SYLLABUS
Classroom Management Strategies for Exceptional Children

Course Number: SPED 410-D1
(3 credits)

“The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.”

Instructor: Dr. Cathy B. Kosterman
Phone Number: 910-672-1184/828-263-8807/828-773-8044
Email Address: ckosterman@uncfsu.edu
Semester: Fall 2014
Course Location: Online
Meeting Day &Time: Online
Office Hours: Tues. 12 – 6, Wed. 9 - 11
Office Location: 248 Butler
COURSE DESCRIPTION
A practical course in the theories and applications of disciplinary practice suitable to exceptional children, with emphasis on the developmental stages of discipline, on the development of the teacher as an effective communicator and problem solver, and on the implementation of appropriate strategies of classroom management.

TEXTBOOK

Online resources

SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK

Description
The vision of the School of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Our candidates leave their programs of study knowledgeable about their subject matter, experienced in the teaching process, and prepared to use their knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents and is organized around the philosophical and theoretical underpinnings of the seven key tenets of the conceptual framework (caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities).

The conceptual framework, explicated by a philosophy that is grounded in knowledge, has been a guiding force for program development, review, and assessment for over a decade. The conceptual framework embodies the standards by which programs unit-wide are developed, evaluated, and revised. It represents our system of beliefs, our values, and practices that determine how we instruct and interact with candidates, P-12 educators, students, and families. The conceptual framework builds on the unit’s vision and mission statements.

Through our philosophy, the conceptual framework provides direction for our curriculum and programs. It clearly identifies the knowledge base that under grids our curriculum and programs, what the unit will teach (based on state and national standards); explains how the unit will teach (based on our knowledge base and sound research practices); why it teaches as it does and why these strategies will yield the required results for your knowledgeable, reflective, and caring professionals. It reiterates its commitments to diversity, research, leadership, and technology and delineates the dispositions, attitudes, and values we believe that our candidates should demonstrate.

The unit’s philosophy helps shape our conceptual framework themes and the knowledge base on which the candidates’ proficiencies, assessments, and evaluations measures are based. The conceptual framework is linked to our beliefs, values, and philosophy about teaching and learning. All facets of the conceptual framework are interrelated, interdependent, and interactive. Our themes are caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities. The candidate proficiencies, which are an outgrowth of the conceptual framework themes, are accomplished through teaching, research, and service.

The conceptual framework themes help to strengthen the unit’s and institution’s mission and vision of a caring candidate who has in-depth knowledge of teaching, students, and their families and who will be prepared for a diverse, technological, and global society today and in the future. The conceptual framework underscores the
importance of assuring that our candidates understand the contemporary family and use that knowledge to help students learn, achieve, and succeed in life. The program helps our education professionals to develop sensitivity to all types of diversity and to practice responsive pedagogy. Candidates understand that technology is a tool to learn with and know how to utilize technology to enhance instruction, learning, research, and data management. The program produces teachers who become leaders in their schools, communities, and professional organizations. The unit graduates teachers and school executives who collect and analyze data and use research effectively to improve teaching and learning for all students. Caring teachers are committed to working with all learners, culturally diverse families, and in promoting the success of all students. In short, our conceptual framework was collaboratively developed, has been shared with all stakeholders, and is coherent, knowledge based, and consistently evaluated and updated.

<table>
<thead>
<tr>
<th>Conceptual Framework Themes</th>
<th>School of Education Expectations</th>
</tr>
</thead>
<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 understand the importance of world languages and 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, district, and higher education executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to expand their knowledge base and make evidence-based decisions.</td>
</tr>
<tr>
<td>Respect for Diversity and Individual Worth (5)</td>
<td>Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.</td>
</tr>
<tr>
<td>Technological Competence and Applications for Student Learning (6)</td>
<td>Candidates understand that technology is a tool that supports learning. Candidates incorporate technologies appropriately to enhance instruction, learning, research, and data management.</td>
</tr>
<tr>
<td>Working with Families and Communities (7)</td>
<td>Candidates understand and are able to identify the characteristics of diverse families and communities. Candidates will use that knowledge to help students learn, achieve, and succeed in life.</td>
</tr>
</tbody>
</table>

### FSU LEARNING OUTCOMES & NC STANDARDS

**Special Education – Initial Learning Outcomes (by Oct. 2014)**

- Candidates will be able to demonstrate their understanding of the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. (Pos. Beh. Supports, Self Reflections/Disposition)
- Candidates will be able to produce evidence of their knowledge and analysis of the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs. (Surface Mgt. Project)
• Candidates will be able to exhibit their depth of understanding, research and strategies related to how the experiences of individuals with exceptional learning needs can impact families, as well as the individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community (Communicating with Parents & Families Project).

