“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.

**LOCATOR INFORMATION**

- **Semester:** Spring
- **Year:** 2015
- **Credit Hours:** 3
- **Course Number and Name:** SPED 460D1-Diagnosis and Evaluation of Exceptional Children
- **Course Location & Meeting Time:** Online
- **Office Hours:** Tuesday and Thursdays 3:00pm to 5:00pm
- **Instructor:** LaDelle Olion, Ph.D.
- **Office Location:** Butler 259
- **Office Telephone:** 672-1074
- **E-mail:** lolion@uncfsu.edu
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

1. COURSE DESCRIPTION

This course is a survey of the major tests and inventories used in evaluating exceptional children, focusing on broad developmental and interactional types of measurements, basic statistical concepts, the interpretation of test scores, and the relationship between information gained from tests and inventories and classroom diagnostic-prescriptive measures. Basic considerations in psychological and educational assessments will be covered.

The course will outline procedures for designing selecting, administering, scoring, and interpreting a variety of informal assessment measures for use with exceptional children. A range of informal assessment measures in the academic, social and behavioral skills areas will form the core of the content to be covered.

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

3. 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

Ms. Linda Melvin
Director, Student Health Services
Spaulding Building, Room 121
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.

4. TEXTBOOK

5. Standards:
The course is aligned to the standards of the School of Education’s Conceptual Framework and the North Carolina Department of Public Instruction (DPI) Teaching Standards. SPED initial licensure candidates will complete a Positive Impact Project that demonstrates their ability to monitor and assess student progress within an organized system of data collection from a variety of sources, analyze and interpret data and apply outcomes for planning and future instruction.

SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK
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>
</tr>
</tbody>
</table>

6. **Student Learning Outcomes**

   Upon completion of this course the following evidences will be demonstrated

   1. Candidates will be able to demonstrate their understanding of the field as an evolving and changing discipline based on philosophies, evidence-based
principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society.

2. Candidates will be able to produce evidence of their knowledge and analysis of the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs.

3. 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.

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

5. 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.

6. 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.

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

**Specific Objectives**

1. Students will identify critical questions that should be asked before initiating any assessment resulting in a more efficient and practical process.

2. Student will identify factors that can affect assessment results, including those related to the examiner, the examinee, and the test itself.

3. Students will examine important issues and problems related to the use of assessment information for labeling and classification purposes.
4. Students will identify the components involved in observational assessment, including the appropriate recording procedures.
5. Students will examine steps involved in developing criterion-referenced and curriculum-based assessments.
6. Students will examine steps involved in conducting an error analysis in the areas of reading, mathematics, and spelling.
7. Students will review the similarities and differences between curriculum-based assessment and curriculum-based measurement.
8. Students will conduct individual curriculum-based assessment procedures, interpret results and draw instructional and management conclusions and recommendations.
9. Students will conduct individual curriculum-based continuous progress monitoring using student products, assessment probes, quizzes, and tests including state mandated tests.
10. Students will review several types of alternative assessment procedures.
11. Students will examine critical issues related to the assessment of intelligence.
12. Students will identify alternative methods for measuring intelligence.
13. Students will utilize technology to assist in planning and conducting assessment activities.
14. Students will use assessment data for planning and developing instructional plans and IEPs.

7. **EVALUATION CRITERIA**

A. **Grade Distribution**

<table>
<thead>
<tr>
<th>TASK</th>
<th>Number of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board Assignments (9 @ 20 pts each)</td>
<td>180</td>
</tr>
<tr>
<td>Midterm Examination (Chapters 1-15)</td>
<td>100</td>
</tr>
<tr>
<td>Chapter Quizzes (5 @ 20 pts each)</td>
<td>100</td>
</tr>
<tr>
<td>Web Activities (2 @ 50 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Technology Assessment Project</td>
<td>100</td>
</tr>
<tr>
<td>Short Answer (4 @ 30 pts each)</td>
<td>120</td>
</tr>
<tr>
<td>Key Terms and Concepts 2 @ 100 pts each</td>
<td>200</td>
</tr>
<tr>
<td>Final Examination (Chapters 16-29)</td>
<td>100</td>
</tr>
<tr>
<td>Total Points for Course</td>
<td>1000</td>
</tr>
</tbody>
</table>

B. **Grading Scale (Based on the percentage of points earned out of 1000)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>920-1000</td>
</tr>
<tr>
<td>B</td>
<td>830-910</td>
</tr>
<tr>
<td>C</td>
<td>730-820</td>
</tr>
<tr>
<td>D</td>
<td>640-720</td>
</tr>
<tr>
<td>F</td>
<td>630 or less</td>
</tr>
</tbody>
</table>
This syllabus is subject to change at the instructor’s discretion. Should any changes occur you will be duly notified.

