Instructor:  Dr. Virginia J. Dickens  
Phone Number: 910-672-1635  
Email Address: v dicks@uncfsu.edu  
Semester: Spring 2015  
Course Location: Field Experience; Monthly Seminars in Bu 235  
Meeting Day & Time: Field Experience  
Office Hours: Tuesdays & Thursdays 1230-430 PM

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

COURSE DESCRIPTION  
This course provides participants assistance in preparing the culminating activity that
encapsulates the total experiences in the program. Participants are provided an opportunity to prepare, select and organize artifacts and items for their culminating portfolio or to organize information for an action research project or thesis. Reflecting on and analyzing teaching, synthesizing and refining outcomes and data, and making oral presentations of information will be stressed. The Master’s Competencies and other learned societies’ standards will guide the culminating process. For the area of Special Education, SPED 698 will serve as a capstone field experience which forms the backdrop for the culminating product (portfolio, action research, or thesis) developed throughout the program and completed during the course. Students will be expected to complete at least 100 hours on site in a special education related setting consonant with their program goals and the standards and indicators of the culminating product.

[This is a web enhanced field experience course with a series of on campus seminars.]

**TEXTBOOK**

No text is required. Research readings will be assigned.

**Course Policies:** The course policies are outlined in the Ethics Agreement available on the Blackboard course site. This agreement must be read, signed and returned to the Blackboard Assignment link before students begin the course assignments. In addition, this course requires the successful submission and evaluation of the Problem Based Learning Product to Taskstream, the e-portfolio system. For Taskstream access, see the Taskstream folder under the Course Content section in the Blackboard course website menu.

**Course Structure:** This course is designed to provide a field experience, a seminar experience and an online experience. Activities will consist of reading, discussions, planning documents, research and practical application requirements and web posting.

**Blackboard Access:** This course content will include online information and resources through a course management system named Blackboard. To access this course site on Blackboard you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Safari). You can access Blackboard from the FSU homepage and use your FSU login information to enter the site. For help with Blackboard, please contact the ITS Helpdesk at (910) 672-2085 and press Option "7". Passwords are set to expire regularly. You may also reset a password by logging into the FSU Campus Network. **You will need access to either a pc or laptop computer to view instructor feedback, as feedback does not appear appropriately via a tablet, ipad or cell phone.**

**Course Outline, Assignments, Assignment Schedule and Due Dates:** See page 12 and following of this syllabus. Since this is an online supported course, you must also go to the Blackboard course site for more in depth instructions and assignment descriptions.

**School of Education’s Conceptual Framework**

"The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.”
Conceptual Framework Description
The vision of the School of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Our candidates leave their programs of study knowledgeable about their subject matter, experienced in the teaching process, and prepared to use their knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents and is organized around the philosophical and theoretical underpinnings of the seven key tenets of the conceptual framework (caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities).