• Candidates will be able to create products of learning that show activity and resourcefulness in seeking to understand how primary language, culture, and familial backgrounds interact with an individual’s exceptional condition to impact the individual’s academic and social abilities, attitudes, values, interests, and career options. (Assessing Beh. Project)

• Candidates will be able to facilitate learning for their students through a repertoire of evidence- and research based instructional strategies and technologies used to individualize instruction for individuals with exceptional learning needs. Functional Behavior Assessment Plan; Positive Behavioral Supports; Unit 1 assignments)

• Candidates will be able to lead in their profession by creating learning environments for individuals with exceptional learning needs that foster a school cultural of understanding, safety and emotional well being, positive social interactions, and active engagement of all individuals. (Redesigning Environmental Systems – Unit 2 Assignments)

• Candidates will be able to reflect and use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as collaborate with specialist in order to adjust instruction in response to ongoing learning progress. (Functional Behavior Assessment Plan)

SPED 410 is designated to review Developing level Learning Outcomes for the required Case Study Evidence completed in SPED 470. See Developing Learning Outcomes below:

Developing Level Learning Outcomes (by Oct., 2014)

• states or implies the writer’s position or thesis; shows control in the organization and development of ideas; explains some key ideas, supporting them with adequate reasons, examples, or details; displays adequate use of language; shows control of grammar, usage, and mechanics (Functional Behavior Assessment Plan)

• describes steps followed in conducting the study (Functional Behavior Assessment Plan)

• provides a population sample that indicates its size and major characteristics (e.g., age, grade level, ability level, and socioeconomic status (Functional Behavior Assessment Plan)

• describes the meeting and assistance for teachers and/or parents in implementing recommended interventions (Functional Behavior Assessment Plan).

• demonstrates how teachers contribute to students' progress toward high school graduation by following the North Carolina Common Core Standards and Essential Standards; uses data to identify the skills and abilities of students; describes the characteristics and importance of a safe and orderly classroom environment; understands positive management of student behavior (e.g., strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint (Functional Behavior Assessment Plan).
• uses a variety of data for short- and long-range planning of instruction; monitors and modifies instructional plans to enhance student learning; (Functional Behavior Assessment Plan).

• interprets data on student progress accurately and can draw appropriate conclusions (Functional Behavior Assessment Plan).

• identifies data sources to improve student's learning (Functional Behavior Assessment Plan).

SPED 410 is designated to review Developing level Learning Outcomes for the required Professional Collaboration Evidence completed in SPED 470. See Developing Learning Outcomes below:

Developing Level Outcomes: Professional Participation Project (by Oct., 2014)

• states or implies the writer’s position or thesis; shows control in the organization and development of ideas; explains some key ideas, supporting them with adequate reasons, examples, or details; displays adequate use of language; shows control of grammar, usage, and mechanics, but may display errors; evidence of style, in-text and bibliographic formatting. (Functional Behavior Assessment Plan).


• recognizes the need and identifies opportunities for professional growth(Functional Behavior Assessment Plan).

• understands strategies for enhancing communication between home and school and for engaging parents, guardians, and community members in schools (Functional Behavior Assessment Plan).

• attends required or expected activities for professional growth (Workshops/Seminars in MGSS, SOE, FSU, LEA’s).

