.00. Membership will aid students in preparing an appropriate resume and will assist in job interviewing skills. A 10-point bonus will be granted to students who show proof of Career Center membership within the first three weeks of the semester.

Course Evaluation
Grading

OVERALL COURSE EVALUATION

GRADING: 90%-A, 80%-B, 70%-C

Students will be evaluated by the following tentative course requirements:

<table>
<thead>
<tr>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARTICIPATION/ATTENDANCE</td>
</tr>
<tr>
<td>PRESENTATIONS</td>
</tr>
<tr>
<td>ASSIGNMENTS</td>
</tr>
<tr>
<td>SPECIAL CAPSTONE PROJECT</td>
</tr>
<tr>
<td>TESTS/EXAMINATIONS</td>
</tr>
<tr>
<td>TOTAL MAX. POINTS</td>
</tr>
</tbody>
</table>

Note: Students must earn at least 70% of the above course points in order to pass the course. Students are strongly urged to keep their own record of points earned.
Course Policies

Policy Statement on Non-Discrimination It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

ADA Compliance To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

References

http://www.personal.kent.edu/%7ewhelton/cd001.html


State of Florida Business and Technology Content Standards.

Candidate’s Name: ________________________ Student ID: ___________ Program Area: _________________

<table>
<thead>
<tr>
<th>Criteria for rating</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>The candidate consistently and thoroughly demonstrates indicators of performance. (90–100 %)</td>
<td>The candidate usually and extensively demonstrates indicators of performance. (89-80%)</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance. (79-70%)</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
</tr>
</tbody>
</table>

### Professionalism: The Teacher Candidate demonstrates professionalism
(Please use a ✓ to indicate level of performance.)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>F (4)</th>
<th>A (3)</th>
<th>M (2)</th>
<th>U (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Punctuality**
  - Does not exceed three unexcused absences, per university catalog 2009-2010
  - In class at or before specified time, per Registrar
  - Attends class, field experiences, meetings
  - Appropriate dress and grooming
  - Completes assignments on or before due date

- **Emotional Management**
  - Handles feeling appropriately
  - Reacts reasonably to situations
  - Finds a healthy balance between emotions

- Demonstrates the appropriate use of personal technology during class
- Follows established protocol and procedures
- Follows established procedures and policies

### Effective Communication: The Teacher Candidate demonstrates effective communication skills
(Please use a ✓ to indicate level of performance.)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>F (4)</th>
<th>A (3)</th>
<th>M (2)</th>
<th>U (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Uses standard English language in various settings
- Uses appropriate tone of voice for the setting
- Clearly articulates concepts (avoids words such as you know, um, uh-uh, and okay)
- Models appropriate respectful communication that is not demeaning or harmful (avoids loud outbursts and profanity)
- Avoids confrontational behavior
<table>
<thead>
<tr>
<th>Criteria for rating</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The candidate</td>
<td>consistent and thoroughly demonstrates indicators of performance.</td>
<td>The candidate usually and extensively demonstrates indicators of performance.</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance.</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
</tr>
<tr>
<td></td>
<td>(90–100 %)</td>
<td>(89-80%)</td>
<td>(79-70%)</td>
<td></td>
</tr>
</tbody>
</table>

Respectful Behavior: The Teacher Candidate demonstrates respectful behavior
(please use a ✔️ to indicate level of performance.)

- Considers opinions of others with an open mind (respects diversity)
- Listens to others in a variety of settings
- Provides equitable learning opportunities for all
- Considers background interests and attitudes
- Reacts reasonably to situations (avoids verbal confrontational behavior)

<table>
<thead>
<tr>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>F (4)</td>
</tr>
<tr>
<td>A (3)</td>
</tr>
<tr>
<td>M (2)</td>
</tr>
<tr>
<td>U (1)</td>
</tr>
</tbody>
</table>

Ethical Behavior: The Teacher Candidate demonstrates ethical behavior
(please use a ✔️ to indicate level of performance.)

- Demonstrates academic honesty
  - Avoids plagiarizing
- Demonstrates honesty inside and outside of the classroom
- Demonstrates trustworthiness
- Understands the importance of professional code of ethics
- Advocates fairness

<table>
<thead>
<tr>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>F (4)</td>
</tr>
<tr>
<td>A (3)</td>
</tr>
<tr>
<td>M (2)</td>
</tr>
<tr>
<td>U (1)</td>
</tr>
</tbody>
</table>

Reflective Behavior: The Teacher Candidate demonstrates reflective behavior
(please use a ✔️ to indicate level of performance.)

- Accepts feedback and suggestions, and incorporates in subsequent practice in various settings
- Demonstrates accurate self-analysis regarding ones strengths and weaknesses

<table>
<thead>
<tr>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>F (4)</td>
</tr>
<tr>
<td>A (3)</td>
</tr>
<tr>
<td>M (2)</td>
</tr>
<tr>
<td>U (1)</td>
</tr>
</tbody>
</table>