COURSE SYLLABUS

**Course Number:** BTE - 5475  
**Course Title:** Teaching Youth in Business Education with Special Needs

**Prerequisite(s):**

**Course Credit:** 3  
**Course Hours:** 3

**College:** Education  
**Department:** Workforce Education

**Required Text(s):**  


All students are required to purchase the required text by the third class meeting.

**Supplies:**

**Faculty Name:** Dawn H. Dennis  
**Term and Year:** Spring 2010

**Place and Time:** TBA

**Office Location:** GECA 307  
**Telephone:** 850-599-3061

**e-mail:** dawn.holleydennis@famu.edu

<table>
<thead>
<tr>
<th>Office Hours</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Course Description**

This course provides an overview of the commonly known needs of high school students who are identified as special needs students in Business Education. Emphasis will be placed on identifying, organizing, and evaluating, instructional materials, content, and strategies appropriate for increasing students’ vocational achievement, social skills development and self-determination in preparation for successful vocational education skill attainment.

**Course Purpose**

The Teaching Youth in Business Education with Special Needs course is designed to provide students with an in-depth introduction to the needs of special needs of high school students enrolled in business/vocational skills education courses.
The Conceptual Framework in the Professional Education Unit at Florida A&M’s University College of Education is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of several activities and themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the unit strives to produce. The Educational Leadership Program has identified the professional content and experiences of the Educator Accomplished Practices specified by the Florida Standards Commission, the Florida Essential Teaching Competencies identified by the Florida Department of Education, the competencies and domains identified by the Florida Council for Educational Management and the standards identified by the National Council for the Accreditation of Teacher Education. Figure 1 provides a diagram of the Exemplary Professional Conceptual Framework. A list of the specific competencies is provided in the appendix.
TECHNOLOGY

- CF 2
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 2.1 (S)</td>
<td>Use a variety of technology tools and software to support student learning.</td>
<td>F: 4, 12</td>
<td>I: 6</td>
</tr>
</tbody>
</table>

VALUES

- CF 3
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 3.1 (S)</td>
<td>Work with colleagues in a professional manner.</td>
<td>F: 6</td>
<td>I: 2, 5</td>
</tr>
<tr>
<td>CF: 3.2 (S)</td>
<td>Use clear and accurate communication with students, families and other stakeholders.</td>
<td>F: 11, 6</td>
<td>I: 9, 10</td>
</tr>
<tr>
<td>CF: 3.3 (S, D)</td>
<td>Promote perspectives, ideas, people, and culture.</td>
<td>F: 5, 6</td>
<td>I: 1, 3</td>
</tr>
<tr>
<td>CF: 3.4 (D)</td>
<td>Demonstrate achievement of goals.</td>
<td>F: 3, 9</td>
<td>I: 5, 9</td>
</tr>
<tr>
<td>CF: 3.5 (D)</td>
<td>Create learning opportunities that foster cooperation, support, and individual participation among students.</td>
<td>F: 7, 2</td>
<td>I: 5, 10</td>
</tr>
</tbody>
</table>
CRITICAL THINKING

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

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 4.1 (K)</td>
<td>Demonstrate an understanding of a variety of instructional / professional</td>
<td>F: 4,</td>
<td>I: 4</td>
</tr>
<tr>
<td></td>
<td>strategies to encourage student development of critical thinking and</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CF: 4.2 (S)</td>
<td>Demonstrate the use of a variety of instructional / professional strategies</td>
<td>F: 2,</td>
<td>I: 4</td>
</tr>
<tr>
<td></td>
<td>to encourage students’ development of critical thinking and performance.</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>CF: 4.3 (D)</td>
<td>Create and foster opportunities for student learners to demonstrate critical</td>
<td>F: 4</td>
<td>I: 1,</td>
</tr>
<tr>
<td></td>
<td>thinking and self-directed learning as habits of mind.</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>CF: 4.4 (K)</td>
<td>Demonstrate the use of performance assessment techniques and strategies</td>
<td>F: 1,</td>
<td>I: 1,</td>
</tr>
<tr>
<td></td>
<td>that measure higher order thinking skills of student.</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>CF: 4.5 (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>F: 7,</td>
<td>I: 5,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>
Specific Behavioral Objectives

The Teaching Youth in Business Education with Special Needs Course Highlights 5 of the 12 Florida Educator’s Pre-Professional Accomplished Practices

<table>
<thead>
<tr>
<th>Critical thinking</th>
<th>Content knowledge</th>
<th>Role of the Teacher</th>
<th>Communication</th>
<th>Diversity</th>
</tr>
</thead>
</table>

The Teaching Youth in Business Education with Special Needs Course Highlights 6 of the 6 Conceptual Framework in the PEU

<table>
<thead>
<tr>
<th>Multiculturalism</th>
<th>Educational Technology</th>
<th>Values</th>
<th>Problem Solving</th>
<th>Professionalism</th>
<th>Urban &amp; Rural Education</th>
</tr>
</thead>
</table>

The following course objectives include the Accomplished Practice principles addressed during this course. For further details refer to the appendices of this syllabus

The student will be able to:

OBJ1: Explain and articulate knowledge of the general nature of students with special needs.