NC Professional (by Oct. 2014)

<table>
<thead>
<tr>
<th>Standards Used in Course</th>
<th>NC Core Standards</th>
<th>CEC Common Core Standards; NCATE Standards</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>1. Teachers demonstrate leadership.</td>
<td># 9 Professional and Ethical Practice; # 10 Collaboration # 1 Knowledge, Skills, Dispositions</td>
<td>Professional Development activities</td>
</tr>
<tr>
<td>X</td>
<td>2. Teachers establish a respectful environment for a diverse population of students.</td>
<td># 5 Learning Environments and Social Interactions; # 1 Knowledge, Skills, Dispositions</td>
<td>Field Placement Activities</td>
</tr>
<tr>
<td>X</td>
<td>3. Teachers know the content they teach.</td>
<td>#3 Individual Learning Differences #4 Instructional Strategies;</td>
<td>Research Assignment Field Placement Activities</td>
</tr>
</tbody>
</table>
### Standard 1: Special Education: General Curriculum teacher candidates know the policies, process and procedures for providing special education services.

- **Know the Policies Governing Services for Children with Disabilities**
- **Understand the placement process from referral to delivery of services**
- **Know the typical characteristics of students in each disability category.**
- **Understand and facilitate effective planning for transitions** (preschool, school, postsecondary/adult).

### Standard 2: Special Education: General Curriculum teacher candidates have the knowledge and skills to use a variety of assessment techniques to plan and implement instruction, monitor student progress, and document learning.

- **Evaluate reliability, validity, and the technical soundness to select measures used in assessing students for eligibility, instructional decisions, and progress monitoring.**
- **Demonstrate instructional decisions using grade-level benchmarks, CBM, and progress monitoring data in a tiered model for differentiation of instruction.**
- **Assess students’ reading performance by obtaining measures of phonemic awareness, letter-sound association skills, word identification skills, fluency, vocabulary and comprehension.**
- **Assess students’ written language performance by gaining measures of fine motor skills,**
mechanics of writing, writing fluency and written expression.

- Assess students’ mathematics performance through analysis of error patterns and an understanding of the components of number sense (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic and geometric equation and proportional reasoning).
- Use age appropriate transition assessments for students ages 14 and above.

**Standard 3: Special Education: General Curriculum**

Teacher candidates have a broad working knowledge of research-validated instructional and behavioral strategies to facilitate learning across the curriculum for K-12 students.

Special Education: General Curriculum teacher candidates utilize research-validated instructional and behavioral strategies to facilitate learning across the various disciplines. Cognitive and behavioral techniques support the use of best practices for all students. Research-validated techniques support innovative integration of standards-based content with appropriate use of technology.

- Demonstrate how to teach social skills using explicit and systematic instruction.
- Demonstrate competency to design a self-management program and instruct students on implementation of program.
- Know research-validated cognitive learning strategies.
- Know research-validated meta-cognitive learning strategies.
- Demonstrate the principles of Universal Design for Learning through the use of multiple means of representation, expression, and engagement across the curriculum.
- Plan and facilitate comprehensive transition services.

**Standard 4: Special Education: General Curriculum**

Teacher candidates have the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, written expression, and mathematics.

Special Education: General Curriculum teacher candidates provide a comprehensive series of daily instructional lessons in communication skills, reading, written language and math that are systemic, explicit and multi-sensory.

- Understand the essential components of the English language (phonetics and phonology, sound production, morphology and orthography, semantics and syntax and pragmatics) and the impact of language on learning.
- Understand the critical components of comprehensive reading instruction (phonemic awareness, letter-sound associations, word identification, spelling, reading fluency, vocabulary, reading comprehension).
- Understand and provide instruction in the essential components of math instruction (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic and geometric application and proportional reasoning).
- Understand and provide instruction in the essential components of written language instruction (composition and conventions).
Standard 5: Special Education: General Curriculum teacher candidates have the knowledge and skills to teach students to use behaviors that promote success in the learning environment, which include the development of social competence.

Special Education: General Curriculum teacher candidates use effective strategies that promote a positive learning environment. They also use small-group and individualized strategies that enable students with behavior problems to develop academic and social competence. Teacher candidates use individualized behavior management strategies for those with more severe behavior problems.

- Know how to establish rules and procedures that convey behavioral expectations.
- Demonstrate how to teach social skills using explicit and systematic instruction.
- Demonstrate competency to conduct and analyze a functional behavior assessment.
- Demonstrate competency to use functional behavioral assessment results to develop a positive behavior support plan based on research-validated interventions.
- Know how to implement individualized positive behavior support strategies based on functional behavior assessment results for students with significant behavior problems.

