SYLLABUS
Student Teaching in Special Education (6 sch)

Course Number: SPED 470-01
(6 credits)

Instructor: Dr. Virginia J. Dickens
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Email Address: vdickens@uncfsu.edu
Semester: Fall 2014
Course Location: Field Experience
Meeting Day & Time: TBA
Office Hours: Tues. 1230 – 430; Thurs. 1230-430
Office Location: Butler 248

[The instructor reserves the right to alter this syllabus as necessary for the benefit of the students and ensuring the students are informed.]
COURSE DESCRIPTION

This is a supervised basic field experience course requiring a concentrated significant teaching experience in an exceptional children's educational setting with one or more types of Specialty Area students. The purpose of the experience is to acquire practical experience in developing the skills needed to become effective educators of exceptional children. The experience normally requires a 10-week, six semester hour, full-time commitment (350 clock hours) in addition to seminars with the instructor. [*This section of SPED 470 provides a traditional student teaching experience for persons in the licensure only program who hold neither a Standard Professional I teaching license nor a current lateral entry license in SPED: GC.]

TEXTBOOKS/READINGS


Additional readings as assigned.

LEARNING OUTCOMES AND STANDARDS

**FSU Initial SPED (By 12/12/14)**

1) 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. [Field Placement Activities, Portfolio Activities, Seminars]

2) 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. [Field Placement Activities, Portfolio Activities, Seminar]

3) 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. [Field Placement Activities, Portfolio Activities, Seminars]

**NC DPI PROFESSIONAL TEACHING STANDARDS** *(by 12/12/14)*

<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>Field Placement Activities Seminars</td>
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<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 Portfolio Activities</td>
</tr>
<tr>
<td>X</td>
<td>3. Teachers know the</td>
<td>#3 Individual Learning</td>
<td>Field Placement Activities</td>
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**SPECIAL EDUCATION: GENERAL CURRICULUM** (By 12/12/14)

**Standard 1:** Special Education: General Curriculum teacher candidates know the policies, process and procedures for providing special education services. [Field Placement Activities, Portfolio Activities, Seminars]

Special Education: General Curriculum teacher candidates have a thorough understanding of the Policies Governing Services for Children with Disabilities. Through this knowledge of the process of referral, evaluation, and development of the individualized education program (IEP), teachers provide appropriate individualized education in the least restrictive environment.

- 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. [Field Placement Activities, Portfolio Activities, Seminars]

Special Education: General Curriculum teacher candidates use a variety of assessment strategies and sources to determine students’ prior knowledge, skills, interests and learning styles. They plan appropriate instruction, evaluate progress toward learning goals and inform families and professional service providers. Teacher candidates view assessment as an integral part of the teaching/learning cycle, in which assessment drives instruction, and evaluation of learner outcomes informs further instruction. Teacher candidates use regular, frequent, valid, and reliable outcome measures to evaluate and respond to the progress of individual students toward annual goals and to differentiate instruction in a tiered model.

- 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. [Field Placement Activities, Portfolio Activities, Seminars]
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, transliterators and other related / adult service providers.
- Maintain confidentiality
- Provide effective paraeducator supervision

**GRADUATE STANDARDS** (By 12/12/14)

### Standard 1: Teacher Leadership

**[Field Placement Activities, Portfolio Activities, Seminars]**

Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership.  

[**CEC Standards:** # 6 Communications; # 9 Professional and Ethical Practice; # 10 Collaboration; **NCATE Standards:** # 1 Knowledge, Skills, Dispositions]

**Teacher leaders will know and be able to:**

- Demonstrate effective ongoing communication, collaboration, and team-building among colleagues.
- Facilitate mentoring and coaching with novice teachers.
- Set goals and establish priorities while promoting educational initiatives that positively affect student learning.
- Participate in professional learning communities.

### Standard 2: Respectful Educational Environments

**[Field Placement Activities, Portfolio Activities, Seminars]**

Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students.  

