Course Number & Name: SPED 320 Education of the Exceptional Child
Instructor: Dr. Cathy Butler Kosterman
Phone Number: 910-672-1181/828-263-8807/828-773-8044
Email Address: ckosterman@uncfsu.edu
Semester: Spring 2015
Office Location: 248 Butler Bldg.
Meeting Day & Time: On Line
Office Hours: Tues. 12 – 6, Wed. 9 – 11 (in Fay. and/or Boone) by appointment
Course Credit Hours: 3.00

This syllabus is subject to change at the instructor's discretion with advance notice or assignment adjustments.
Course Description
A survey of the abilities and disabilities and the inter-and intra-individual differences of exceptional children, with emphasis on the impact of educational and psychological handicaps and needs of exceptional children as well as on plans and education programs to facilitate the learning of the exceptional child.

Textbook

Student Learning Outcomes

- **Degree Program**
  - Undergraduate [http://catalog.uncfsu.edu/ug/ED/MSSS/index.htm](http://catalog.uncfsu.edu/ug/ED/MSSS/index.htm)
  - Graduate [http://catalog.uncfsu.edu/g/ED/MSSS/index.htm](http://catalog.uncfsu.edu/g/ED/MSSS/index.htm)

- **University College Core**

  1. **Inquiry Skills**: Students will formulate effective questions based on a need; organize, sort, evaluate, and retrieve academic information to address the need; cite sources appropriately for their context. The questions will be related to identifying and serving the needs of students with disabilities, their families and those who serve them participate in providing their education. The question bank will be evaluated at midterm and at the end of the course.

  2. **Ethics and Civic Engagement**: Students will develop a personal system of ethics and morality and demonstrate it in daily self-discipline and interpersonal relationships, in volunteer work, and through participation in organizations; they will synthesize source material from a variety of disciplines to understand and apply theories of morality and ethics. Throughout the course students will participate in electronic forums on Blackboard’s Discussion board. These forums will be conducted several times throughout the semester in order for students to express the growth and changes they experience through their participation in the learning activities of the course.

- **Course Objectives or Learning Outcomes**

  1. Gain background knowledge of historical, legal, social, psychological, medical and pedagogical concepts that shaped what is known today as “special education” (Foundational knowledge).

  2. Identify abilities, disabilities, and basic characteristics related to students who have been determined to have exceptionalities (Foundational knowledge).

  3. Explore current trends and topics in the field of special education, i.e., inclusive practices, access to the general curriculum, responsive instruction, school collaboration, etc (Foundational knowledge).

  4. Identify effective strategies for delivering instruction and related special education services (Application).

- **(Undergraduate) North Carolina Department of Public Instruction (NCDPI) Professional Teaching Standards**

  The North Carolina Professional Teaching Standards, developed by NCDPI, are aligned to the expectations and requirements of the course. The standards are identified below and will be posted on Blackboard in their entirety.

  o Teachers establish a respectful environment for a diverse population of students
  o Teachers know the content they teach
  o Teachers facilitate learning for their students
Teachers reflect on their practice

North Carolina Professional Teaching Standards for Graduate Programs
1: Teacher Leadership
2: Respectful Educational Environments
3: Content and Curriculum Expertise
4: Student Learning
5: Reflection

Fayetteville State University School of Education 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.”

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>
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</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>
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<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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</tbody>
</table>

*This syllabus is subject to change at the instructor’s discretion with advance notice or assignment adjustments.*
## WEEKLY ASSIGNMENT DUE DATES