*Up to 25% of points will be deducted from each assignment submitted more than 7 days late.

8. **COURSE REQUIREMENTS**

   **A. Participation:** Each student must participate in all class sessions within the limits of the attendance policy and participate in discussions based on outside readings and posted lectures.

   **B. Quizzes:** There are 5 quizzes in the class. Each of the quizzes is worth 20 points. Quizzes are worth 100 points.

   **C. Short Answer Questions:** There are 4 short answer projects each is worth 30 points. The short answer questions are worth a total of 120 points.

   **D. Discussion Boards:** Online group discussions will occur 9 times during the course at 20 points each. The group discussion makes it imperative to keep up with the reading and other learning activities, so that you may communicate knowledgeably with your peers in the course. For full credit you must participate within the given time allotted. Discussions are worth up to a total of 180 points.

   **E. Mid Term Examination:** The midterm examination will cover chapters 1-15 and will consist of 54 multiple choice questions. The examination is worth 108 points.

   **F. Key Terms and Concepts:** There are 2 Key Terms and Concepts each worth 100 points. These are basic terms and concepts that each student should know. This portion of the class projects are worth a total of 200 points.

   **G. Technology/Assessment Project:** You will create and submit a Power Point presentation that demonstrates you describing and administering a criterion-referenced assessment or a curriculum-based assessment on any academic area that can be used in the classroom. Each student will submit their Power Point through Blackboard. The project is worth up to 100 points.

   **H. Web Activities 1 and 2:** There are two web activities that require the use of the internet. Web Activity # 1 is taken from Chapter 16 and Web Activity # 2 is taken from Chapter 20. Each activity is worth up to 50 points each.

   **I. Final Examination:** The final examination will cover chapters 16-29 and will consist of 56 questions designed to promote the use of your higher order thinking skills. It is worth up to 112 points.
<table>
<thead>
<tr>
<th>Assignment Week</th>
<th>Readings and Assignments</th>
<th>Assignments Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;Jan. 5-16</td>
<td><strong>Order Textbook or Pick up Rented Textbook</strong>&lt;br&gt;&lt;br&gt;<strong>Tour Blackboard</strong>&lt;br&gt;&lt;br&gt;<strong>Submit Ethics Agreement (10 points)</strong>&lt;br&gt;&lt;br&gt;<strong>Discussion Board #1 (20 Points)</strong></td>
<td><strong>January 16</strong></td>
</tr>
<tr>
<td><strong>Week 2</strong>&lt;br&gt;Jan. 16-23</td>
<td><strong>Read Chapters 1, 2 and 3</strong>&lt;br&gt;&lt;br&gt;<strong>Read Power Points (Chapters 1, 2 and 3)</strong>&lt;br&gt;&lt;br&gt;<strong>Quiz #1 (20 Points)</strong>&lt;br&gt;&lt;br&gt;<strong>Discussion Board #2 (20 points)</strong></td>
<td><strong>January 23</strong></td>
</tr>
<tr>
<td><strong>Week 3</strong>&lt;br&gt;Jan. 23-30</td>
<td><strong>Read Chapters 4 and 5</strong>&lt;br&gt;&lt;br&gt;<strong>Read Power Points Chapters 4 and 5</strong>&lt;br&gt;&lt;br&gt;<strong>Short Answer Assignment #1 (30 points)</strong>&lt;br&gt;&lt;br&gt;<strong>Discussion Board #3 (20 points)</strong></td>
<td><strong>January 30</strong></td>
</tr>
<tr>
<td><strong>Week 4</strong>&lt;br&gt;Jan 30 to Feb. 6</td>
<td><strong>Read Chapters 6 and 7</strong>&lt;br&gt;&lt;br&gt;<strong>Read Power Points Chapters 6 and 7</strong>&lt;br&gt;&lt;br&gt;<strong>Quiz #2 (20 points)</strong>&lt;br&gt;&lt;br&gt;<strong>Discussion Board #4 (20 points)</strong></td>
<td><strong>February 6</strong></td>
</tr>
<tr>
<td><strong>Week 5</strong>&lt;br&gt;Feb. 6-13</td>
<td><strong>Read Chapters 8, 9 and 10</strong>&lt;br&gt;&lt;br&gt;<strong>Read Power Points Chapters 8 and 9</strong>&lt;br&gt;&lt;br&gt;<strong>Short Answer Assignment #2 (30 points)</strong>&lt;br&gt;&lt;br&gt;<strong>Discussion Board #5 (20 points)</strong></td>
<td><strong>February 13</strong></td>
</tr>
<tr>
<td><strong>Week 6</strong>&lt;br&gt;Feb. 13-20</td>
<td><strong>Read Chapters 11, 12 and 13</strong>&lt;br&gt;&lt;br&gt;<strong>Read Power Points Chapters 11,12 and 13</strong>&lt;br&gt;&lt;br&gt;<strong>Quiz #3 (20 points)</strong>&lt;br&gt;&lt;br&gt;<strong>Discussion Board #6 (20 Points)</strong></td>
<td><strong>February 20</strong></td>
</tr>
<tr>
<td><strong>Week 7</strong>&lt;br&gt;Feb. 20-27</td>
<td><strong>Read Chapters 14 and 15</strong>&lt;br&gt;&lt;br&gt;<strong>Read Power Points Chapters 14 and 15</strong>&lt;br&gt;&lt;br&gt;<strong>Short Answer Assignment #3 (30 points)</strong>&lt;br&gt;&lt;br&gt;<strong>Key Terms and Concepts #1 (100 points)</strong></td>
<td><strong>February 27</strong></td>
</tr>
<tr>
<td><strong>Week 8</strong>&lt;br&gt;Feb. 27 to March 6</td>
<td><strong>MIDTERM Exam: Chapters 1- 15 (100 points)</strong></td>
<td><strong>Due March 6</strong></td>
</tr>
</tbody>
</table>
| Week 9 | Read Chapters 16 and 17  
Read Power Points Chapters 16 and 17  
Web Activity #1 Chapter 16, Question #3, p. 227 (50 points) | March 13 |
|---|---|---|
| Week 10 | Read Chapters 18, 19 and 20  
Read Power Points Chapters 18, 19, and 20  
Web Activity #2, Chapter 20, Question #1, p. 248 (50 points) | March 20 |
| Week 11 | Read Chapters 21 and 22  
Read Power Points Chapters 21 and 22  
Quiz #4 (20 points)  
Discussion Board 7 (20 points) | March 27 |
| Week 12 | Read Chapters 23  
Read Power Points Chapter 23  
Short Answer Assignment #4 (30 points) | April 3 |
| Week 13 | Read Chapters 24, 25 and 26  
Read Power Points Chapters 24, 25, and 26  
Quiz #5 (20 points)  
Discussion Board #8 (20 points) | April 10 |
| Week 14 | Read Chapters 27, 28 and 29  
Read Power Points Chapters 27, 28, and 29  
Discussion Board #9 (20 points)  
Key Terms and Concepts #2 (100 points)  
Excellence in Teaching Conference (April 17). Free for students. More information to follow. | April 17 |
| Week 15 | Technology Assessment Project (100 points) | April 24 |

