FAYETTEVILLE STATE UNIVERSITY
School of Education
Department of Educational Leadership
Fayetteville, NC
Spring 2015

1. LOCATOR INFORMATION

Course Number and Name: EDUC 330-01 Educational Psychology and Human Development
Semester: Spring 2015
Credit Hours: 3
Course Location & Meeting Time: Thursday 6:00-8:50pm, Butler Rm 361

Instructor: Dr. Mary Ombonga
Office Location: BU 256
Office Telephone: (910) 672-1002 Fax (910) 672-2075
Email: mombonga@uncfsu.edu
Office Hours: Tuesday 1:00 pm-5:00pm and Thursday 11:00am-3:00pm
and by appointment

2. FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

3. COURSE DESCRIPTION
This course is aligned to the standards of the School of Education’s conceptual framework as well as the Department of Public Instruction (DPI). The course explores human development and the application of psychological theories to learning and teaching
in pre-K12 educational settings. Focusing on the core stages of human development - from infancy, through adolescence, to early adulthood - the course explores theories of cognitive and emotional development, theories of motivation and learning, individual differences, exceptional children, and how these and other principles of educational psychology may impact student learning, behavior, and achievement. **A 10-clock hour field experience in an educational setting is a required part of the course.**

4. **Disabled Student Services:**
   In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

5. **Title IX – Sexual Misconduct**
   Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link:
   [http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf](http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf)

   **Consulting with a Health Care Professional** - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

   
   **Ms. Pamela C. Fisher**  
   Licensed Professional Counselor  
   Spaulding Building, Room 165  
   (910) 672-387  
   psmith@uncfsu.edu  

   **Ms. Linda Melvin**  
   Director, Student Health Services  
   Spaulding Building, Room 121  
   (910) 672-1454  
   lmelvi10@uncfsu.edu  

   **Reporting an Incident of Sexual Misconduct** - The University encourages students to **report** incidents of sexual misconduct. A student who wishes to **report** sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

   **Ms. Victoria Ratliff**  
   Deputy Title IX Coordinator for Students  
   Spaulding Building, Room 155  
   (910) 672-1222  
   vratliff@uncfsu.edu

6. **REQUIRED TEXTBOOK**
   Pearson FSU Custom Textbook: Educational Psychology and. EDUC 330  
   Available at the FSU student bookstore.  
   Author: Robert Slavin  
   **ISBN:** 9781269763011
The professor may provide additional readings and handouts to augment the textbook and course content.

7. SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK
The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a Facilitator of Learning, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit’s vision which underscores the school’s purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

<table>
<thead>
<tr>
<th>Conceptual Framework Themes</th>
<th>School of Education Expectations</th>
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<tbody>
<tr>
<td>Caring Dispositions and Ethical Responsibility  (1)</td>
<td>Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.</td>
</tr>
<tr>
<td>Communication (2)</td>
<td>Candidates communicate effectively and proficiently with all students, parents, peers, and administrators.</td>
</tr>
<tr>
<td>Knowledgeable and Reflective (3)</td>
<td>Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.</td>
</tr>
<tr>
<td>Research and Leadership (4)</td>
<td>Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to inform practice and to participate in</td>
</tr>
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</table>
research to expand their knowledge bases.

Respect for Diversity and Individual Worth (5) Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.

Technological Competence and Educational Applications (6) Candidates understand that technology is a tool that supports learning and know how to utilize technology to enhance instruction, learning, research, and data management.

Working with Families and Communities (7) Candidates understand the contemporary family and communities and use that knowledge to help students learn, achieve, and succeed in life.

North Carolina Department of Public Instruction (NC DPI) Professional Teaching Standards
The North Carolina Professional Teaching Standards, developed by NCDPI, are aligned to the expectations and requirements of the course. The standards are identified below. (The standards, in their entirety, will be distributed in class.)