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

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

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

The conceptual framework themes help to strengthen the unit’s and institution’s mission and vision of a caring candidate who has in-depth knowledge of teaching, students, and their families and who will be prepared for a diverse, technological, and global society today and in the future. The conceptual framework underscores the importance of assuring that our candidates understand the contemporary family and use that knowledge to help students learn, achieve, and succeed in life. The program helps our education professionals to develop sensitivity to all types of diversity and to practice responsive pedagogy. Candidates understand that technology is a tool to learn with and know how to utilize technology to enhance instruction, learning, research, and data management. The program produces teachers who become leaders in their schools, communities, and professional organizations. The unit graduates teachers and school executives who collect and analyze data and use research effectively to improve teaching and learning for all students. Caring teachers are committed to working with all learners, culturally diverse families, and in promoting the success of all students. In short, our conceptual framework was collaboratively developed, has been shared with all stakeholders, and is coherent, knowledge based, and consistently evaluated and updated.
<table>
<thead>
<tr>
<th>Conceptual Framework Themes</th>
<th>School of Education Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caring Dispositions and Ethical Responsibility (1)</td>
<td>Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.</td>
</tr>
<tr>
<td>Communication (2)</td>
<td>Candidates understand the importance of world languages and communicate effectively and proficiently with all students, parents, peers, and administrators.</td>
</tr>
<tr>
<td>Knowledgeable and Reflective (3)</td>
<td>Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.</td>
</tr>
<tr>
<td>Research and Leadership (4)</td>
<td>Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school, district, and higher education executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to expand their knowledge base and make evidence-based decisions.</td>
</tr>
<tr>
<td>Respect for Diversity and Individual Worth (5)</td>
<td>Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.</td>
</tr>
<tr>
<td>Technological Competence and Applications for Student Learning (6)</td>
<td>Candidates understand that technology is a tool that supports learning. Candidates incorporate technologies appropriately to enhance instruction, learning, research, and data management.</td>
</tr>
<tr>
<td>Working with Families and Communities (7)</td>
<td>Candidates understand and are able to identify the characteristics of diverse families and communities. Candidates will use that knowledge to help students learn, achieve, and succeed in life.</td>
</tr>
<tr>
<td>Themes and Indicators</td>
<td>Caring Disposition &amp; Ethical Responsibility (1)</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Establish a safe and supportive learning environment</td>
<td>Improve communication and collaboration skills</td>
</tr>
<tr>
<td>Facilitate a caring and nurturing climate for all</td>
<td>Model effective oral, written, and non-verbal communication</td>
</tr>
<tr>
<td>Demonstrate dedication to high levels of ethical and responsible behavior</td>
<td>Design effective linguistic strategies to deliver instruction to diverse students</td>
</tr>
<tr>
<td>Model professional ethical standards at all times using digital technology and social media</td>
<td>Assist students in articulating thoughts and ideas clearly and effectively</td>
</tr>
<tr>
<td>Demonstrate equity and fairness and promote respect and appreciation of diversity</td>
<td>Apply teaching methodologies and strategies to ensure student progress and learning</td>
</tr>
<tr>
<td>Caring Disposition &amp; Ethical Responsibility (1)</td>
<td>Communicatio n (2)</td>
</tr>
<tr>
<td>Develop positive relationships</td>
<td>Possess in-depth</td>
</tr>
<tr>
<td>Promote and participate in collegial interactions within the educational environment</td>
<td>Use continuous reflection of teaching and assessment to analyze how knowledge gained from past experiences can be used in future teaching, learning, and professional growth</td>
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</tr>
<tr>
<td>Demonstrate enthusiasm about the field of education by practicing lifelong learning through professional development</td>
<td>Promote global awareness and the interconnectedness of content area/discipline</td>
</tr>
<tr>
<td></td>
<td>Demonstrate knowledge of the relationship between core content and 21st Century content that includes global</td>
</tr>
</tbody>
</table>
LEARNING OUTCOMES

Special Education – Advanced (by 5/12/15)

- Special educators at the advanced level will be able to use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership in public schools and in the profession. (Portfolio, LCP & Classroom Observations)
- Special educators at the advanced level will be able to advocate and apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs and services. (Portfolio, LCP & Classroom Observations)
- Special educators at the advanced level will be able to discuss, in depth, models, theories, philosophies, and research methods that form the basis for evidence-based practices in special education. (Portfolio, LCP & Classroom Observations)
- Special educators at the advanced level will be able to design and implement research activities to evaluate the effectiveness of instructional practices, information and assistive technology, and to assess progress toward the organizational vision, mission, and goals in public schools as well as in the profession. (Portfolio, LCP & Classroom Observations)
- Special educators at the advanced level will be able to reflect and demonstrate a deep understanding of the centrality and importance of consultation and collaboration to the roles within special education and use this deep understanding to integrate services for individuals with exceptional learning needs. (Portfolio, LCP & Classroom Observations)
- Special educators at the advanced level will be able to plan, present, and evaluate professional development, as appropriate to their roles, based on models that apply adult learning theories and focus on effective practice in public schools and in the profession. (Portfolio, LCP & Classroom Observations by)
## NC PROFESSIONAL (by 5/12/15)

<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>LCP Classroom Observations</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>LCP Classroom Observations</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>LCP Classroom Observations</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>LCP Classroom Observations</td>
</tr>
<tr>
<td>X</td>
<td>5. Teachers reflect on their practice.</td>
<td># 9 Professional and Ethical Practice # 1 Knowledge, Skills, Dispositions</td>
<td>LCP Classroom Observations</td>
</tr>
</tbody>
</table>

## GRADUATE STANDARDS (by 5/12/15)

<table>
<thead>
<tr>
<th>Standard 1: Teacher Leadership</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students.</td>
<td>Classroom Observations/Portfolio Assignments/Leadership &amp; Collaboration Project (as applicable)</td>
</tr>
</tbody>
</table>

Teacher leaders will know and be able to:

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

### Standard 2: Respectful Educational Environments

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

• Create collaborative partnerships with families, schools, and communities to promote a positive school culture.