<table>
<thead>
<tr>
<th>Dates</th>
<th>Learning Topics</th>
<th>Independent Learning</th>
<th>Weekly Assignments</th>
<th>Major Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/16</td>
<td>SOE Conceptual Framework APA Style format Blackboard (BB) Orientation</td>
<td>(BB) Class Introductions: 1. “Getting to Know You Activity” 2. Discuss what you know and believe about parents and teachers of students with disabilities (SWDs) and educating them? 3. What is your experience with persons with disabilities?</td>
<td>“Getting to Know You Activity” (due 1/20 10pm) signals your registration in class Preliminary mandatory forms must be submitted before you can start observations due 1/20 on my door, mailed or in my box in Dept. Chair’s office.</td>
<td>All chapter quizzes are due by 10:00 pm on the date assigned. Blackboard Orientation Discussion Board #1 (DB#1) “Class Introductions”, Ethics Agreement, &amp; Getting to Know You Activity due 1/20 10pm SOE/APA quiz due 1/20 10pm</td>
</tr>
<tr>
<td>1/23</td>
<td>Ch. 1 Children &amp; Families</td>
<td>Read Ch 1 View PPT Ch 1 Key Terms</td>
<td>Ch 1 Quiz Define the key terms in your own words and supply the page number found in text. Twenty (20) hours of observation with required documentation are needed to pass this course!</td>
<td>Chapter 1 Quiz 1/23 10pm INTERIM GRADES Note: Excessive Absence (EA) grades for missing work, low grades and/or lack of participation &amp; absenteeism (1/30/2015).</td>
</tr>
<tr>
<td>1/30</td>
<td>Ch. 2 Social Institutions</td>
<td>Read Ch 2 View PPT Ch 2 Key Terms</td>
<td>Ch 2 Quiz</td>
<td>Observation forms due by 1/20/2015 Ch 2 quiz due 1/30/2015 10pm</td>
</tr>
<tr>
<td>2/7</td>
<td>Ch. 3 Early Intervention (DB -2) Media Event: Watch a movie of your choice whose theme centers exceptionalities and discuss how it relates to special education</td>
<td>Read Ch 3 View PPT Ch 3 Key Terms</td>
<td>Ch 3 Quiz</td>
<td>Ch 3 Quiz due 10pm DB 2 due by 10:00pm on 2/7 Respond to 1 peer only by 2/11 10pm</td>
</tr>
<tr>
<td>Date</td>
<td>Ch.</td>
<td>Topic</td>
<td>Read</td>
<td>View</td>
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<tr>
<td>2/14</td>
<td>4</td>
<td>Learning Disabilities *Case Study due 2/14 *Lesson Plan due 2/14</td>
<td>Read Ch 4</td>
<td>View PPT</td>
</tr>
<tr>
<td>2/21</td>
<td>5</td>
<td>Autism Spectrum DB-3 Explore websites on special education law major and special education court cases.</td>
<td>Read Ch 5</td>
<td>View PPT</td>
</tr>
<tr>
<td>2/28</td>
<td>6</td>
<td>Intellectual &amp; Developmental Disorders (DB-4) Student Choice Generate lively discussion on a related topic.</td>
<td>Read Ch 6</td>
<td>View PPT</td>
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<tr>
<td>3/5</td>
<td></td>
<td>Mid-Term Exam</td>
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<td>–</td>
<td></td>
<td>Spring Break</td>
<td></td>
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<tr>
<td>3/12</td>
<td>7</td>
<td>Emotional &amp; Behavior Disorders</td>
<td>Read Ch 7</td>
<td>View PPT</td>
</tr>
<tr>
<td>3/19</td>
<td>8</td>
<td>Communication, Language, and Speech Disorders</td>
<td>Read Ch 8</td>
<td>View PPT</td>
</tr>
<tr>
<td>3/26</td>
<td>9</td>
<td>Special Gifts &amp; Talents DB-5 Read about inclusive practices and teacher collaboration. Post article references in Discussion Board</td>
<td>Read Ch 9</td>
<td>View PPT</td>
</tr>
<tr>
<td>4/3</td>
<td>10</td>
<td>Deaf/ Hard of Hearing</td>
<td>Read Ch 10</td>
<td>View PPT</td>
</tr>
<tr>
<td>4/10</td>
<td>11</td>
<td>Visual Impairments</td>
<td>Read Ch 11</td>
<td>View PPT</td>
</tr>
</tbody>
</table>

Twenty (20) hours of observation with required documentation are needed to pass this course!
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Activity</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/17</td>
<td>Ch. 12 Physical Disabilities, Health Impairments, and Multiple Disabilities</td>
<td>Read Ch 12 View PPT Key Terms Ch 12 Quiz</td>
<td>Ch 12 quiz due 4/17 10pm</td>
</tr>
<tr>
<td>4/24</td>
<td>DB-6 Interview facilitating teacher during observation. Post questions and responses Course wrap-up/Evaluations</td>
<td>Watch for and complete Course Evaluations.</td>
<td>DB-6 due by 4/24 also included as part of your observation documents Observation Documents due 4/30 10pm . I must have originals of teacher eval. And time sheets signed and sealed in an envelope-drop off or mail.</td>
</tr>
</tbody>
</table>

****Final Exam will open May 1 at 10pm and close on May 3 at 10pm

Assessment and Evaluation Criteria

- Complete all assignments on the syllabus, posted under the Discussion Board Forum/and or under Assignments within the course Blackboard site. Students will complete all assignments listed below and also any additional or supplemental assignments the instructor deems necessary to promote optimal student learning.