<table>
<thead>
<tr>
<th>I: Teachers demonstrate leadership</th>
<th>II: Teachers establish a respectful environment for a diverse population of students</th>
<th>III: Teachers know the content they teach</th>
<th>IV: Teachers facilitate learning for their students</th>
<th>V: Teachers reflect on their practice</th>
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NCDPI Technology Standards
The following technology standards developed by NC DPI will also be addressed through the activities outlined in this course.

<table>
<thead>
<tr>
<th>I: Teachers demonstrate a sound understanding of technology operations and concepts.</th>
<th>II: Teachers plan and design effective learning environments and experiences supported by technology.</th>
<th>III: Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.</th>
<th>IV: Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.</th>
<th>V: Teachers use technology to enhance their productivity and professional practice.</th>
<th>VI: Teachers understand the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice</th>
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</table>

NCDPI Diversity Standards
The following diversity standards developed by NC DPI will also be addressed through the activities outlined in this course.

<table>
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<tr>
<th>Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and</th>
<th>Teachers understand how students’ cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning</th>
<th>Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members, and</th>
<th>Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the</th>
<th>Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues,</th>
<th>Teachers of diverse students are reflective practitioners who are committed to</th>
</tr>
</thead>
</table>

Syllabus EDUC 330-01 Educational Psychology Spring 2015
learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners. and address these factors when making instructional decisions. agencies that enhance the educational experiences and well being of diverse learners. classroom environment to meet the needs of individual learners. their school and the advancement of educational equity. educational equity.

8. PERFORMANCE EXPECTATIONS (LEARNING OUTCOMES): Upon completion of the course, each student will demonstrate knowledge of:

   A. Theories of cognitive development, including Piaget’s theory and the contraposition taken by some psychologists who do not fully accept the theory. (Core Standards: 4a, 4e)
   B. Learning theories as they relate to cognitive development, including behavioral theories and the techniques for processing information and developing strategies for improving memory. (Core Standards: 2d, 4a, 4c, 4e)
   C. The theories of learning as a basis upon which their own theories of teaching must be developed. (Core standards, 5a, 5b)
   D. The importance of utilizing goals and objectives throughout the teaching process and be able to categorize them as long term versus short term -- utilizing goals and goal oriented teaching to improve the teaching process. Core Standards: 1a, 1b, 2c, 2e, 5b)
   E. The need for expanding the scope of the teacher's activity in the classroom beyond “teaching the textbook”. This learning carries beyond the classroom into the home - the teacher should not be averse to making the child's home a point of visitation. (Core Standards: 1a, 2a, 2e, 5c)
   F. The neophyte teacher and the successful teacher, and be able to identify and apply the techniques required to get “maximum performance” from students. (Core Standards: 1a, 1b, 2d, 2e, 4c, 4d, 4e, 4g)
   G. The differences between memory, retention, recognition and recall, and the relationship of transfer to all of the aforementioned entities. An understanding and familiarity with these relationships is essential to effective teaching methods. (Core Standards: 2b, 4a, 4b, 4c, 4h, 5a)

Students will acquire skills that will enable them to:

   A. Define teaching and learning.
   B. See the classroom as an agent of social influence where interpersonal relationships can be directed in a manner that will develop desirable patterns of behavior.
   C. Discuss the use of "Educational Psychology" as an applied science in regard to theory building and refining and the application of such theories to classroom practice.
   D. Use assessment devices to determine the various characteristics of students in addition to achievement, ability, and interest: (1) Being able to ask for the kinds of assistance needed to establish individual student profiles; (2) Setting up data on the characteristics achievement, etc., of students so that it can be clearly understood by parents and others; (3) Being able to interpret the data provided by the specialists in the area of assessment who also provide assistance in assessing the specific characteristics of students.

Students will demonstrate dispositions that will enable them to:

   A. Keep abreast of new ideas and understandings in the field of education.
B. Understand and accept that "Why Teaching is the Hardest Job in the World and why Teachers Secretly Love it - A Dedication.”
C. Recognize that all students are individuals with a variety of cognitive, physical, and social differences.