[**CEC Standards:** # 2 Development and Characteristics of Learners; # 3 Individual Learning Differences; # 4 Instructional Strategies; # 7 Instructional Planning; # 8 Assessment; # 9 Professional and Ethical Practice; **NCATE Standards:** # 1 Knowledge, Skills, Dispositions; # 4 Diversity]

**Teacher leaders:**

- Facilitate the development of inviting, respectful, supportive, inclusive, and flexible Educational communities.
- Create collaborative partnerships with families, schools, and communities to promote a positive school culture.
- Facilitate and model caring and respectful treatment of individuals within the learning community.
- Demonstrate knowledge and understanding of diverse world cultures and global issues.
- Encourage high expectations for all students.
- Collaboratively design and implement curriculum and instruction that is responsive to learner differences.

### Standard 3: Content and Curriculum Expertise

**[Field Placement Activities, Portfolio Activities, Seminars]**

Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content.  

[**CEC Standards:** # 1 Foundations; # 4 Instructional Strategies; # 7 Instructional Planning; **NCATE Standards:** # 1 Knowledge, Skills, Dispositions]
Teacher leaders:
- Demonstrate in-depth knowledge of curriculum, instruction, and assessment.
- Model the integration of 21st century content and skills into educational practices.
- Develop relevant, rigorous curriculum.

**Standard 4: Student Learning [Field Placement Activities, Portfolio Activities, Seminars]**

Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing, and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams. [CEC Standards: #2 Development and Characteristics of Learners; #3 Individual Learning Differences; #4 Instructional Strategies; #7 Instructional Planning; #8 Assessment; NCATE Standards: #1 Knowledge, Skills, Dispositions; #4 Diversity]

Teacher leaders:
- Seek out and use existing research to inform school practices.
- Design action research to investigate and improve student learning and school policies and practices.
- Model technology integration that supports student learning.
- Critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base.

**Standard 5: Reflection [Field Placement Activities, Portfolio Activities, Seminars]**

Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation. [CEC Standards: #9 Professional and Ethical Practice; NCATE Standards: #1 Knowledge, Skills, Dispositions]

Teacher leaders:
- Promote an educational culture that values reflective practice.
- Model the development of meaningful professional goals.
- Model personal and professional to extend student learning and school improvement.

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**SPED: MAT PROGRAM  CEC Professional Standards (2010)**

**Level:** Initial Knowledge and Skill Sets Initial Level Content Standards & Individualized General Education Curriculum [by 12/12/14]

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<td>Lead/Coll Participation Project</td>
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Instruct or Observations (2-3) | x | x | x | x | x | x | x | x

Site Supervisor Evaluations | x | x | x | x | x | x | x | x

Certification of Teaching Capacity | x | x | x | x | x | x | x | x

Exit Evaluation | x | x | x | x | x | x | x | x

PRAXIS II | x | x | x | x | x | x | x | x

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

SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK

“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.”

Disclaimer: The Conceptual Framework Themes are aligned alphabetically and not by priority or importance. These indicators are constructed to prepare candidates for their roles in learning environments.

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 undergirds 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>
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**COURSE OUTLINE**

Course begins August 19; Course ends December 6, 2014.

Inclusive dates of student teaching experience, as provided by Office of Student Teaching for student teaching experience, are Aug 19-Dec 2, 2014.

1. **Field Placement** - Receive your field placement from the Office of Teacher Education. Begin/end according to the Student Teaching Schedule published by the Office of Teacher Education, with any adjustments according to the specific program (e.g., minimum 10 weeks full time/350 hours for SPED with possible additional weeks in different setting to allow for variety of age level experience, etc.). Follow the schedule as presented by the Office of Teacher Education for conducting observations, gradually assuming teaching responsibilities, teaching full time, and gradually relinquishing teaching responsibilities.

2. **Monthly Seminars** - Attend monthly seminars with University instructor as scheduled.
Dates of Required On-Campus Seminars: [subject to change with prior notification]

Seminar 1-Tuesday, Aug 26--Butler 248 200-300 PM
Seminar 2- Tuesday, Sept 2--Butler 248 400-500 PM
Seminar 3- Tuesday, Sept 30--Butler 248 400-500 PM
Seminar 4- Tuesday, Oct 28--Butler 248 400-500 PM
Seminar 5- Tuesday, Nov 18--Butler 248 400-500 PM

Additional face to face meetings with instructor as needed.