Standard 6: Special Education: General Curriculum teacher candidates collaborate and consult with families, general education teachers and other professionals to further the academic and social development of students.

Special Education: General Curriculum teacher candidates recognize how accessing resources and collaborating with families, schools, and the community can impact student success. Communicating and building trusting partnerships with families, including those from culturally and linguistically diverse backgrounds, are essential elements that must be implemented. Teacher candidates partner with families to gather critical information to assess student progress and design instruction. Inclusive education and other collaborative teaching models assist with providing access to the general curriculum.

- Demonstrate effective communication strategies
- Establish effective interagency collaboration with adult service providers
- Model evidence based variations of co-teaching
- Collaborate and consult with interpreters, translators, and other related / adult service providers.
- Maintain confidentiality
- Provide effective paraeducatorsupervision

* Students must be familiar with the Common Core State and NC Essential Standards Curriculum (available from [http://www.ncpublicschools.org/acre/standards/](http://www.ncpublicschools.org/acre/standards/); see also Support Tools links for both areas)

*One group of students with unique educational needs that has come under increasing focus in today’s world of global conflict, much of which involves US troops, is that of children who have close military connections. A short list of available resources is provided at the end of this syllabus.*
GENERAL REQUIREMENTS

A. Read text and online readings
B. Complete Assignments for Units 1-7 below (see Course Outline w/Assignment Schedule below; see also full explanation of assignments on Blackboard course site)

  Unit 1 -- Far Side Cartoon 15 points
  Unit 1 - Short term Objectives 25 points
  Unit 1 -- Task Analysis 50 points
  Unit 1 -- Antecedents and Setting Events 50 points
  Unit 2 -- Surface Management 100 points
  Unit 2 - School-wide Data 50 points
  Unit 3 -- Assessing Behavior 50 points
  Unit 3 -- Questions/Zapala 100 points
  Unit 3 -- Room Design 25 points
  Unit 4 -- Functional Behavior Assessment Plan (all pages) 200 points
  Unit 5 -- Self Management 50 points
  Unit 5 -- Contracting 10 points
  Unit 6 -- Class Meetings 25 points
  Unit 7 -- Roadblocks 50 points
  Unit 7 -- Respect and Empathy 50 points
  Unit 7--Communicating with Parents and Families & Dispositions (all parts) 150 points.

Extra Credit may be awarded with confirmation of workshops attended.

EVALUATION CRITERIA

All assignments must be submitted on time, or grades will be penalized. Incomplete grades will not be given unless there has been a conference with the instructor. Incompletes are designed to be given in emergency cases only. Please budget your time and adhere to the due dates for all assignments.

Final Grades will be assigned according to the FSU catalog grading guidelines and the new grading policy, which appears at the end of this syllabus.

Accumulated Points Grade Scale Used in This Course

- A 92-100 % of points = A  (915 points-1000 points)
- B 83-91 % = B  (825 – 914)
- C 73-82 % = C  (725 – 824)
- D 64-72 % = D (Graduate students may not receive a D) (635 – 724)
- F 63 % or less (Academic Failure) (630 or less points)

FN*=Failed due to non-attendance (See New FSU Grading Policy at the end of this syllabus)

I=Incomplete (Not normally issued in this course)