**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.  

**Behavior in the Classroom:** The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will "prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations." Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

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

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

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

6. File a complaint with the Dean of Students for more severe disciplinary action.

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

**Class Attendance:** Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. Likewise, students are expected to complete all assigned Blackboard activities within the assigned window of time. When students must miss class(es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments.

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


Students shall be allowed a minimum of two (2) excused absences each academic year for religious observances required by the faith of the student. Such absences must be requested in accordance with the procedures in this Policy.

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

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

**Requesting an Absence due to Religious Observance:**

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

B. If the student has provided the *Request for Class Absence Due to Required Religious Observance* form to the Center for Personal Development in the time prescribed, the student shall be granted the excused absence as prescribed by this Policy. The Center for Personal Development shall be responsible for notifying the student’s instructors of the student’s approved absence.
C. The Center for Personal Development shall also be responsible for denying a student’s request should the student have exceeded the student’s two (2) excused absences, as allowed by this Policy. In such instances, the student should make a request for an excused absence due to a religious observance directly to the student’s instructors. The instructor will evaluate the student’s request according to the guidelines in the course syllabus regarding excused absences. If the student’s request is approved, the student shall be responsible for completing all make-up assignments.

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

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

**Withdraw from the University:** Withdraw from University means you are withdrawing from all classes for the semester due to circumstances that prevent you from being able to complete classes. Locate the deadlines for the drop/add period and withdrawal at the Office of the Registrar’s website: [http://www.uncfsu.edu/registrar/index.htm](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.

**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/bronco/) page.
  Enter your Banner ID.
  Enter your cell phone number, then enter it again to verify.
  Click Submit.
10. **TEACHING STRATEGIES**

Instructor will use a variety of presentation methods, including lecture, discussion, small group activities, student presentations, multi-media, and web enhanced instruction.

11. **REFERENCES** (Key websites on assessment):

http://www.lib.utexas.edu/subject/ss/psyc/test.html

http://www.agsnet.com/group.asp?nGroupInfoID=a16640

http://www.wrightslaw.com/advoc/articles/slideindex_files/frame.htm

http://www.cpsimoes.net/artigos/art_test_eng.html

http://ericae.net/faqs/bil_spec.htm

http://www.fetaweb.com/03/tests_measurements.htm

http://www.wrightslaw.com/advoc/articles/tests_measurements.html