3. Portfolio Requirements (including Evidences)—Complete and submit Best Practices Portfolio requirements as explained in the syllabus and Blackboard course site.
Complete all Portfolio assignments according to the Timeline in this syllabus and provided in the Blackboard course site.

GENERAL REQUIREMENTS—For Student Teaching Candidates

General Instructions:

1. Students should review the information in the *School of Education Teacher Candidate Handbook* and other student teaching related documents provided by the Office of Teacher Education, including the Student Teaching Schedule for the semester of the experience, located at the following FSU SOE Office of Teacher Education sites:

   Please review Handbooks at:
   [http://www.uncfsu.edu/ote/handbooks.htm](http://www.uncfsu.edu/ote/handbooks.htm)

   Please review evaluation and other materials listed below at:
   [http://www.uncfsu.edu/ote/forms.htm](http://www.uncfsu.edu/ote/forms.htm)

   *All Students*

   - Guidelines for Evaluation [PDF]
   - Observation of Candidate Performance [PDF]
   - Leave Request Form [PDF]
   - Personal Teaching Schedule [MS Word] **submit as soon as possible**
   - Application for NC License (Form A) [MS Word]

   *University Supervisor (students—please review these evaluation forms also)*

   - NC Teacher Candidate Evaluation Rubric [PDF]
   - University Supervisor Visitation Form [PDF]
   - LEA/IHE Teaching Certification of Capacity [PDF] **very impot. final evaluation**
   - Exit Criteria [PDF]

2. Review the requirements for SPED 470-Practicum in Special Education (Student Teaching section) as provided through the course syllabus, instructor and web enhanced Blackboard site (SPED 470 Practicum in SPED Blackboard site for semester).

3. Student teachers should report to their assigned schools according to the MAT Student Teaching Schedule published by the Office of Teacher Education, with any adjustments
according to the specific program (e.g., 10 weeks/350 hour minimum for SPED with possible additional weeks in different setting to allow for variety of age level experience, etc.).

4. Submit Student Intern Personal Teaching Schedule form (see above) providing an outline of dates of required progressive teaching responsibility schedule within two weeks of beginning full time student teaching (copies to site supervisor, University instructor, and Office of Teacher Education—form available at [http://www.uncfsu.edu/ote/forms.htm](http://www.uncfsu.edu/ote/forms.htm)). See also and complete the Teacher Candidate Orientation Log (also available in the School of Education Teacher Candidate Handbook—see Portfolio Tab 7: Additional Teaching/Learning Activities below).

5. For each of the Required Components/Activity areas (below and including the subheadings), candidates will develop/design one or more SPED Student Teaching Portfolio artifact entries to demonstrate and verify that they have both completed each activity and fulfilled the objectives of the course.

Candidates will provide an organized written presentation of each entry for the activities below, and attach any products/artifacts resulting from the activity (e.g., IEP's, etc.) as verification of completion. All references of resources must be in APA style format. No personally identifying information (names, birthdates, etc.) can be reported for any students or co-workers.

SPED Student Teaching Portfolio products must be provided to the instructor via Blackboard Assignments by the due dates in the course Timeline. The instructor will provide feedback to the candidates so that corrections can be made prior to product completion and submission to Taskstream. Instructions will be provided in Blackboard for where/how to post Taskstream Products.

[Candidates must also keep a copy of all products/documents on their own computer as a backup.]

**SPED Best Practices Portfolio Requirements**

For each of the Required Components/Activity areas (below and including the subheadings), candidates will develop/design one or more SPED Student Teaching Portfolio artifact entries to demonstrate and verify that they have both completed each activity and fulfilled the objectives of the course.

Candidates will provide an organized written presentation of each entry for the activities below, and attach any products/artifacts resulting from the activity as verification of completion. All references of resources must be in APA style format. No personally identifying information (names, birthdates, etc.) can be reported for any students or co-workers.

