This syllabus is subject to change at the discretion of the instructor. Students will be notified of changes accordingly.

“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**

Instructor: Cynthia T. Shamberger  
E-mail: cshamber@uncfsu.edu  
Office Location: Butler 249  
Office Telephone: 672-2464  
Hours: Tue 10:00 AM – 11:45 AM & 1:15 PM – 3:30 PM  
Thu 10:00 AM – 11:45 AM & 1:15 PM – 3:30 PM  
Class meeting: On-Line  
Credit Hours: 3:00

**Course Description:**

This course provides a clinical field experience with accompanying seminar series in the area of exceptional students. The field experience portion includes observations, tutoring, and/or selected teaching area(s) of exceptional students. The seminar portion provides for an on-going opportunity for discussion of current issues as well as problems and questions which arise during the field portion of the course.

**Readings:**


Additional readings may be assigned by instructor from a variety of sources.

**FSU Learning Outcomes and NC Standards:**

Special Education – Initial Learning Outcomes

- 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. (time log & site-supervisor evaluation, university sup. Evaluation-- by 12/5)

- 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. (portfolio-- by 12/5)

- 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. (Portfolio-- by 12/5)

- 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. (supervisor’s evaluations & portfolio-- by 12/5)

- 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. (supervisor’s evaluations & portfolio-- by 12/5)

- Candidates will be able to lead in their profession by creating learning environments for individuals with exceptional learning needs that foster a school culture of understanding, safety and emotional well being, positive social interactions, and active engagement of all individuals. (90 hours of observation and interaction and supervisor’s evaluation-- by 12/5)
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. (portfolio and supervisor’s evaluations-- by 12/ 5)

SPED 480 is designated to review Emerging level Learning Outcomes for the required Professional Participation Evidence completed in SPED 470 or 600. See Emerging Learning Outcomes below:

**Emerging Level Outcomes: Professional Participation Project**

- begins to state a position or thesis; emerging control in organization and development of ideas, reasons, examples or details to explain key ideas; gaining correct use of language, grammar, mechanics, etc.; attempts style, in-text and bibliographic formatting. (portfolio-- by 12/ 5)
- recognizes opportunities for professional learning activities (workshops and portfolio-- by May 5)
- recognizes the responsibility of teachers for professional improvement and support (workshops and portfolio-- by 12/ 5)
- recognizes factors that can diminish or enhance involvement by parents, guardians, and the community in schools (observation in the school and self-disposition survey-- by 12/ 5)
- acknowledges the importance of ongoing professional development (workshops attended, speakers series, school meetings, and on-going professional development plan-- by 12/ 5)

**NC Professional Standards Used in Course**

<table>
<thead>
<tr>
<th>Standards Used in Course</th>
<th>NC Core Standards</th>
<th>CEC Common Core Standards; NCATE Standards</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>1. Teachers demonstrate leadership.</td>
<td>#9 Professional and Ethical Practice; #10 Collaboration #1 Knowledge, Skills, Dispositions</td>
<td>Professional Development activities</td>
</tr>
<tr>
<td>X</td>
<td>2. Teachers establish a respectful environment for a diverse population of students.</td>
<td>#5 Learning Environments and Social Interactions; #1 Knowledge, Skills, Dispositions</td>
<td>Field Placement Activities</td>
</tr>
<tr>
<td>X</td>
<td>3. Teachers know the content they teach.</td>
<td>#3 Individual Learning Differences #4 Instructional Strategies; #1 Knowledge, Skills, Dispositions</td>
<td>Research Assignment Field Placement Activities</td>
</tr>
<tr>
<td>X</td>
<td>4. Teachers facilitate learning for their students.</td>
<td>#6 Communications #1 Foundations; #1 Knowledge, Skills, Dispositions; #4 Diversity</td>
<td>Field Placement Activities</td>
</tr>
</tbody>
</table>
### SPED: General Curriculum

#### Standard 1: Special Education: General Curriculum teacher candidates know the policies, process and procedures for providing special education services.

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.

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.

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.

- 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

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

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

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

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

<table>
<thead>
<tr>
<th>Conceptual Framework Themes</th>
<th>School of Education Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caring Dispositions and Ethical Responsibility (1)</td>
<td>Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.</td>
</tr>
<tr>
<td>Communication (2)</td>
<td>Candidates understand the importance of world languages and communicate effectively and proficiently with all students, parents, peers, and administrators.</td>
</tr>
<tr>
<td>Knowledgeable and Reflective (3)</td>
<td>Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.</td>
</tr>
</tbody>
</table>
Research and Leadership (4)

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.

Respect for Diversity and Individual Worth (5)

Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.

Technological Competence and Applications for Student Learning (6)

Candidates understand that technology is a tool that supports learning. Candidates incorporate technologies appropriately to enhance instruction, learning, research, and data management.

Working with Families and Communities (7)

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.

Course Competencies:

The area of Special Education is consonant with the conceptual framework of the School of Education’s efforts for preparing educators who seek to make the learning process accessible and who enable learning to take place successfully. The conceptual framework encompasses four critical areas that educators should do: 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. This framework is also aligned with the University, School and Department’s Mission and Goal statements.