9. GENERAL REQUIREMENTS
The following guidelines will assist when communicating.
   1. “Bb” refers to Blackboard whenever it is used.
   2. Email will be the primary form of communication for this course. In the event communication is not possible through email, a phone call should be made.
   3. When emailing, use the course number (EDUC 330-D1) and subject headers in the “subject line” of the email. For example:
      a. If you have a question place “EDUC 330-D1Question” in the subject line.
      b. If there is a technical (Blackboard) problem with an exam, place “EDUC 330-D1 Problem with Exam” in the subject line. Be certain to indicate the exam to which you are referring.

10. EVALUATION CRITERIA
Course assignments: %
   Chapter Exams (includes midterm and final) 60
   Research paper 10
   Field Experience report 10
   In class Presentation (group) 10
   Attendance and participation 10

All components of evaluation must be completed on time in order to receive full credit and a grade. Assignments have specific due dates. All late assignments will be accepted at the discretion of the instructor and if accepted may have points deducted.

Each exam must be completed on or by the assigned due date and no make-up will be offered. Any change to this policy is completely at the discretion of the instructor.

University Grading Scale:
   A = 92% - 100%
   B = 83% - 91%
   C = 73% - 82%
   D = 64% - 72%
   F = 63% and below

Attendance and Participation
Class attendance and participation class are very important and constitute a part of the grade for the course.

Students are expected to attend all class meeting, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. When students must miss class(es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities—they are responsible for informing faculty of the reasons for the absences in advance if possible, and completing all missed
assignments. Faculty members will indicate in their syllabi the conditions for making up missed assignments.

During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.

*Students must not expect faculty to withdraw them from classes.

11. COURSE OUTLINE

**Week 1. Thursday January 15 (CAMPUS)**
- Introduction and review of syllabus
- Chapter 1 – Educational Psychology
- Review Field Experience Requirements
- Submit signed signature page (at the bottom of syllabus)
- Review research paper– Format and Requirements

**Week 2. Thursday January 22**
- Chapter 1-Educational Psychology (cont.)
- Chapter 2 - Cognitive, Language, and Literacy Development
- Monday January 19: University closed (Martin Luther King Jr holiday)

**Week 3. Thursday January 29 (CAMPUS)**
- Chapter 2- Cognitive, Language, and Literacy Development
- Chapter Exam #1 (Chapters 1&2)

**Week 4. Thursday February 5**
- Chapter 3- Social, Moral, and Emotional Development (cont.)
- Chapter 4- Student Diversity
- Submit research topic for approval

**Week 5. Thursday February 12 (CAMPUS)**
- Chapter 4-Student Diversity
- Chapter Exam #2 (Chapters 3&4)

**Week 6. Thursday February 19**
- Chapter 5– Behavioral Theories of Learning
- Submit introduction to research paper

**Week 7. Thursday February 26 (CAMPUS)**
- Chapter 6– Information Processing and Cognitive Theories of Learning
Week 8. Thursday March 5
- Chapter 6 - Information Processing and Cognitive Theories of Learning cont’d
- MID-TERM EXAM – (Chapters 5&6)
- Submit 5 Journal articles for research paper

Week 9. Thursday March 12
- Spring break

Week 10. Thursday March 19 (CAMPUS)
- Chapter 7 - The Effective Lesson
- Chapter 8 - Student-Centered and Constructivist Approaches to Instruction
- In class group presentations
- Submit rough draft of research paper

Week 11. Thursday March 26
- Chapter 8 – Student-Centered and Constructivist Approaches to Instruction cont.

Week 12. Thursday April 2 (CAMPUS)
- Chapter Exam # 4 (Chapters 7& 8)
- Chapter 9- Grouping, Differentiation, and Technology

Friday April 3- university closed

Week 13. Thursday April 9
- Chapter 10 – Motivating Students to Learn
- Chapter 11- Effective Learning Environments
- Final research paper due

Week 14. Thursday April 16 (CAMPUS)
- Chapter Exam # 5 chapter 9,10 & 11

Week 15. Thursday April 23
- Chapter 13- Assessing Student Learning
- Chapter 14 -Standardized Tests and Accountability
- Field Experience report due