SPED Student Teaching Portfolio products must first be provided to the instructor via Blackboard Assignments by the due dates in the course Timeline. The instructor will provide feedback to the candidates so that corrections can be made prior to product completion and submission to Taskstream via a Web Pages Template. Instructions will be provided in Blackboard for where/how to post Taskstream Products.
Candidates must also keep a copy of all products/documents on their own computer as a backup.]

All of the following assignments are required to be included in the SPED Best Practices Portfolio submitted to Taskstream. Some assignments will be submitted separately to Taskstream to fulfill SOE Evidence requirements (see Timeline/Due Dates in this document and on Blackboard course site).

**SPED Student Teaching Portfolio Required Components/Activities:**

- **Tab 1: Demographic Information (Include the following artifacts)**
  1. **Introduction to Setting** (Describe, in a brief and well-written summary, your field experience setting/student population/general schedule, etc.—limit 1-2 pages)
  2. **Resume** (Include a current resume—limit 2 pages)
  3. **Philosophy Statement** (Respond to: “Why I believe education of students with disabilities is a critical part of education in the 21st century”—limit 2-3 pages with at least 3 sources to support your opinions)

- **Tab 2: Teachers Demonstrate Leadership (Include the following Essay and artifacts)**
  - **Leadership Reflective Essay** (Complete a reflective essay that connects all Tab 2 artifacts [below] to the NC DPI Professional Standard 1 and it’s indicators and the School of Education (SOE) Conceptual Framework—limit 1-2 pages)
  - **Artifact # 1: The Special Education Process Project (Pre-referral [RTI], Referral, Identification, Programming [IEP Development], and Placement)**
    
    Demonstrate knowledge of the Special Education Process and NC EC forms by completing and writing one narrative report on the combined following activities/resources (limit 3 pages of narrative)
    

    1.a. Review the steps required in the SPED processes cited above through readings and by interviewing the site supervisor in the site school and report on your findings.

    1.b. Participate in at least one Teacher Assistance Team (TAT) or referral-related professional meeting and report on the proceedings and outcomes.
1.c. Review the assessment process for at least one student at the site school and report on your findings, including a review of the assessments used in the identification process.

1.d. Review/analyze at least two IEP's and report on their level of specificity and completeness; participate in development of an IEP if possible.

1.e. Observe at least one IEP meeting involving placement and report on the proceedings and outcomes.

- **Artifact # 2: Leadership and Collaborative Participation Project**
  Plan, complete and report on the activities of the SPED Leadership and Collaborative Participation Project

  2.a. Complete the activities required by the Leadership and Collaborative Participation Project and document participation

  2.b. Document participation by completing Project Report Form with accompanying artifacts (see Project description, instructions and documentation form located on Blackboard site) and receive an evaluation of at least 3.0 on each area by two evaluators.

- **Tab 3: Teachers Establish a Respectful Environment for a Diverse population of Students (Include the following Essay and artifacts)**
  - **Respectful Environment Reflective Essay** (Complete a reflective essay that connects all Tab 3 artifacts [below] to the NC DPI Professional Standard 2 and it’s indicators and the SOE Conceptual Framework --limit 1-2 pages)

  - **Artifact # 1: Respectful Environment Report**
    Help maintain a respectful, nurturing environment for your diverse population of students and collaborative interaction with their parents/families by completing and writing a narrative report on the following activities (limit 2-4 pages):

    1a. Investigate the specific techniques used in your placement setting for establishing and maintaining a respectful, nurturing environment for your diverse population of students and collaborative interaction with their parents/families and report on your findings.

