

# Department of Specialized Education Services

## B.S. in SPECIAL EDUCATION: GENERAL CURRICULUM STUDENT HANDBOOK

# UNCG



*“A Community of Professional Educators Committed to Preparing  
and Supporting the Professional Development of Caring, Collaborative, and  
Competent Educators who work in Diverse Settings”*

NOTE: POLICIES AND PROCEDURES OUTLINED IN THIS HANDBOOK ARE SUBJECT  
TO CHANGE. STUDENTS SHOULD CONFIRM PROGRAM PLANS WITH THEIR  
ADVISOR.

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## Frequently Asked Questions

1. What kinds of teaching positions will I be qualified to teach if I complete the undergraduate program?

*Your certification in the state of North Carolina will be in Special Education: General Curriculum which refers to the inclusion of students with mild/moderate disabilities (learning disabilities, behavioral and emotional disabilities, and mild developmental disabilities) who are responsible for the North Carolina Standard Course of Study. You may also work with students with mild disabilities in the category of Other Health Impaired.*

2. Do I have an area for my 2<sup>nd</sup> concentration?

*You should always work with your advisor on your course selections. North Carolina does not require the 2<sup>nd</sup> Concentration is not required for the degree in special education, but at UNCG you do take courses that meet this requirement. You should work with your advisor on courses that provide you with a focus of study to support your study of special education-not sure how we want to answer this-we haven't worked out the areas of focus i.e.-reading, math, etc*

3. Can I do my student teaching in my hometown?

*Field experiences and student teaching experiences are arranged so that you can receive supervision and support from the UNCG faculty and so that you are in classrooms that will give you experiences that reinforce your coursework. You will be given the opportunity to have input with your advisor*

4. Where can I get some help if I am having difficulty in one of my courses?

*There are 2 sources of academic assistance in the Student Success Center. **The Learning Assistance Support** services include walk-in, group, and individual tutoring; academic skills assessment; computer assisted academic skills enhancement; and academic skills workshops throughout the academic year.*

*The **Special Support Services** program is available to assist first-generation college students and students with disabilities. SSS promotes support services that help students overcome academic, social, and cultural barriers to higher education. Program students receive cover an array of comprehensive services that include: counseling; academic skills assessment and development; individualized peer and professional tutoring; graduate school guidance; workshops and opportunities to attend educational and cultural events. See <http://success.uccg.edu/> for additional information.*

5. Is financial aid available to undergraduates?

*The best way to find out about financial aid is to contact the UNCG Financial Aid office. You can contact that office by calling 336-334-5702, e-mailing at [finaid@uncg.edu](mailto:finaid@uncg.edu) or visiting the website at <http://fia.dept.uncg.edu/>*

Also, refer to the section in this booklet on scholarships, for information about scholarships available through our department and the School of Education.

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# **Conceptual Framework of the UNCG School of Education**

The Department of Specialized Education Services seeks to address the mission of professional education at UNCG which is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individuals as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and disposition through the preparation and continuing professional development of teachers, principals, and other school personnel

## **Program Philosophy**

The undergraduate program in special education in the Department of Specialized Education Services at UNCG leads to a B.S degree with licensure in special education: general curriculum. The preparation program will be based on two complementary considerations. First, standards provided through state, professional, and accrediting bodies, including the North Carolina Department of Public Instruction (DPI), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the Council for Exceptional Children (CEC) guides the implementation of the program to ensure that it represents best practices and rigorous standards. Second, the program will be directly responsive to community input to ensure that graduates are ready to address the realities of their profession and meet local needs.

The program will emphasize themes that capture contemporary thinking about preservice special education teacher preparation:

1. Parents and families
2. Interprofessional collaboration
3. Differentiated learning based on best practices in instruction
4. Transitions (school levels, settings, life span)
5. Technology
6. Positive supports for behavior

In addition the program follows the conceptual framework of the School of Education at UNCG. The conceptual framework states that the mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research,

and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.