Week 16. Thursday April 30 (CAMPUS)
- Last week of classes

Week 17. Thursday May 7
- Final Exam - chapter 12,13, and 14

May 9: Commencements (9:00AM)

12. ASSIGNMENTS
a). Exams: All Chapter exams including midterm and final will be available on blackboard, on the exams tab.
All exams will cover two to three chapters at a maximum. This is also the case for both the midterm and the final exams. Please note that all exams will be scheduled over a 2-day period (from 7:00 a.m. Friday mornings to 11:59pm Sunday evenings). The date posted in the schedule always reflects the beginning time for the exam period (Friday). Exams will be in Blackboard’s “Exams” folder on the Content Area menu. You are expected to study each assigned chapter thoroughly before taking the exam. Exams will cover entire chapters and will be in multiple-choice format, comprising of at least 40 items with a two (2) hour time limit. The exams are purposely timed to prevent attempts at reading the text, for the first time, while taking it. The textbook may be used to assist with taking exams. I recommend reading and studying each chapter over the course of two weeks between exams. After the exam, you are welcome to review your test performance and if need be, schedule a conference with the instructor. The conference may be conducted by phone or face-to-face.

Please note: Exams are your responsibility. Therefore, create reminders for yourself so that none of them are missed. The only exception to the exam schedule is the final exam which will be administered following the university schedule.

b). Field Experience/observation/Practicum Report: Due date April 24. Each student will complete a cumulative field experience report to describe, discuss, and connect the experiences in the classroom to theories and other concepts covered in class. The report should be at least two pages long (double-spaced). Please refer to the Field Experience Manual for completion of this activity. The Field Experience Evaluation Form and the Time Log are to be completed and signed by the supervising teacher. The forms will be available on the contents tab in blackboard.

Forms are also available at: http://www.uncfsu.edu/ote/forms.htm. (NCDPI PTS All; CF All; Core Standards: 1a, 1b, 2a, 2b, 2c).

Please note:
- This assignment requires observation in a classroom.
- Requires a reflective written report.
- Failure to complete the Field Experience assignment will result in a course grade of “F.”

c). Research paper- due April 10, 2015…Start working on this soon.
The paper should focus on a particular activity within the educational setting (e.g. student learning, strategies for improving student learning, impact of parental involvement, results of leadership and teacher involvement, diversity, differentiated instruction etc). Feel free to pick a topic from the course textbook. Pick an area you could like to learn more about. Each student is responsible for collecting five (5) research articles/sources that support their paper. The paper must follow APA style format. The paper should be no more than 10 double-spaced pages typed in 12 font size using Times New Roman. This paper will be completed in stages, i) identifying a topic, ii) research resources, iii) introduction, iv) final write up. Please utilize the library, the university writing center, and other resources for your research paper. When you have made a decision on your topic, submit it under the research topic tab on the assignments tab on blackboard. Start thinking about your topic from now and Make a decision by February 5, 2015. If you have any questions or concerns, please email me or call 910-672-1002.
d) **In class presentation.** For this assignment, you will be assigned a group and the task to be completed by your group and presented to the class. Topics and instructions regarding the presentation will be given in class.

Please note, all assignments and exams are due by assigned due date. If an assignment or an exam is missed due to circumstances beyond the student’s control they may be allowed to make it up provided there is documented evidence explaining/justifying the occurrence, otherwise no make-up will be offered. Forgetting to complete and submit an assignment or to take an exam does not qualify as explanation/justification. Any change to this policy is completely at the discretion of the instructor. Please note, it is your responsibility to take note of assignment due dates and exam dates. You can create and manage your own personal calendar for assigned tasks and corresponding due dates.

13. **TEACHING STRATEGIES**

- This course will be conducted in a participatory learning-centered environment. Teaching strategies will include dialogue, small groups, lecture, discussion, student presentations, written reflection, and research. Blackboard will be an essential platform for course instruction, student participation, communication, discussion, assignments, and exams.