  - **Artifact # 2: Unit Plan Evidence with Supporting Documentation**

    2a. Submit the Unit Plan Evidence with supporting documentation as completed in SPED 465 or SPED 631. (Must have received an evaluation of at least 3.0 on all parts of the scoring rubric from each of 2 evaluators to receive credit.) OR

    2b. Complete/submit the Unit Plan Evidence with supporting documentation during the current field experience and receive an
Tab 4: Teachers Know the Content they Teach (Include the following Essay and artifacts)

- **Content Reflective Essay** (Complete a reflective essay that connects all Tab 4 artifacts [below] to the NC DPI Professional Standard 3 and its indicators and the SOE Conceptual Framework--limit 1-2 pages)

- **Artifact # 1: Content Project Evidence**
  Demonstrate knowledge of your teaching content by submitting a Content Project Evidence.

  1a. Submit the Content Project Evidence with supporting documentation as completed in SPED 465 or SPED 631. (Must have received an evaluation of at least 3.0 on all parts of the scoring rubric from 2 evaluators to receive credit.) **OR**

  2b. Complete/submit the Content Project Evidence with supporting documentation during the current field experience and receive an evaluation of at least 3.0 on all parts of the scoring rubric from 2 evaluators. (See related requirements/resources in Blackboard course site.)

- **Artifact # 2: Lesson Planning/Implementation Project**
  Demonstrate knowledge of the planning/teaching process (including how they are cohesive and interconnect with the Common Core [http://www.ncpublicschools.org/acre/standards/common-core/] and NC Essential Standards [http://www.ncpublicschools.org/acre/standards/new-standards/] and how to make content relevant to students with diverse abilities and characteristics by completing the activities below:

  2a. Develop lesson plans for all lessons taught during student teaching. Submit at least 2 weeks of lesson plans for your portfolio in academic/social-emotional/behavioral areas such as: Reading, Spelling, Writing, English/Language Arts, Mathematics, Study Skills, Content Areas, Career-Vocational Education, Affective Education, Behavior Skills, etc. based on the Common Core/NC Essential Skills Standards. Include at least one activity for developing thinking/problem-solving skills—also known as learning strategies or learning how to learn skills in the lesson plans. (See Lesson Plan format at Blackboard course site or use the one used at your field placement site; see Internet sites at Blackboard course site for information about learning strategies or thinking/problem solving skills).

  2b. Provide a video clip of you teaching a segment of one lesson (10-15 minute minimum). [Be sure to receive cooperating teacher
and parents’ permission for the video, if students’ faces are identifiable.] Complete an evaluation of the entire lesson from which the video was drawn (not just the video segment).

Tab 5: Teachers Facilitate Learning for Their Students (Include the following Essay and artifacts)

- **Learning Reflective Essay** (Complete a reflective essay that connects all Tab 5 artifacts [below] to the NC DPI Professional Standard 4 and it’s indicators and the SOE Conceptual Framework—limit 1-2 pages)

- **Artifact # 1: Positive Impact Project (PIP) Case Study Evidence**
  Demonstrate ways to facilitate learning for your students (including knowledge of your students’ characteristics, use of assessments and data outcomes to drive instruction, use of appropriate teaching and communication methods, integration of technology, development of thinking/problem solving skills, and use of student teams) by completing the following activities (limit 2-4 pages narrative with supporting documents per artifact except where indicated otherwise):

  1a. Complete/submit the PIP Case Study Evidence (form and narrative report with supporting documentation) during the current field experience and receive an evaluation of at least 3.0 on all parts of the scoring rubric by 2 evaluators. (Applicable to licensure only students and those not achieving appropriate score previously. See related requirements/resources in Blackboard course site.)

- **Artifact # 2. Technology Integration Analysis**

  1a. Read the Newby et al (2011) required text

  1b. Complete/submit the Technology Integration Analysis activity available at the course Blackboard site (limit 3 pages). [If you implement the technology technique in your classroom, you can also submit the activity toward your Leadership and Collaboration Participation Project (LCPP)—see Tab 2, Activity #2 above]

- **Artifact #3. Best Practices Report**

  1a. Report on use of research based best practices observed/used at your field placement site (cite at least 3 research based best practices, tell how they were used, and give a brief research base) (limit 3 pages). [See Blackboard site for resources related to research based best practices.]