## EDUCATIONAL OBJECTIVES

Program goals of the B. S. in Special Education are to provide excellent preparation to preservice special education teachers who will teach students with mild/moderate disabilities. These goals are as follows:

- 1. Competency in working with parents and families.** Students will learn about, interact with, and have field experiences stressing culturally competent interactions with parents and families of individuals with disabilities. Particular emphasis will be placed on creating supportive and positive interactions
- 2. Competency in developing interprofessional collaboration and communication skills.** The strong emphasis placed on interprofessional collaboration will be an integral part of the program. Opportunities to work in a interdisciplinary settings will be provided by offering experiences blending instruction and collaboration with other trainees in the university. Student will participate in university--community--multi-agency partnerships designed to find ways to share professional expertise and understandings of one another's perspectives.
- 3. Competency in differentiated learning based on best practices in instruction.** Students will learn research-based, best practices for working with students with mild/moderate disabilities. The emphasis in coursework will be multi-level, with instruction relating to formal assessment for identification and eligibility and informal classroom assessment for the purpose of instruction using curriculum-based approaches.
- 4. Competency in providing for transitions associated with school levels, school settings, and life span activities.** Emphasis will be placed in coursework and field experiences on assisting students and families during periods of transition, including those across school levels, those across settings, and those across the life span. This topic will be integrated throughout the program. Since the North Carolina licensure pattern is for K-12 credentialing in special education, a priority will be placed on providing students with experiences across age levels and settings and needs. In that way, they will be better prepared for the variety of teaching positions for which they will be eligible.
- 5. Competency in instructional technology and universal design for learning.** Students will meet the rigorous requirements of the International Society for Technology in Education –National Educational Technology Standards for Teachers (ISTE/NETS)and the technology standards for teacher licensure in North Carolina. Coursework will address human factors associated with technology instruction, including hardware, software, and other materials and applications useful for teachers, including universal design for learning

to meet instructional needs of diverse learners. Since the State of North Carolina requires that each teacher licensure candidate prepare a technology portfolio, this program goal will be clearly articulated and implemented.

- 6. Competency in developing positive supports for student behavior.** This specific goal of the program is to emphasize positive supports for diverse learners. Students will examine a multitude of interventions in response to student behavior as well as exploring issues related to school violence and prevention. Students will learn strategies and techniques for working with students' behavior and emotional needs, including therapeutic approaches, interventions for crises, self-advocacy, and social skills training. A priority for this program goal is to address the many factors in the environment that affect student behavior, particularly in urban settings. A second priority will be the functional analysis of behavior and the development of effective strategies based on such assessment. Another perspective will be improving students' understandings of cultural variations in behaviors and the implications for intervention. Finally, the role of parents and families in supporting positive student behavior will be stressed.

## **Admission to the University**

Admission to the university is based on the criteria as set forth by the university. For specific information on admission to the university, contact Undergraduate Admissions at 334-5243.

## **Admission to the School of Education**

Admission to the university does not guarantee admission to Teacher Education with a major in special education-learning disabilities and behavioral and emotional disabilities. The following are the requirements to be admitted to the teacher education program:

1. A minimum GPA of 2.75 based on all relevant undergraduate coursework, including transferable hours as determined by the UNCG admissions office
2. Completion of at least 12 semester hours at UNCG.
3. Recommendation of the department.
4. Achievement of minimum score requirements as set by the North Carolina Department of Public Instruction on the Pre-Professional Skills Tests (PPST). This test should be completed during the spring semester of the sophomore year. Transfers should complete the PPST during the semester they complete SES 250.

Additional SES requirements:

1. A grade of C in SES 250.
2. Completion of all courses needed to fulfill the UNCG general education requirements.

During the junior year, students already admitted to the program must apply for admission to student teaching.

# Financial Assistance and Scholarship

## **Loans**

For information on loans, write directly to the Financial Aid office:

Financial Aid Office  
723 Kenilworth St  
Greensboro, NC 27402

Phone (336) 334 5702  
Fax (336) 334 3010  
Free Application for Federal Student Aid (FAFSA)  
Information: 1-800-433-3243

You may also access all information and download forms from the Financial Aid Office website:  
[www.uncg.edu/fia](http://www.uncg.edu/fia)

MARCH 1<sup>ST</sup> IS THE PRIORITY MAILING DATE FOR UNCG STUDENTS WISHING TO OBTAIN FINANCIAL AID FOR THE FOLLOWING SCHOOL YEAR.