Final grades will be determined as follows: Total points accumulated/total points available.
FSU Incomplete Grade Policy:
"The grade of "I" is assigned when a student has maintained a passing average but for reasons beyond his or her control, is unable to complete some course requirement(s) such as a report, field experience, experiment, or examination. An "I" grade must be removed before the expiration of the first nine weeks of the of the student's next regular semester (fall or spring) of enrollment, or within twelve months of the last day of the semester or summer session in which the "I" was assigned, whichever comes first. If the "I" grade is not removed in the stipulated time limit, the grade will be converted to the grade of "F". Students are responsible for initiating the actions necessary to remove "I" grades."
"An extension to the time limit for removing an incomplete grade will be granted only once, and under extremely unusual circumstances. A request for such an extension must be made in writing, with appropriate documentation, to the instructor of the course, and must be approved by the instructor, his or her department chair, and dean, and submitted to the Office of the Registrar prior to the deadline for removing the incomplete grade." FSU catalog.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due dates on separate Assignments due sheet.</td>
<td>Unit 1: Introduction and Foundations of Positive Behavioral Supports</td>
<td>Unit 1-- Far Side Cartoon</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 1 - short term objectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 1 -- task analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 1 -- antecedents and setting events</td>
</tr>
<tr>
<td></td>
<td>Unit 2: Redesigning Environmental Systems</td>
<td>Unit 2 -- Surface Management</td>
</tr>
<tr>
<td></td>
<td>Unit 3: Functional Assessment</td>
<td>Unit 2 - school-wide data</td>
</tr>
<tr>
<td></td>
<td>Unit 4: Development and Implementation of PBS Plan</td>
<td>Unit 3 -- Assessing Behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 3 -- Questions/Zapala</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 3 -- Room Design</td>
</tr>
<tr>
<td></td>
<td>Unit 5: Intervention Strategies Part I</td>
<td>Unit 4 -- Functional Behavior Assessment Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 5 -- Self Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 5 -- Contracting</td>
</tr>
<tr>
<td></td>
<td>Unit 6: Intervention Strategies Part II</td>
<td>Unit 6 -- Class Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 7 -- Roadblocks</td>
</tr>
</tbody>
</table>
### Unit 7: Teaching Positive Communication Techniques

### Unit 7 -- Respect and Empathy
Unit 7--Communicating with Parents and Families & Dispositions

*see online schedule*

### Assignment Schedule: Timeline and Due Dates (by 12 midnight on following dates):

<table>
<thead>
<tr>
<th>Unit</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Ethics Agree (10)/Farside (15)</td>
<td>Aug. 23</td>
<td>25</td>
</tr>
<tr>
<td>Unit 1</td>
<td>Short Term ob. –</td>
<td>Aug. 26</td>
<td>50</td>
</tr>
<tr>
<td>Unit 1</td>
<td>Task Analysis –</td>
<td>Sept. 2</td>
<td>25</td>
</tr>
<tr>
<td>Unit 1</td>
<td>Antecedents/Events –</td>
<td>Sept. 7</td>
<td>50</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Surface Management –</td>
<td>Sept. 14</td>
<td>100</td>
</tr>
<tr>
<td>Unit 2</td>
<td>School Wide Data –</td>
<td>Sept. 21</td>
<td>50</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Assessing Behavior –</td>
<td>Sept. 28</td>
<td>50</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Questions/Zapala –</td>
<td>Oct. 5</td>
<td>100</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Room Design –</td>
<td>Oct. 12</td>
<td>25</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Funct.Beh. Assess. –</td>
<td>Oct. 19</td>
<td>200</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Contracting –</td>
<td>Oct. 22</td>
<td>25</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Self-Management -</td>
<td>Oct. 29</td>
<td>50</td>
</tr>
<tr>
<td>Unit 6</td>
<td>Class Meeting –</td>
<td>Nov. 2</td>
<td>25</td>
</tr>
<tr>
<td>Unit 7</td>
<td>Road Blocks –</td>
<td>Nov. 9</td>
<td>50</td>
</tr>
<tr>
<td>Unit 7</td>
<td>Respect and Empathy –</td>
<td>Nov. 16</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Communicating with Parents and Families</td>
<td>Dec. 6</td>
<td>150</td>
</tr>
</tbody>
</table>

Total Points=1000

### INSTITUTIONAL GUIDELINES

**Academic Integrity:** Dishonesty in Academic Affairs
Acts of dishonesty in any work constitutes academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet)
requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation. Actions outlined in the Fayetteville State University Student Handbook under Disciplinary System and Procedures will be followed for incidents of academic misconduct. The handbook may be obtained from the Office of Student Affairs located in the Collins Administration Building.  

Fayetteville State University Undergraduate Catalog pg. 85

**Behavior in the Classroom**

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code 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): All 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 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; and
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; or
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.

**Class Attendance**

Students are expected to attend all class meetings, 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. Likewise, students are expected to complete all assigned Blackboard activities within the assigned window of time. 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.
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 shall be allowed a minimum of two (2) excused absences each academic year for religious observances required by the faith of the student. Such absences must be requested in accordance with the procedures in this Policy.