This course is designed to apply competencies and clinical knowledge introduced in the special education courses.

These competencies, by their nature, will require and involve participants in independent thinking, effective communications, and the making of relevant judgments. As facilitators of learning at the graduate level, participants in this course will be exposed to course activities and assignments, which stress the following professional development and interactions:

a. professional ethics and confidentiality
b. effective contribution to student and in the educational system
c. professional collaboration
d. on-going professional growth and development

Specific course competencies include the following:

After completing this course the student will be able to:

1. Solve problems in areas of critical thinking skills, adaptive (and computer) technologies, group management, evaluation (formal and informal), and cooperation with parents’ and professionals.

2. Design and implement curriculum tutorial activities for selected students.
based on short-term instructional objectives and goals in the student's written IEP and/or case study utilizing approved practices of teaching exceptional students.

3. Design and implement selected group activities for exceptional students based on task analysis, general objectives and goals for the group or class utilizing approved practices of teaching exceptional students.

4. Assist the teacher in designing and checking materials and work completed by the exceptional students.

5. Observe and/or participate in pupil-progress, teacher-parent, psychological or school-based conferences, etc. regarding strengths and weaknesses of a particular exceptional child, or in evaluating a particular program, modifying where necessary.

6. Observe and/or participate in formal assessment of pupil progress in the exceptional or regular classroom.

7. Apply knowledge of American Psychological Association (APA) ethics and confidentiality when working with exceptional children, labels, test scores, files etc. Also apply professional attitudes and values to represent philosophy of school and "best practices."

8. Demonstrate an understanding of the role, responsibilities, and duties of a teacher of diverse groups of exceptional students; examine personal commitment to teaching this population of students.

9. Utilize or modify modules, games, kits, workbooks, technology programs, and other materials as a tutor of exceptional students.

10. Evaluate personal strengths, weaknesses and dispositions for teaching in a formal evaluation conference, and indicate on-going problems during the three seminar conferences, thus enabling the university instructor to review, reteach, advise, conduct mini-lessons, etc. in order to make the seminar a more worthwhile learning experience.

Course Outline

Students will:

- Attend initial seminar/orientation meeting at which they will
  - Complete required forms
  - Receive course information and documents
  - Get information regarding the SPED 480 Blackboard site
- Attend additional required seminars
- Secure site placement from Office of Teacher Education and attend site placement classroom for 90 hours, according to schedule established between student and site supervising teacher
  - Complete activities selected from the Course Competencies Checklist under direction
of site supervising teacher

- Receive 1-2 visits from the course instructor to the site
- Complete check-ins

- Complete textbook reading and Chapter Summaries

- Complete Seminar Attendance and Activities
  - Dispositions Checklist
  - Web Quest Research Assignment
  - Other Discussions and readings as assigned
  - Submit work to Blackboard by due dates

- Complete Licensure Study Activities (if required)
- Complete initial and final Reflective Essay
- Submit SPED 480 Notebook and Contents to Instructor

Course Requirements

The following requirements are designed to prepare special educators as effective facilitators of learning. Students will complete requirements within seminars, field placements, and independent work opportunities under the direction of a university instructor and a site supervisor/Cooperative teacher. Complete specifications for the assignments will be presented in the SPED 480 course folder on the SPED Field Experiences Blackboard site (under Course Documents).

1. **Field Placement** - Students will complete 90 hours of field placement. They will engage in the activities cited under Section VI, Course Competencies (above). The accomplishment of each will be verified by the site supervisor/facilitating teacher and/or instructor. The instructor will make 1-2 visits to the student's site placement. Three verification documents of field placement activities will be maintained by the student and verified by the site supervisor. These are the Observation Timesheet, the Course Competencies Checklist and the Early Disposition Inventory. All three verification documents are to be submitted to the course instructor in Blackboard by (4/24) and in the notebook submitted at the last seminar (4/28).

2. **Readings/Chapter Summaries** - Students will complete independent readings from the course text and web links, and prepare an original 1/3-1/2 page summary of each chapter/disability/topic of the text using appropriate spelling and grammatical construction. The summaries are to be compiled into one document and submitted to Blackboard by the due date (3/28) and in a SPED 480 Activities Notebook by the last required seminar.

3. **Required Seminar Attendance/Web Quest Research Assignment** - Students will complete seminar sessions in which they will engage in 10 hours of study/reading related to exceptional students and the field experience. Seminars (see dates on page 14 below) will involve activities/discussion related to the following topics:
   
   a) Teachers lead in their classrooms.
   b) Teachers establish a respectful environment for diverse student populations.
   c) Teachers know the content they teach.
d) Teachers facilitate learning for their students.

e) Teachers link professional growth to their professional goals.

Students will complete a Web Quest Research Assignment related to the above topics in preparation for the Reflective Essay Assignment (below). Students will also complete a dispositions checklist as a part of the seminar requirement.