• Facilitate and model caring and respectful treatment of individuals within the learning community.

• Demonstrate knowledge and understanding of diverse world cultures and global issues.

• Encourage high expectations for all students.

• Collaboratively design and implement curriculum and instruction that is responsive to learner differences.

**Standard 3: Content and Curriculum Expertise**

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

Teacher leaders:
• Demonstrate in-depth knowledge of curriculum, instruction, and assessment.
• Model the integration of 21st century content and skills into educational practices.
• Develop relevant, rigorous curriculum.

**Standard 4: Student Learning**

Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams.

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

**Standard 5: Reflection**

Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation.

Teacher leaders:
• Promote an educational culture that values reflective practice.
• Model the development of meaningful professional goals.
• Model personal and professional reflection to extend student learning and school improvement.
### CROSSWALK OF SPECIALTY AREA STANDARDS (SLD, MD/ID, BED/SED)(by 5/12/15)

<table>
<thead>
<tr>
<th>Crosswalk of Standards</th>
<th>Method of Verifying Competence</th>
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<tbody>
<tr>
<td><strong>LD/ID Standard 1/ID Standard 2/SED Standard 1:</strong> Know the policies, processes and procedures for the identification of students with learning disabilities, intellectual disabilities or serious emotional disabilities; and have an extended knowledge of conceptual, legal, historical, and philosophical foundations and the major milestones and contributions in the specialty area; and know the research, theories, and issues related to the causes, identification, and instruction within the specialty area</td>
<td>Classroom Observations/Problem Based Learning Product&amp; LCP, if applicable</td>
</tr>
<tr>
<td><strong>LD Standard 2/ID Standard 3:</strong> Use research-verified and specialized instructional strategies to improve academic and behavioral outcomes for specialty area students</td>
<td>Classroom Observations/Problem Based Learning Product &amp; LCP, if applicable</td>
</tr>
<tr>
<td><strong>LD Standard 3/ID Standard 3/SED Standard 2:</strong> Know how to collect, analyze, and use behavioral and academic data that will assist in instructional planning and decision-making for the specialty area</td>
<td>Classroom Observations/Problem Based Learning Product &amp; LCP, if applicable</td>
</tr>
<tr>
<td><strong>SED Standard 3:</strong> Use effective classroom management skills and research verified instructional strategies to improve behavioral and academic outcomes for specialty area students.</td>
<td>Classroom Observations/Problem Based Learning Product &amp; LCP, if applicable</td>
</tr>
<tr>
<td><strong>SED Standards 4 &amp; 6:</strong> Know the stages of social/affective development for school-age students; know early intervention research regarding social and emotional development; use social skills instruction to promote age-appropriate social interactions; and advocate for services for children.</td>
<td>Classroom Observations/Problem Based Learning Product &amp; LCP, if applicable</td>
</tr>
<tr>
<td><strong>LD Standard 4/ID Standards 4 &amp; 5/SED Standard 5:</strong> Collaborate with parents, other professionals, agencies and service providers; and practice their profession with ethical commitment to the use of validated practices to advance the lives of individuals with learning disabilities; and advocate for services and resources required to address the educational needs of students.</td>
<td>Classroom Observations/Problem Based Learning Product &amp; LCP, if applicable</td>
</tr>
<tr>
<td><strong>LD Standard 5/ID Standard 6/SED Standard 7:</strong> Serve as leaders in the transition process.</td>
<td>Classroom Observations/Problem Based Learning Product &amp; LCP, if applicable</td>
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### SPED: ADVANCED MAT & MEd PROGRAM

**Level:** Advanced Knowledge and Skill Sets

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<tbody>
<tr>
<td>Problem Based Learning Product</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Leadership &amp;</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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### CEC Professional Standards (2010)

(by 5/12/15)
<table>
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<tr>
<th>Collaboration Project</th>
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</thead>
<tbody>
<tr>
<td>Best Practices Portfolio</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Complete</td>
<td></td>
<td></td>
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<td>X</td>
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</table>

* Students must be familiar with the NC Common Core and 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 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.*

**COURSE OUTLINE:**

Course begins January 13; Course ends May 2, 2015

*If you plan to graduate in May 2015, inform your instructor now and all work must be completed on time according to the timeline. (Be sure that you complete a Graduate Graduation and Application to Candidacy Formsnow.)