Tab 6: Teachers Reflect on Their Practice (Include the following Essay and artifacts)

- **Reflection Reflective Essay** (Complete a reflective essay that connects all Tab 6 artifacts [below] to the NC DPI Professional Standard 5 and it’s
indicators and the SOE Conceptual Framework--limit 1-2 pages)

- **Artifact # 1: Disposition Self-Assessment**
  Reflect on your personal disposition for teaching by completing the following activity (limit 2-4 pages):

  1a. Conduct disposition self-assessment available in course Blackboard site. Reflect on your personal disposition assessment outcomes for the disposition area.
  
  [http://web.mnstate.edu/sandhe/DSAworksheet.pdf](http://web.mnstate.edu/sandhe/DSAworksheet.pdf)

- **Artifact # 2: Overall Field Experience Reflection**
  Reflect on your overall student teaching field experience by completing the following narrative reflection (limit 2-4 pages).

  1a. Provide your overall reflections about your student teaching experience by responding to such questions as:

  *What changed you? What surprised you? What was most memorable? What were your strengths/weaknesses and how will you address your weaknesses? What will you do differently in your own work setting?*

- **Tab 7: Appendix**

  - **Cite Awards or Special Recognitions**, if applicable (Include copies with brief explanation)

  - **Additional Teaching/Learning Activities**
    Participate in and report on any additional teaching-learning activities available during your student teaching experience, such as those assigned by your site supervisor, those that appear on the Teacher Candidate Orientation Log provided in Blackboard site (not all activities on Log required), etc. Submit a log of such activities along with proof artifacts with materials for Tab 7.

  - **Copy of Signed Certification of Teaching Capacity Form**
    (with minimum of all Mets)

  - **Copy of Signed Exit Criteria Form**
    (with minimum of all 3.0 scores)

**General Instructions**

- **This is a post-baccalaureate course. It is expected that you can write using Standard English grammar and will proofread your work carefully before submitting it. If you cannot, you need to submit all work prior to the due dates to the Smarthinking resource available through Blackboard and revise according to feedback provided.**
- **Seminars will be scheduled individually with SPED 470 students at least monthly**
• Assignments will be submitted through 2 venues as instructed: Blackboard for review/revision; Taskstream for Initial and Final Evaluations. Instructions will be provided about submitting materials to Taskstream.
• Nothing goes on Taskstream for Final Evaluation that has not been reviewed/revised, if necessary.
• Look/plan ahead for assignment due dates. Complete work in advance so you will be ready for unexpected occurrences.
• Follow the Timelines/designated methods of submission to ensure materials are reviewed/revised in a timely way. Ask if you are not sure.
• Please do not submit any materials that have not been proofread carefully and edited for typos, spelling errors and grammatical errors. This is a graduate course—writing counts.
• It is expected that you will study and use APA format (6th ed.) for citing and referencing all sources, according to the resources provided.
• Students may be asked to provide an additional 15-20 minute video clip of a teaching sequence to replace one classroom visit. The instructor will provide feedback to the video.

Further instructions will be provided about where to submit assignments on Blackboard and Taskstream.

NOTES—Very Important

• Nothing should be submitted to Taskstream until approved for submission by the course instructor. All assignments should be initially submitted to the Assignment links in Blackboard for review and feedback by the instructor and for revision by the student.

SPED 470 (6 sh) ST GENERAL OUTLINE/

• Receive Placement
  ▪ Receive Official Student Teaching Schedule and follow it carefully
  ▪ Complete all field assignment duties/requirements
  ▪ Complete all Portfolio assignments/requirements/evidences
  ▪ Submit work to Instructor according to schedule provided in Blackboard
  ▪ Submit work to Taskstream according to schedule provided in Blackboard

COURSE DUE DATES TIMELINE—Required Assignments and Due Dates***Note that dates are not all sequential—look ahead to anticipate—Student teachers are encouraged to complete all possible written assignments for Portfolio by end of first 4 weeks of observations prior to beginning full time student teaching

Portfolio Required Components/Activities:

  o Tab 1: Demographic/Introductory Information (Include the following artifacts)
#1. Complete Introduction to Setting -- Due by Aug 30 to Blackboard Assignment link for review/revision