**The initial Web Quest Research Assignment will be compiled into one document and submitted for initial feedback by (2/3) in Blackboard.**

**The Final Web Quest Research Assignment will be compiled into one document and submitted to the Blackboard course site by (3/30) and the activities notebook due at the end of the semester.**

4. **Licensure Test Prep/Study Documentation** - Students who need to pass professional tests should complete a minimum of 30 hours on a test prep study site on the Internet and/or approved workshops. A log of attendance (with screen shots) should be submitted to the course instructor by (4/14) on the Blackboard site and in the activities notebook.

5. **Students will do occasional check-ins to report on their progress between seminar sessions. The first check-in is due on (2/10). Directions for all check-ins are posted with the first one. Other dates are 2/24, 3/17, 4/7 and 4/21.**

6. **Reflective/Philosophy Essay** - Students will write a brief reflective Essay paper at the end of the semester. This paper should be at least 3 pages in length, use APA citations and reference list and will address the following elements:
   (a) Teachers lead in their classrooms
   (b) Teachers establish a respectful environment for diverse student populations
   (c) Teachers know the content they teach
   (d) Teachers facilitate learning for their students
   (e) Teachers like professional growth to their professional goals

   **The initial Reflective Essay will be completed by (2/17) the Blackboard web site and submitted to the instructor through ASSIGNMENTS for feedback.**

   **The final Reflective Essay with corrections will be submitted through the ASSIGNMENTS by (4/21) for final evaluation according to the scoring rubric. (A copy of this final version will also go into the SPED 480 Activities Notebook).**

**SPED 480 Activities Notebook**—Students will compile all of their completed SPED 480 activities (above) into a SPED 480 Activities Notebook. The Notebook should be the correct size for the task and professional in the following areas: appearance, completeness, appropriate use of English, etc. The following items should be included in the Notebook:
Do not start observation hours until placement assignments have been made.

The following seminars will be held in the Curriculum Lab located in the library.

Seminar Schedule
Seminar 1—1/13 (4:00-6:00 PM)
Seminar 2—1/17 (4:00-6:00 PM)
Seminar 3—2/17 (4:00-6:00 PM)
Seminar 4—3/3 (4:00-6:00 PM)
Seminar 5—3/31 (4:00-6:00 PM)
Seminar 6—4/28 (4:00-6:00 PM) (Turn in SPED 480 Activities Notebook)

1. Documentation*:
   ___Observation Timesheet Log
   ___Course Competencies Checklist
   ___Early Disposition Inventory
2. Readings:
   ___Chapter Summaries (which will include other readings)
3. Seminar Attendance: (will be graded)
   ___5 Check-ins
   ___Web Quest
4. Licensure Test Prep/Study Documentation:
   ___Scores and/or Study Log/Analysis
5. Reflection & Teaching Philosophy
   ___Reflective Essay
   ___Observation Essay

*EXTRA CREDIT: Attend Excellence in Teaching Conference on 4/17 and provide documentation of participation.

6. Grading Procedures

   Points will be accumulated toward a final grade in the following way:

   Seminar attendance (5@ 50 pts ea) = 250 pts
   Check-ins 10 points (x 5) = 50 pts
   Midterm Exam = 40 pts
   Teacher reflection and teaching philosophy Essay Draft (intro) = 50 pts
   Draft Web Quest (5 entries) = 25 pts
   Chapter Summaries = 100 pts
   Licensure Test Prep/Study Documentation = 10 pts
   Final Web Quest (20 entries) = 75 pts
   Forms (Time sheet, Early Disposition Form, Competencies Check List) = 300 pts
   Final reflection and teaching philosophy course/observation Essay = 100 pts
   Total for course

   1000 pts

*EXTRA CREDIT: Attend Excellence in Teaching Conference April 17 10 pts
Final grades are assigned as follows: A= 92-100% (920 – 1000) of points, B= 84-91 % (840-919) of points, 
C= 76-83% (760-839) of points; F=Below 76% of points (759 points); 
WN=did not attend the course but failed to withdraw

Incomplete grades will not be given except for verifiable emergencies at the end of the course.

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

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
1. 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.

2. Failure to comply with the class assignment schedule will be detrimental to your grade.

3. Late submission of any course activities or tasks is not recommended. Assignments that are not submitted to
Blackboard within 3 days past the due date, will receive a grade of 0, unless they are accompanied by an “official” excuse. The assignment will be considered late if received after midnight of the due date. Please double-check to make sure you have your name and the assignment name on each paper.

4. Failure to perform any activities or tasks assigned will result in a grade of “0”.

5. Other: Any student missing three or more on-line assignments or e-mail communications will receive an X grade.


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/broncoalert) page.
Enter your Banner ID.
Enter your cell phone number, then enter it again to verify.
Click Submit.

**References**
Students are expected to make efficient use of professional publications in the field of Exceptional Children, such as:

- *Journal of Learning Disabilities*
- *Journal of Special Education*
- *Learning Disabilities Quarterly*
- *Academic Therapy*
- *Teaching Exceptional Children*