- Please note that email communication and responses will be done in a timely manner. You should expect a reply within 48 hours to your emails, however this is not an absolute, there may be circumstances that may prevent me from responding within the 48 hour timeframe. I will not be able to respond to emails during weekends (Friday 5pm-Monday 8am), unless it is an emergency.

**Backboard Help and Support**

*Online Student Training Orientations*

For information on using Blackboard or getting familiar with the online learning environment please contact our Online Coordinator Shunta’ Hailey at (shailey1@uncfsu.edu).

http://www.uncfsu.edu/onlineeducation/Help_and_Support.htm

http://www.uncfsu.edu/onlineeducation/Training_Library_.htm

**Blackboard Etiquette**

Please remember to carefully consider your tone when posting messages to Blackboard. Since there are no clues, other than the message posted, pay careful attention to your language the manner in which you post messages so that they will not be taken out of context. In addition, keep the level of discourse at a collegial level, please refrain from using “slang” when posting messages (i.e. “i no ur readin @ home” or “i a’nt comin 2 class 2day” is not acceptable). Please use complete and coherent thoughts utilizing appropriate language, punctuation, and capitalization.

14. **UNIVERSITY POLICIES**

Institutional Guidelines: Disruptive Behavior in the Classroom The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code Syllabus EDUC 330-01 Educational Psychology Spring 2015
of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes. 

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): A students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights of all members of the class. The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

15. REFERENCES (Suggested Readings, Internet and/or Multi-media Resources)


PLEASE NOTE THAT THIS SYLLABUS AND THE SCHEDULES CONTAINED HEREIN ARE SUBJECT TO CHANGE. The instructor reserves the right to make necessary changes to the syllabus but will notify you in writing should any changes occur.

Please read the Ethics Agreement below carefully and then complete, sign, and submit the signature page that follows using one of the various ways outlined at the bottom of the page.

As a student in this online class, EDU330-D1, I agree to abide by the following guidelines:
I will thoroughly review the course syllabus and the course website on Blackboard and visit it regularly to ensure I am aware of announcements, assignments, deadlines, and meetings.
I understand that assignments that are not submitted to Blackboard within 3 days past the due date will receive a grade of 0.

I will not plagiarize. Plagiarism encompasses presenting, as one’s own, the words, work, or opinions of someone else without proper acknowledgment. Unintentional plagiarism is still considered plagiarism, and subject to all available university sanctions. Copy right rules also apply to users of the Internet who cite from Internet sources without proper acknowledgement. Information and graphics accessed electronically must also be cited, giving credit to the sources.

Academic dishonesty is contrary to the ethics of the teaching profession, unfair to other students, and will not be tolerated in any form. All written assignments should include the following signed pledge: “I have Neither given nor received unauthorized aid in preparing this written work.”

I will communicate with the course instructor or appropriate help desk if I need assistance, after having reviewed the site to determine I have followed instructions properly.
LOCATOR INFORMATION
Instructor: Dr. Mary Ombonga
Office Location: BU256
Office Telephone: (910) 672-1002
Email: mombonga@uncfsu.edu
Office Hours: By appointment

Course Number and Name: EDUC 330 – D1: Educational Psychology
Semester: Spring 2015
Credit Hours: 3
Course Location & Meeting Time: Online

My signature below affirms that I have reviewed the course syllabus and that I have read the Ethics Agreement above and that I do understand its contents, and that all of my questions/concerns have been addressed satisfactorily.

____________________________________  ______________________________  ________________
Student’s Name (print)  Student’s Signature  Date

____________________________________  ______________________________
Major  Classification (e.g. freshman, etc.)

____________________________________  ______________________________
Home Phone  Cell Phone

Please complete, sign, and return this signature page of the syllabus to me by 12:00pm. Friday January 16, 2015. The page may be scanned and submitted to the assignments folder in blackboard, emailed to mombonga@uncfsu.edu, faxed to; (910) 672 – 2075) or drop a signed hard copy by my office in room 256. You can put it in the basket outside my office door if I am not in or send by mail to: Dr. Mary Ombonga FSU Dept. of Educational Leadership • 1200 Marchison Rd. Newbold Station • Fayetteville • NC • 28301