#2. Complete Resume -- Due by Aug 30 to Blackboard Assignment link for review/revision

#3. Complete Philosophy Statement -- Due by Aug 30 to Blackboard Assignment link for review/revision

- Tab 2: Teachers Demonstrate Leadership (Include the following Essay and artifacts)
  - Complete Leadership Reflective Essay — Due by Sept 13 to Blackboard Assignment link for review/revision
  - Artifacts # 1 – 2:
    - #1. Complete the Special Education Process Review Project (Pre referral [RTI], Referral, Identification, Programming [IEP Development], and Placement) -- Due by Sept 13 to Blackboard Assignment link for review/revision
    - #2. Complete Leadership and Collaborative Participation Project -- Planning document due by Sept 13 to Blackboard Assignment link; completed document due by Oct 25 to Blackboard for feedback and Nov 8 to Taskstream for evaluation. The Project will also be included in the Best Practices Portfolio submitted to Taskstream by Nov 29.

- Tab 3: Teachers Establish a Respectful Environment for a Diverse population of Students (Include the following Essay and artifacts)
  - Complete Respectful Environment Reflective Essay — Due by Sept 27 to Blackboard Assignment link for review/revision
  - Artifacts # 1-2:
    - #1. Investigate the specific techniques used in your placement setting for establishing and maintaining a respectful, nurturing environment/report findings — Due by Sept 27 to Blackboard Assignment link for review/revision
    - #2. Complete and/or submit Unit Plan Evidence — Due by Oct 1 to Blackboard Assignment link for review/revision and Oct 25 to Taskstream for evaluation. The Unit Plan will also be included in the Best Practices Portfolio submitted to Taskstream by Nov 29.

- Tab 4: Teachers Know the Content they Teach (Include the following Essay and artifacts)
- Complete Content Reflective Essay—Due Oct 4 to Blackboard Assignment link for Review/Revision

- Artifacts # 1-3:
  
- #1. Complete and/or submit the Content Project--Due for initial and final evaluation to SPED 515 instructor—must be completed successfully on Taskstream before Nov 1. The Content Project will also be included in the Best Practices Portfolio submitted to Taskstream by Nov 29.

- #2. Complete Lesson Planning/Implementation Project, including developing lesson plans for all lessons taught during student teaching/submitting at least 2 weeks of lesson plans and a 10-15 minute video of your teaching/completing an evaluation of the entire lesson from which the video clip was drawn for portfolio—Due Nov 8 to Blackboard Assignment link for Review/Revision

  **Tab 5: Teachers Facilitate Learning for Their Students (Include the following Essay and artifacts)**

  - Complete Learning Reflective Essay—Due Oct 11 to Blackboard Assignment link for review/revision

  - Artifacts # 1-3:
    
    - #1. Complete and submit a Positive Impact on Student Learning CaseStudy Project (PIP) [both narrative and report form]—Due Oct 18 to Blackboard Assignment link for review/revision; Due Nov 5 to Taskstream for Initial Evaluation. The PIP will also be included in the Best Practices Portfolio in Taskstream by Nov 29.

      - #2. Complete Technology Integration Analysis—Due Mar 25 to Blackboard Assignment link for review/revision.

      - #3. Report on use of research based best practices observed/used at your field placement site—Due Mar. 25 to Blackboard Assignment link for review/revision.

  **Tab 6: Teachers Reflect on Their Practice (Include the following Essay and artifacts)**

  - Complete Reflection Reflective Essay—Due Nov 1 to Blackboard Assignment link for review/revision

  - Artifacts # 1-2:
    
    - #1. Complete disposition self-assessment/reflection—Due Sept 6 to Blackboard Assignment link for review/revision

    - #2. Complete Overall Field Experience Reflection—Due Nov 15 to Blackboard Assignment link for review/revision
Tab 7: Appendix

- Cite Awards or Special Recognitions, if applicable—Due in Best Practices Portfolio Nov 29.