## **Tuition payment plans**

UNCG offers the AMS Tuition Pay Monthly Plan. This is an interest-free way to divide your tuition into monthly installments, rather than making a lump-sum payment. There is a \$50.00 one-time application fee. The deadline to apply for the program is June 1<sup>st</sup> for the Fall, and November 1<sup>st</sup> for the spring. For more information contact AMS at 1-800-635-0121 or on the website:  
[www.tuitionpay.com](http://www.tuitionpay.com)

## **On-campus Employment**

For information concerning on-campus jobs contact Career Services at (336) 334 – 5454, or on the website at [www.uncg.edu/csc](http://www.uncg.edu/csc)

## **Scholarship Information**

A variety of scholarship and grant opportunities are available to graduate students through the School of Education and the Department of Specialized Education Services.

Scholarships are based on merit and/or need. They are available to full and part-time students. Please note that if you are awarded a scholarship based on need it may affect the financial aid you are already receiving. That is, loans and grants may be reduced or eliminated if a scholarship affects a student's unmet need. Any further questions concerning these or other financial aid policies should be directed to the Office of Financial Aid through the above contact information.

A single scholarship application should be turned in to the Student and Advising Recruitment Center (SARC) office by February 15 of each year to receive scholarships for the following academic year. If you wish to be considered for need-based scholarships, a Free Application For Student Aid (FAFSA) should accompany your scholarship application. FAFSA forms can be

picked up from the Financial Aid Office, requested by phone using the above toll free number, or downloaded from the website. [www.uncg.edu/fia](http://www.uncg.edu/fia). Contact SARC to apply for School of Education Scholarships.

#### Prospective Teacher Scholarship/Loan

North Carolina residents who plan a teaching career in the state may apply. College applicants must have a minimum GPA of 3.0. The award is \$2,500 per year and each year's stipend may be canceled by a year of public school teaching in North Carolina. Applications due mid-February. For more information [www.cfnc.org](http://www.cfnc.org)

#### Ethel Virginia Butler Centennial Scholarship

Approximately 10 awards of at least \$6000 for in-state and \$12000 for out of state are made from a bequest for alumna Ethel Virginia Butler. Contact the Financial Aid office.

#### Superintendent's Scholarship

Awarded to incoming freshman from high schools in the Piedmont Triad Education Consortium. The award is valued at \$1000 and is renewable for up to four years.

#### Dean's Scholars

Offers incoming freshman four-year renewable scholarships ranging from \$1000 to \$3000 annually. Contact the Financial Aid office.

Several other, non-specific majors scholarships are available through the financial aid office, as well as by community and civic organizations. Students are encouraged to seek out and apply for these scholarships.

#### Department of Specialized Education Services

##### The ARC Scholarship

The Guilford County chapter of the Association of Retarded Citizens awards this scholarship to full-time graduate and undergraduate students. The scholarships are based on need and merit. Recipients of this scholarship must teach in Guilford County one year for every year they accept the scholarship.

##### Project RESTART

Project RESTART is supported by a U.S. Department of Education personnel preparation grant to prepare teachers for working with children with high incidence disabilities. Targeting nontraditional adult students including community college transfer students and public school teaching assistants, Project RESTART can provide stipends of up to \$6,200.00 for each year of the professional teacher preparation program. Upon graduation, special education teachers who are participants in Project RESTART teach in the public schools for the number of years they have received assistance. For application and additional information, contact Dr. Stephanie Kurtts or Dr. Carolyn Boyles of the SES faculty.

## **Program Requirements for Undergraduate Major in Special Education: General Curriculum**

In September 2000, the UNC General Administration approved an undergraduate program in the Department of Specialized Education Services to prepare teachers in special education in the areas of learning disabilities and behavioral/emotional disabilities. In March of 2003, the North Carolina Department of Public Instruction restructured initial teacher licensure in special education as special education: general curriculum or special education: adapted curriculum. The following are the requirements of this program.

### General Education Requirements (36 semester hours)

HEA 201 Personal Health  
SOC 101 Introduction to Sociology

PSY 121 and SOC 101 are required courses. Other coursework must be approved by advisor.