The minimum of two (2) excused absences from classes for religious observances shall not be counted against any mandatory attendance requirements; however beyond the minimum stated in this Policy, instructors shall maintain authority to establish and enforce the attendance policy for the courses they are teaching.

Students shall be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance. Students shall not be relieved of their responsibility for any part of the course work required during their period of absence. Instructors may appropriately respond if a student fails to satisfactorily complete any alternative assignment or examination.

**Requesting an Absence due to Religious Observance**

A. At least ten (10) calendar days prior to the date of the observance, a student shall complete the Request for Class Absence Due to Required Religious Observance form and submit it to the Center for Personal Development.

B. If the student has provided the Request for Class Absence Due to Required Religious Observance form to the Center for Personal Development in the time prescribed, the student shall be granted the excused absence as prescribed by this Policy. The Center for Personal Development shall be responsible for notifying the student’s instructors of the student’s approved absence.

C. The Center for Personal Development shall also be responsible for denying a student’s request should the student have exceeded the student’s two (2) excused absences, as allowed by this Policy. In such instances, the student should make a request for an excused absence due to a religious observance directly to the student’s instructors. The instructor will evaluate the student’s request according to the guidelines in the course syllabus regarding excused absences. If the student’s request is approved, the student shall be responsible for completing all make-up assignments.

**Grade of Incomplete**

A grade of incomplete will only be assigned upon mutual agreement between instructor and student and in the case of extremely extenuating circumstances. Extenuating circumstances might include significant health issues or death in the immediate family. A contract will be developed between student and instructor outlining a plan for course completion and deadline for work to be submitted.

**Withdrawal from Class**

Complete the form available on the registrar’s website [http://www.uncfsu.edu/Registrar/forms.htm](http://www.uncfsu.edu/Registrar/forms.htm), obtain signatures from instructor and advisor, then return completed form to Registrar’s office. You will not receive any refund of tuition and fees for withdrawing from a class. You should strive to earn credit for any and all classes you are enrolled in. If you are withdrawing from all the courses in which you are enrolled, even if you are enrolled in only one course, you must withdraw from the university. Excessive
Withdrawals will jeopardize your financial aid. Ask Financial Aid about the 67% rule. Effective fall 2009 you will be permitted five no-penalty class withdrawals only. After 5 they will be calculated as "F".

Withdraw from the University
Withdraw from University means you are withdrawing from all classes for the semester due to circumstances that prevent you from being able to complete classes. Locate the deadlines for the drop/add period and withdrawal at the Office of the Registrar’s website: http://www.uncfsu.edu/registrar/index.htm. Also, in addition to your instructor, contact the Center for Personal Development at (910) 672 1203/1222 for additional support and information regarding special circumstances that prevent you from being able to complete classes.

Disabled Student Services
In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) 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.

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

Inclement Weather
We will follow the Fayetteville State University inclement weather schedule. Consult the university webpage, local radio and television statements for announcements. While the university may be closed, online courses may continue as scheduled.

Register your phone for emergency text alerts (optional). FSU has a state-of-the-art emergency alert system. One part of that system allows students to register a cell phone to receive text alerts about emergency situations on campus (e.g., closure due to inclement weather). To register a phone,

Go to the FSU Bronco Alert Emergency Message Sign-Up page.
Enter your Banner ID.
Enter your cell phone number, then enter it again to verify.
Click Submit.

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

SELECTED BIBLIOGRAPHY ON-LINE RESOURCES

Functional Behavioral Assessment

Conducting a Functional Behavioral Assessment
http://www.ped.state.nm.us/RtI/behavior/4.fba.11.28.pdf

Functional Behavioral Assessment
http://cecp.air.org/fba/
Functional Behavioral Assessment
http://www.behavioradvisor.com/FBA.html

Positive Behavior Support

Association for Positive Behavior Support
http://www.apbs.org/

Cohn, Positive Behavior Supports,


Positive Behavior Supports
http://www.familyvillage.wisc.edu/education/pbs.html

Selected Military Child Resources


Military Kids Connect. https://www.militarykidsconnect.org/