- Participate in and report on any additional teaching-learning activities in which you participate—Due Nov 15 to Blackboard Assignment link for Review/Revision.

- Include copy of signed Certification of Teaching Capacity Form—To be included in Final Portfolio Nov 29.

- Include copy of Signed Exit Criteria Form—To be included in Final Portfolio Nov 29.

Please Note: Very Important

***The following evidence assignments must be completed during this semester (if not completed successfully in another course) and will become part of your Best Practices Portfolio. Any of these evidences not completed successfully prior to this semester will also be submitted separately to Taskstream for Initial Evaluation on the dates indicated above. Successful completion means a rating of at least 3.0 on every indicator by 2 evaluators, regardless of overall score:

- Leadership & Collaborative Participation Project
- PIP Case Study
- Content Project
- Unit Plan

***THE COMPLETED BEST PRACTICES PORTFOLIO INCLUDES ALL OF THE ITEMS ABOVE FROM TABS 1-7 AND IS DUE TO TASKSTREAM FOR EVALUATION NO LATER THAN NOV 29.

Further instructions will be provided about where to submit assignments on Blackboard and Taskstream.

Evaluation and Grading

Candidate performance will be evaluated on both a formative and summative basis by the site supervisor (coordinating teacher), the University supervisor and the candidate him/herself. Evaluations will take the following forms:

Site Based Performance – 50 % of Grade (1000 points)

- Spoken and written feedback from the supervisors on an on-going basis (via formative Observation of Candidate Performance form & University Supervisor Visitation form available in School of Education Teacher Candidate Handbook and/or Teacher Education web site [http://www.uncfsu.edu/ote/forms.htm])
Final evaluation via the Exit Criteria and Certification of Teaching Capacity Form (available at [http://www.uncfsu.edu/ote/Forms/ExitCriteriaStudentTeaching.pdf](http://www.uncfsu.edu/ote/Forms/ExitCriteriaStudentTeaching.pdf) and [http://www.uncfsu.edu/ote/Forms/CertificationCapacity.pdf](http://www.uncfsu.edu/ote/Forms/CertificationCapacity.pdf)) by the University supervisor, site supervisor (cooperating teacher) and principal. In addition a Form S (available from the Office of Teacher Education) will be signed off by the Superintendent/designee (principal).

*Candidates who fail to make at least Proficient Level on the Certification of Teaching Capacity requirement will not pass the course or receive a recommendation for licensure, regardless of points attained.*

**Portfolio Performance—50 % of Grade (1000 points)**

*Best Practices Portfolio Development and Posting to Taskstream*

The entire Portfolio will be posted as a web portfolio to Taskstream. In addition, selected evidences from the Portfolio will be posted separately to Taskstream (e.g., LCPP and PIP Case Study). (See Portfolio Performance Scoring Rubric, Leadership and Collaborative Participation Project Scoring Rubric and PIP Case Study Scoring Rubric in Blackboard and Taskstream.) (See specific instructions for accessing, organizing and posting materials to Taskstream at the SPED 470 Blackboard course site.)

*Candidates who fail to make at least Proficient Level on the Leadership & Collaborative Participation and PIP Case Study requirements will not pass the course or receive a recommendation for licensure, regardless of points attained.*

*TOTAL 2000 points*

*A = 92-100% of points  
B = 83-91%  
C = 73-82%  
F = below 82 % or failure to attain Proficient level on required evidences*

**INSTITUTIONAL GUIDELINES**

**Academic Integrity:** Dishonesty in Academic Affairs

Acts of dishonesty in any work constitute 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](http://www.fsu.edu/studentaffairs)

**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.

Excused Absences
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](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](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](http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf) 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)

Texts


Professional Journals

TEACHING Exceptional Children: CEC
Intervention in School and Clinic: PRO-ED

Students are expected to make efficient use of professional publications in the field of their particular licensure, such as:

Journal of Learning Disabilities
Journal of Special Education
Learning Disabilities Quarterly
Academic Therapy
Exceptional Children
American Journal of Mental Deficiency
Behavioral Disorders