**Dates of Required On Campus Seminars:**

- Seminar 1-Tuesday, January 13--Butler 235 500-630
- Seminar 2-Tuesday, January 27--Butler 235 430-630
- Seminar 3-Tuesday, February 17--Butler 235 450-630
- Seminar 4-Tuesday, March 3--Butler 235 430-630
- Seminar 5-Tuesday, April 7--Butler 235 430-630
- Seminar 6-Tuesday, April 21-- (if needed)--Butler 235 430-630

**Assignment Due Dates: (See Assignment Grid below)**

(Due dates mean the assignments are due to the assignment links in Blackboard and/or other designated sites on the dates given. Due dates constitute serious commitments. If you are consistently unable to meet due dates, you need to re-consider your enrollment in the course.)

**Please note that the dates below are not always sequential. Look and plan ahead so you don’t miss any due dates.**
## Assignment Due Dates Grid

<table>
<thead>
<tr>
<th>✓</th>
<th>Due Date(s)*</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>[Field experience site visits by instructor will be scheduled directly with individual students via email. Check email on regular basis please.]</td>
</tr>
</tbody>
</table>

| Jan 13 | Disclosure Form, Personal Information Sheet and Ethics Agreement due at Initial Seminar or submitted to the designated Blackboard Assignment links (in the Course Information section of the course) by Jan 13 |
| Jan 24 | Leadership & Collaboration Project Proposal Form due to Blackboard Assignment link |
| Jan 24 | Site Supervisor Agreement Form due to the designated Blackboard Assignment link in the Course Information section of the course |
| Jan 24 | Action Research Proposal Due to Blackboard Assignment link |
| Feb 7  | LCP Draft of Written Report sections: Introduction through Research Questions due to Blackboard Assignment link |
| Feb 21 | Draft LCP Written Report sections--Introduction through Review of Literature due to Blackboard assignment link and Turnitin link through Blackboard [Turnitin will yield an Originality report to you and to me showing whether your paper was copied in part or whole from other sources. **Do not copy.**] |
| Mar 14 | Completed Action Research Project Report due to Blackboard Assignment link |
| Mar 28 | LCP Draft --Written Report sections Introduction through References and Reflection Template due to Blackboard assignment link for review |
| Apr 18 | Completed LCP Web Folio (Bio., Revised Written Report, Presentation Package, ReflectionTemplate and Additional Supporting Documentation) due to Taskstream for Evaluation--**no initial submissions after this date please** |
| Apr 25 | Revisions to LCP due to Taskstream for Evaluation (per Taskstream instructions in Blackboard>Assignments)—**no submissions after this date** |
| Apr 25—May 3 | Instructor completes and submits final grade [Graduates’ grades due May 3] |

## COURSE REQUIREMENTS

**Field Placement & Seminars Requirements:**

1. Students are expected to complete a 100 hour supervised field placement in a setting related to inclusion of mild to moderate students with disabilities (MAT) or to a specialty area setting related to intended licensure (MEd).
2. Students are expected to attend a series of required on campus seminars and engage in seminar activities as assigned. These required activities include:

   a. Instructor and Site Supervisor Evaluations
   b. Other activities as required

The Instructor and Site Supervisor Evaluations will become part of the Leadership and Collaboration Project (in web page 1—the Reflection Template and web page 3—the Additional Supporting Documentation section to document competence in specific Graduate Standards/Indicators in the Reflection Template).

**Leadership & Collaboration Project (LCP) Requirements:**

Students are expected to complete all components of the Leadership and Collaboration Project, which consists of the following:

   a. Brief Autobiography
   b. LCP Reflection Template
   c. LCP Research Report
   d. LCP Presentation Package
   e. Additional Supporting Documentation (including the Action Research Project; Instructor/Site Supervisor Evaluations and other documentation of having met Graduate Standards/Indicators on Reflection Template).