OBJ2: Explain and articulate knowledge of the historical, legal, and ethical considerations that greatly influence special education.

OBJ3: Explain and analyze the human factors that determines the levels of disability i.e., physical disabilities, poverty, mental disability, emotional problems, severe family situations, or lack of power, etc.

OBJ4: Explain and articulate knowledge of the U.S. legislation that defines and governs special needs in education.

OBJ5: Demonstrate the how to adapt business education subject matter content to the needs of special learning populations.

OBJ6: Articulates, appreciates, values and understands the need to stay abreast of the methods of teaching students with special needs, as well as stay abreast of the historical, legal and ethical considerations that influences special needs in career and technical education.
Note: The Teaching Youth in Business Education with Special Needs course is a graduate level course that is not required in order to obtain State of Florida teacher certification. Hence NCATE state standards alignment is not applicable. However, competencies in the Teaching Youth in Business Education with Special Needs course do compliment and align with the following standards:

**INTASC** - Interstate New Teacher Assessment and Support Consortium (Themes)
- 1. Diverse Learners
- 2. Multiple Instructional Strategies
- 3. Motivation and Management
- 4. Planning
- 5. Assessment

**NSBEA** - National Standards for Business Education Association

**FEAPP** - Florida Educator’s Accomplished Practices – Pre-Professional (Themes)
- 1. Critical Thinking
- 2. Content Knowledge
- 3. Problem Solving
- 4. Diversity
- 5. Role of the Teacher

**PEUCF** - Professional Education Unit’s Conceptual Framework (Themes)
- 1. Diversity
- 2. Technology
- 3. Values
- 4. Critical Thinking
- 5. Professionalism
- 6. Urban/Rural

**SCANS** - Secretary’s Commission on Achieving Necessary Skills for Work (Reference)

### STANDARDS MATRIX

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Knowledge</th>
<th>Skills</th>
<th>Disposition</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBJ1</td>
<td>x</td>
<td></td>
<td></td>
<td>NBEA; FEAPP 1-3; PEUCF 3-4; SSS 1-4</td>
</tr>
<tr>
<td>OBJ2</td>
<td>x</td>
<td></td>
<td></td>
<td>NBEA; FEAPP 1-3; PEUCF 3-4; SSS 1-4</td>
</tr>
<tr>
<td>OBJ3</td>
<td>x</td>
<td></td>
<td></td>
<td>NBEA; FEAPP 1-3; PEUCF 3-4; SSS 1-4</td>
</tr>
<tr>
<td>OBJ4</td>
<td>x</td>
<td></td>
<td></td>
<td>NBEA; FEAPP 1-3; PEUCF 3-4; SSS 1-4</td>
</tr>
<tr>
<td>OBJ5</td>
<td></td>
<td>x</td>
<td></td>
<td>NBEA; FEAPP 1-3; PEUCF 3-4; SSS 1-4</td>
</tr>
<tr>
<td>OBJ6</td>
<td></td>
<td>x</td>
<td>x</td>
<td>NBEA; FEAPP 1-3; PEUCF 3-4; SSS 1-4; INTASC 3-1-6; 5; 1-2; 7; 1-2; 8; 1-3</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

Topical Outline

TOPOICAL OUTLINE GUIDE

PART I: SETTING THE STAGE

Chapter 1 What Are Special Learning Needs?

CRITICAL THINKING DISCUSSION/COMMUNICATION/VALUES/DIVERSE LEARNERS/MOTIVATION & MANAGEMENT FOCUS: Define “special learning” populations. Identify some of the physical, emotional and mental learning abilities that high school students may manifest.

NBEA; FEAPP 1-3; PEUCF 3-4; SSS 1-4

PART II: THE LEGAL AND ETHICAL ENVIRONMENTAL FRAMEWORK

Chapter 2 The Legal Framework that Governs Special Needs Populations in Education

NBEA; FEAPP 1-3; PEUCF 3-4; SSS 1-4; INTASC 3;1-6; 5; 1-2 7; 1-2; 8; 1-3

CRITICAL THINKING DISCUSSION/COMMUNICATION/PROBLEM SOLVING FOCUS: Identify legislations that govern special needs population.

CRITICAL THINKING DISCUSSION/COMMUNICATION/PROBLEM SOLVING FOCUS: Discuss the implications of the No Child Left Behind legislation, the Vocational Education Act and the Carl D. Perkins Act on special need populations.
PART III – PRACTICING TEACHING STRATEGIES

Chapter 3 Identifying Teaching Strategies Appropriate for Increasing Special Needs Population’s Achievement

NBEA; FEAPP 1-3; PEUCF 3-4; SSS 1-4; INTASC 3;1-6; 5; 1-2 7; 1-2; 8; 1-3

Student activity: Research
CONTENT KNOWLEDGE/COMMUNICATION/PLANNING/ASSESSMENT FOCUS: Collect and demonstrate three (3) teaching strategies that may be used to increase special needs student’s achievement in business education courses.