### Teacher Licensure Requirements (10 semester hours)

ELC 381 The Institute of Education  
LIS 120 Introduction of Instructional Technology or Educational Settings  
CUI 450 Psychological Foundations of Education  
CUI 420/320/335 Reading and Language Arts Education (select one)  
HEA 201 Personal Health

### Special Education Requirements (51 semester hours)

SES 135 Sign Language for the Deaf-I  
SES 250 Introduction to Professions in Specialized Education  
SES 252 Survey of Learning and Behavior Differences  
SES 350 a, b, c Interprofessional and Instructional Field Experience (6 credit hours total)  
SES 360 Assessment for Exceptional Learners  
SES 447 Service Delivery Systems and Role Management  
SES 460 Parents, Families, and Support Systems for Students with Exceptional Needs  
SES 465 Student Teaching and Seminar: Students with Mild/Moderate Disabilities  
(12 credit hours)  
SES 464 Positive Behavior Supports for Exceptional Learners  
SES 469 Reading Instruction for Learners with Disabilities  
SES 471 Teaching Exceptional Learners the General Curriculum-I  
SES 472 Teaching Exceptional Learners the General Curriculum II

Electives must be approved by the student's advisor.

<sup>1</sup> All courses are 3 credits unless otherwise indicated.

Second academic concentration are selected to be complementary to the field of special education and provide students with an expanded knowledge base in order to best meet the education needs of children with mild/moderate disabilities. Students should select their second academic focus by the beginning of the sophomore year. \*

### Dual Major in Elementary Education and Special Education

Students may choose to complete the dual major in elementary education and special education with licensure in elementary education K-6 and special education: general curriculum K-12. See the program coordinator for the course of study for this program and admission requirements. Students choosing the dual major must be admitted to the Teachers Academy no later than the spring of their sophomore year.

## Writing and Speaking Intensive Courses

All students are required to complete a writing intensive (WI) and speaking intensive (SI) course in the major and in general education requirements. See Undergraduate Bulletin for guidelines for exemptions for transfer students concerning WI and SI outside of the major.

In the writing intensive courses students demonstrate their understanding of the course concepts and materials through the writing process, using constructive criticism from readers to revise drafts, and to produce one or more clear, coherent, and effective written assignments appropriate to the field.

In the speaking intensive courses, students receive instruction in an appropriate mode of oral communication (interpersonal or small group communication or presentational speaking) and enhanced opportunities to practice improvement of oral communication skills.

The writing intensive course in the major is SES 252-Survey of Learning Disabilities and Behavioral and Emotional Disabilities. The speaking intensive course in the major is SES 447-Service Delivery Systems and Role Management.

## Field Experiences and Student Teaching

### Interprofessional and Instructional Field Experiences

In the three semesters prior to student teaching, students will complete 10 hours a week in the field. These field experiences in schools are completed through the course requirements of SES 350a, b, and c- Interprofessional and Instructional Field Experiences. Field experiences focus on both urban and rural settings providing an opportunity to experience a tremendous range of student diversity. Field placements are located in surrounding school districts and may require travel beyond a 20 mile radius. The UNCG School of Education has developed strong

partnerships with school districts in the Piedmont region of the state in order to provide these valuable field experiences.

The field experience component for the undergraduate special education teacher preparation program is intended to be a companion to students' other coursework, providing them with increasingly demanding experiences, in a variety of settings, to implement techniques and strategies being learned in core program coursework, interact with colleagues in applied settings, and problem solve with peers about the interprofessional and instructional issues that they encounter. This course embodies the six themes of the program (parents/families, instructional practices, collaboration, positive behavior supports, use of technology, effective transitions). The course is also intended to provide a vehicle through which the special education program can coordinate efforts with the already-established Professional Development School model in place in the Department of Curriculum and Instruction. Finally, it is through this field experience that it will be ensured that majors in the special education program, who are working toward K-12 licensing in two disability areas, have opportunities to work with a representative range of students.

### **Student Teaching**

Students in this program will receive North Carolina K-12 licensure in special education: general curriculum. Field experiences and student teaching will be carefully orchestrated to include a range of experiences. Students will spend a semester in an elementary, middle school, and high school setting (each), working with students with mild/moderate disabilities prior to student teaching. During the fourth semester of the professional program, the student teaching experience (12 weeks) will be completed at one educational setting with emphasis on inclusive learning environments. Please see the teacher education handbook of the School of Education for specific requirements concerning student teaching

### **Portfolio Requirements**

During the four semesters of the professional teacher preparation program in special education, students work progressively on a teaching/technology portfolio. The teaching/technology portfolio addresses the NCDPI standards for special education: general curriculum, Council for Exceptional Children teaching standards in special education and the ISTE/NETS standards for instructional technology.