**Action Research Project Requirements:**

Students will design/implement an Action Research Project to investigate and improve student learning/school policies and practices. This project will become part of the Leadership and Collaboration Project (to appear in the Additional Supporting Documentation section to document completion of Graduate Standard 4, Indicator #15 on the Reflection Template). [With permission and careful planning, students may combine the requirements of the LCP Written Report and the Action Research Project.]

**SPED 698 Requirement Guidelines** – The SPED 698 requirements will ultimately be submitted to and evaluated on Taskstream. You will be provided with specific guidelines/instructions on the SPED 698 Blackboard support site for the course for completing and submitting the SPED 698 requirements for review and evaluation.

**EVALUATION**

A. Performance in Field Placement & Seminars in accordance with course guidelines/scoring rubrics = 25% of Final Grade (as measured by performance observations and rubrics) [200 points]

B. Performance in Leadership and Collaboration Project, including the Action Research Project, in accordance with course guidelines/scoring rubrics = 75% of Final
GRADING POLICY

Final Grades will be assigned according to the FSU catalog grading guidelines and grading policy. [Final grades are assigned as follows: A= 92-100% of points, B= 83-91% of points, C= 74-82% of points; F=Below 74% of points.]*

**Do not plan to submit assignments late. Assignment due dates are not optional.**
Incomplete grades are not issued in this course except in cases of verifiable emergencies occurring near the end of the course. Students who otherwise discover their inability to complete course assignments should withdraw by the University deadlines.

*Because the Leadership and Collaboration Project is an MAT and MED Program evaluation Evidence, students not receiving a level of Proficient on the LCP Scoring Rubric (thus demonstrating competence in each Standard’s Indicators) will not receive a passing grade for the course, regardless of points accumulated.

General Instructions

- This is a graduate course. It is expected that you can write using Standard English grammar and will proofread your work carefully before submitting it. If you cannot, you need to submit all work prior to the due dates to the Smarthinking resource available through Blackboard and revise according to feedback provided.
- Seminars will be scheduled individually with SPED 600 students at least monthly
- Assignments will be submitted through 3 venues as instructed: Blackboard for review/revision; Turnitin for originality report; Taskstream for Initial and Final Evaluations. Instructions will be provided about submitting materials to Taskstream.
- Nothing goes on Taskstream for Final Evaluation that has not been reviewed/revised, if necessary.
- Look/plan ahead for assignment due dates. Complete work in advance so you will be ready for unexpected occurrences.
- Follow the Timelines/designated methods of submission to ensure materials are reviewed/revised in a timely way. Ask if you are not sure.
- Please do not submit any materials that have not been proofread carefully and edited for typos, spelling errors and grammatical errors. This is a graduate course—writing counts.
- It is expected that you will study and use APA format (6th ed.) for citing and referencing all sources, according to the resources provided.

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**  
  Senior Professional Counselor  
  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.

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](mailto: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://fsubroncoalert.fayettevillestate.edu/) page.
- Enter your Banner ID.
- Enter your cell phone number, then enter it again to verify.
- Click Submit.
REFERENCES/RESOURCES

Text References


Journal Resources

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

- Journal of Learning Disabilities
- Journal of Special Education
- Learning Disabilities Quarterly
- Behavioral Disorders
- Teaching Exceptional Children
- Exceptional Children
- Academic Therapy
- American J. of Mental Deficiency
- Intervention in School & Clinic

Web Resources:

Professional Development
http://www.cec.sped.org/am/template.cfm?section=professional_development

Special Education Tracks
http://www.4teachers.org/profd/spedtrack.shtml

Special Education Sourcebook Directory
http://directory.teachersourcebook.org/category_index.cfm?category=36

LD Online
http://www.ldonline.org/

Behavior Disorders/Emotional Disturbance
http://www.cec.sped.org/AM/Template.cfm?Section=Behavior_Disorders_Emotional_Disturbance

American Association on Intellectual and Developmental Disabilities
http://www.aamr.org/

Action Research: A Strategy for Instructional Improvement
http://www.newhorizons.org/strategies/action_research/front_action.htm
Classroom Action Research Homepage
http://oldweb.madison.k12.wi.us/sod/car/carhomepage.html

Future Action Research

Education as Inquiry
http://www.lupinworks.com/ar/elmsdale/debbie.html