Chapter 4 Organizing Teaching Strategies Appropriate for Increasing Special Needs Population’s Achievement

NBEA; FEAPP 1-3; PEUCF 3-4; SSS 1-4; INTASC 3;1-6; 5; 1-2 7; 1-2; 8; 1-

Student activity: Research
CONTENT KNOWLEDGE/COMMUNICATION/PLANNING/ASSESSMENT FOCUS: Collect and demonstrate three (3) organizing teaching strategies that may be used to increase special needs student’s achievement in business education courses.

Chapter 5 Evaluating Instructional Materials, Content and Teaching Strategies Appropriate for Increasing Special Needs Population’s Achievement

NBEA; FEAPP 1-3; PEUCF 3-4; SSS 1-4; INTASC 3;1-6; 5; 1-2 7; 1-2; 8; 1-

Student activity: Research
CONTENT KNOWLEDGE/COMMUNICATION/PLANNING/ASSESSMENT FOCUS: Research the at least three (3) sources that provide a framework for identifying, organizing, evaluating, instructional materials, content and strategies appropriate for increasing special needs population’s achievement in vocational education courses.

Capstone Project
Final examination
Use of Technology

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

Teaching Methods

Lectures, guest speakers, discussions and student-generated activities will guide the teaching methodologies and strategies used in the Teaching Youth in Business Education with Special Needs course. Students will participate in classroom, homework and Internet assignments that may include reading assignments from additional textbooks, journals, handouts and lectures; term project and examinations; role play and group discussions; metaphors and mnemonic devices; computer-based tutorial, action research, oral presentation by class members. Each student is encouraged to read appropriate documents (e.g. textbooks, handouts, related readings) in advance.

Course Evaluation / Grading

OVERALL COURSE EVALUATION

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

Students will be evaluated by the following course requirements:

<table>
<thead>
<tr>
<th>Maximum Points</th>
<th>PARTICIPATION/ATTENDANCE</th>
<th>PRESENTATIONS</th>
<th>ASSIGNMENTS</th>
<th>SPECIAL CAPSTONE PROJECT</th>
<th>TESTS/EXAMINATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>150</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>See Class Policies Details</td>
<td>See Course Requirements Details</td>
<td>See Course Requirements Details</td>
<td>TBA</td>
<td>See Class Policies Details</td>
</tr>
</tbody>
</table>

TOTAL MAX. POINTS 550

Note: Students must complete at least 70% of the coursework in order to pass the course. Students are strongly urged to keep their own record of points earned.
Assignments: Throughout the 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 making a chapter summary presentation assigned from the text.

On the occasion that chapter summary presentations are required, students are to follow the following guidelines for planning, constructing and executing chapter presentations:

I. Methodologies and Philosophies
During chapter summary presentations, student/presenter will take on the role of teacher. The presenter may employ his or her choice of presentation methodologies and philosophies, but the presenter must develop and follow a lesson plan that adheres to a prescribed timeline provided by the professor. The various methodologies that may be used includes: the critical thinking discussions and questions and inquiries found in the syllabus and text, lectures, homework assignments, class assignments, examinations, role-play and games, class discussions, metaphors and mnemonic devices, instructional aids, handouts, other reference material, and guest speakers.

II. Presentations
The presenter may employ any instructional technology that will help to illuminate the presentation i.e., use of projectors, PowerPoint presentations, various software. Some presentation items may be obtained through the professor’s office. The media center is another source for equipment. Arrangements to borrow equipment through the media center must be made in advance of a presentation. The professor’s signature is required in order to reserve equipment through the media center.

III. Exams/ Quizzes
Presenters may administer exams and/or quizzes. However, exams and/or quizzes will be rated as a part of the presentation.

VI. Evaluations
Students will evaluate presenters using a peer evaluation form. Total average of the peer evaluation will determine the final points for presentations. Presenters could receive a maximum of 100 points for their individual presentation. Note: Some student presentations may be evaluated solely by the professor.
Course Policies

Dispositions  As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson's handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

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.

CLASS PARTICIPATION:  Class participation usually enhances learning for all, especially for those who participate. In order to demonstrate active class participate, students must participate in classroom discussions and complete assigned homework, readings and activities. Further evidence of class participation is observed in students who bring the assigned textbook to every class. The absence of the assigned textbook in class constitutes non-participation, which will result in grade point deductions (2.5 points @day are deducted or 5 points @ day for classes meeting only once a week.) Positive contributions to class discussions are expected for every class period. Consistency in bringing textbook/materials to class, professional behavior and attendance are considered in determining final grade.

Mannix, D. (2009)


http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te800.htm


http://www.google.com/search?hl=en&q=business+education+special+needs+&btnG=Search&aq=f&oq=&aqi=