The professional course of study offers opportunities for students to complete projects, assignments, and field experiences that demonstrate their competency in each of the teaching standards. The teaching/technology portfolio is the product that showcases the completion of the coursework requirements for meeting the standards.

While students begin collecting evidence of their competencies beginning with the first professional courses, it is during the fall of the senior year that they begin organizing their teaching/technology portfolios. The students also complete activities associated with the reflective writing process to address each of the competencies.

Teaching/technology portfolios are completed during the spring semester of the senior year (student teaching). Then they are reviewed by SES faculty and public school special education teachers.

# Teacher Education and Licensure

## CERTIFICATION REQUIREMENTS

### Coursework for Teacher Licensure (16 semester hours)

The following coursework is required for all areas of teacher licensure in special education: general curriculum.

ELC 381 The Institute of Education

LIS 120 Introduction of Instructional Technology or Educational Settings

CUI 450/430 Psychological Foundations of Education (select one)

CUI 420/320/335 Reading and Language Arts Education (select one)

HEALTH 201 Personal Health

### **GPA**

A minimum 2.75 GPA is required for licensure in special education- learning disabilities and behavioral and emotional disabilities in the Department of Specialized Education Services. A 3.0 GPA is required for the dual major in elementary education and special education. Students with a GPA lower than 2.75 but 2.5 or greater may appeal admissions decisions to the Teachers Academy. See form in Appendices.

### **PRAXIS**

All teacher licensure candidates must have satisfactory scores on the Pre-Professional Skills Test (PPST)-PRAXIS I- for admission to the teacher education program. To be licensed in North Carolina, students must meet the specific state requirements for licensure, including an adequate score on relevant PRAXIS exams in (1) general knowledge in special education and (2) mild/moderate disabilities and demonstration of technology competencies. Students should take the relevant PRAXIS exams during the third or fourth semester of their professional program.

## PROFESSIONAL ORGANIZATIONS AND HONORS

### **Council for Exceptional Children**

UNCG is host to a student chapter of the Council for Exceptional Children, the foremost professional organization for service to children with disabilities. Led by active and involved students from the fields of specialized education services, volunteerism and service to individuals with special needs is a major goal of the organization. Members work with community agencies such as the ARC, Partnership Village, and Special Olympics. Members also have extensive opportunities for professional development through attendance at local, state, and national

meetings of the Council for Exceptional Children. For more information contact Dr. Stephanie Kurtts, 256.1080 or sakurtts@uncg.edu.

### **Alpha Lambda Delta**

Alpha Lambda Delta is an honorary society for freshmen who have achieved a 3.5 or better GPA in their first semester. The purpose of the society is to encourage superior scholastic attainment among students, to promote a continued high standard of learning, and to assist students in recognizing and developing meaningful goals for their unique role in society. Activities include registration workshops and recruitment and welcoming of students who have excelled academically in high school. For more information about Alpha Lambda Delta call 334-5231.

### **Black Education Student Association**

The purpose of the Black Student Education Association is to:

- Function as a support network
- Encourage professional growth by providing learning experiences in the areas of lesson planning, organization, creativity, stress and discipline
- Increase awareness through service
- Develop relationships within the community
- Increase awareness concerning the need for black educators

### **Golden Chain Honor Society**

The Golden Chain Honor Society seeks to recognize UNCG students for outstanding achievement and service to the University. Founded in 1948, The Golden Chain is unique to the UNCG campus. The seven links of The Golden Chain are Leadership, Scholarship, Service, Tolerance, Magnanimity, Judgment, and Character. Candidates for membership may be nominated by University students, faculty, staff, Golden Chain alumni, and honorary members. Candidates must be juniors or seniors at UNCG. An overall grade point average of at least 3.25 is required. The Golden Chain Scholarship is awarded annually and is supported by projects of the Society's membership and donations from Golden Chain alumni and honorary members.

### **Kappa Delta Pi**

Kappa Delta Pi is the oldest and largest international honor society in education in the United States. With more than 500 chapters spread across the world, Kappa Delta Pi is dedicated to scholarship and excellence in education through the worthy ideals of Fidelity to Humanity, Service, Science, and Toil. Membership is based on several factors, including cumulative GPA, potential or achieved leadership, and exemplification of worthy educational ideals. Membership is open to juniors, seniors, and graduate students; an active Kappa Delta Pi member must nominate candidates for membership. For further information, contact the Phi Epsilon Chapter counselor in the Teachers Academy, 334-3412.