- Familiarize yourself with the seven key themes of the School of Education Conceptual Framework in this syllabus. Also go to the Purdue Online Writing Lab (APA Style) link under Course Documents on the course menu to review the major elements of writing papers using APA Style formatting. **(Quiz 20 points)**

- Read each chapter in the text, view the accompanying PowerPoint, and complete each corresponding chapter quiz. No makeup quizzes allowed. **(480 points)**

- Participation:
1. Chapter vocabulary – Define in your own words the professional terms located in “Key Terms” and supply the page number where the term is located in your textbook. (5 points per chapter - Total 60 points)

2. Discussion board – 6 questions (pay close attention to number of peer response required) (10 points each 60 points)

- Preliminary mandatory forms are to be submitted BEFORE visiting the school and starting the observation. (20 points)

- After submitting required forms, complete a 20 hour field placement where you will observe in a special education setting. Placement will be assigned through the FSU Office of Teacher Education. Advanced arrangements must be completed with that office. During classroom observations, students will record their thoughts and activities in a journal. The journal will include 3 interview questions to be asked of the cooperating teacher at the observation site. Submit the teacher interview questions & responses as part of the journal. Once all observation hours and the interview have been completed, write a reflective paper summarizing your total observation learning experience. The following documents must be submitted to the instructor: Two copies each of the a) observation evaluation sheet and the b) observation time sheet, c) observation journal, d) interview questions and responses, and e) reflective summarizing paper. (160 points)

In Addition To All Other Course Requirements, All 5 Observation Assignment Components Are Required And Must Be Submitted In Order To Pass This Course!!!!!!

- Mid-Term Question bank evaluation (50 points)

- Case study (application, research, and reflection paper) (50 points)

- Lesson Plan (develop a plan that addresses the needs of children with disabilities; more extensive than a 6-point plan and give me a small paragraph first stating # of students lesson is for, grade level, and disabilities of the students.) (50 points)

- Final Exam - Question bank evaluation (50 points)

Grading Policy

Final course grades will be assigned on the basis of total points earned during the semester. The amount of points for the course total 500. Following is a list of the major course activities and point values:

- Twenty (20) hours Field Observation (submit required forms; early disposition inventory. For final: (teacher evaluation submitted in a sealed envelope and time sheets, if applicable K-12 Experience Form, observation journal, teacher interview questions & answers DB#7, and reflective summary) 20 pts.

- Mandatory Observation Forms (final Packet) 160

- Conceptual Framework Quiz 20

- Chapter Vocabulary 60

- Mid-Term Exam 50
• Chapter Quizzes (12)  
• Discussion Boards  6 @ 10 pts each total  
(Only respond to number of peer response required; points will be deducted for exceeding limit)
• Case study
• Lesson Plan
• Final Exam
• TOTAL

Final grades are assigned as follows:

A= 92-100% of pts (920-1000 pts); B= 83-91% (830-919 pts);  
C= 73-82% (730-829 pts); D=64%- 72% (640-729 pts);  
F=63% and below (639 points or less). *Grad students cannot make F’s.

NOTE: Students who cannot complete the course requirements in a timely manner are expected to withdraw themselves according to the dates in the University calendar. Failure to do so may result in an F grade assignment (and removal from graduate school if applicable).  
*No Incomplete grades will be given. Failure to complete requirements throughout the semester does not constitute an emergency and may require withdrawal.

INSTITUTIONAL GUIDELINES

SOE CASE STUDY INDICATORS
Student Learning Outcomes: Developing Level

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

Describes steps followed in conducting the study

Provides a population sample that indicates its size and major characteristics (e.g., age, grade level, ability level, and socioeconomic status)

Describes the meeting and assistance for teachers and/or parents in implementing recommended interventions

Demonstrates how teachers contribute to students’ progress toward high school graduation by following the North Carolina Standard Course of Study (NCSCOS); 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)

Uses a variety of data for short- and long-range planning of instruction; monitors and modifies instructional plans to enhance student learning

Interprets data on student progress accurately and can draw appropriate conclusions

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

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

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

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

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

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

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University's Police and Public Safety Department at (910) 672-1911.

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
From Jan. 29, 2015–, students considering withdrawal from class must complete the form available on the registrar’s website 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 students are permitted five no-penalty class withdrawals only. After 5 they will be calculated as "F".

Withdraw from the University
From Jan. 29, 2015 – May 5, 2015, students may withdraw from the University. Withdrawal 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.

Useful References


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

**IDEA 2004 News, Information and Resources**

Special Education & Rehabilitative Services' subtopics: Legislation and Regulations
http://www.ed.gov/offices/OSERS/IDEA/

Auditory Integration

Sensory and Auditory Improvements www.IdeaTrainingCenter.com

Learning Disabilities

Learning Disabilities Resource Review Learning Disability Options
www.info.com/LearningDisabilities

Instructing Students with Disabilities in Inclusion Settings

Office of Special Education Programs, US Department of Education,

I. Context/Environment, (Scroll document for Section 2: Providing Access to the General Education Curriculum for Students with Disabilities)

http://www.ed.gov/about/reports/annual/osep/1999/ch1.doc

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(A ppt. Presentation with examples)