### **Phi Sigma Pi National Honor Fraternity**

The Alpha Chi Chapter of Phi Sigma Pi is an honor fraternity for students at UNCG founded upon superior scholarship and with the purpose of advancing educational ideals. It exists to meet the needs of close fellowship among people of like ideals, interested in the same goals, and striving for high social expression. At all times it endeavors to advance the interests of education.

**Psi Chi National Honor Society in Psychology**

Psi Chi, The National Honor Society in Psychology, was founded for the purposes of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology. To be a member, you must maintain a 2.5 overall GPA and have a 3.0 in psychology.

**Student NC Association of Educators (SNCAE)**

SNCAE is a group of pre-professionals who are influencing the future of education; 54,000 education students, the largest student membership organization in the world and pre-professionals helping to upgrade the quality of teacher education. It is an affiliate of the National Education Association, the largest and most powerful teacher’s organization in the nation. For further information, contact the School of Education, 334-3414.

**SCHEDULE OF COURSES**

**Teacher Preparation Program in Special Education**

*Sample Program Outline*

**YEAR ONE**

<u>Fall</u>		<u>Spring</u>	
GENED	<u>15</u> 15	SOC 101 (GENED/TE) GENED	3 <u>12</u> 15

**YEAR TWO**

<u>Fall</u>		<u>Spring</u>	
SES 135	3	SES 250	3
HEA 201 (GENED/TE)	3	PSY 250 (GENED)	3
GENED <sup>1</sup>	3	Elective	3
Sec. Acad. Concen.	6	Sec. Acad. Concen.	9
	<u>15</u>		<u>18</u>

**YEAR THREE**

<u>Fall</u>		<u>Spring</u>	
SES 350a	2	SES 350b	2
SES 252	3	SES 360	3

SES 447	3		
SES 460	3	SES 471	3
CUI 450	3	CUI 320/420/335	3
ELC 381	3	Sec. Acad. Concen.	3
LIS 120	<u>1</u>		<u>17</u>
	18		

**YEAR FOUR**

<u>Fall</u>		<u>Spring</u>	
SES 350c	2	SES 465	12
SES 472	3		
SES 466	3		
SES 469	3		
Sec. Acad. Concen.	6		
elective	<u>3</u>		<u>12</u>
	17		

<sup>1</sup>NOTE: Elective may be substituted if all GENED and second major requirements are met in fewer credit hours (because of overlap or recently passed change in requirements) than noted. During the program's first year, students will need to meet old GENED requirements, and so slots for electives will be taken for that purpose.

# Academic Policies

The handbook has specifically included university policies on academic integrity, grading policies and grades, and class attendance. For further information, students should visit the UNCG homepage website at <http://www.uncg.edu> and see the Undergraduate Bulletin located under UNCGenie.

## **Attendance**

Regular class attendance is a responsibility and a privilege of university education. It is fundamental to the orderly acquisition of knowledge. Students should recognize the advantages of regular class attendance, accept it as a personal responsibility, and apprise themselves of the consequences of poor attendance. Instructors should stress the importance of these responsibilities to students, set appropriate class attendance policies for their classes, and inform students of their requirements in syllabi and orally at the beginning of each term.

## **Student's Responsibility**

1. Knowledge of each instructor's attendance policy and monitoring his or her class absences throughout the term.
2. Familiarity with all materials covered in each course during absences and make-up of any work required by the instructor.
3. Initiation of requests to make-up work missed because of class absences. The decision to assist the student with make-up work, including tests, rests with the instructor.
4. Follow-up on all notices from the Registrar regarding course enrollment in order to correct registration.

## **Grading Systems**

For an extensive review of the grading systems in place at UNCG, refer to the following website:

<http://www.uncg.edu/reg/Catalog/0001/Grades/gradesINDEX.html>

## **Honor Code**

Students are expected to know and abide by the UNCG Academic Honor Code. On all the course work and examinations, each student shall add the following statement:

"I have abided by the UNCG Academic Honor Policy on this assignment or examination."

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Signature

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Date

### **From the UNCG Academic Integrity Code/Policy:**

A. The following acts are considered violations of the Academic Integrity Policy and are typical, but not exhaustive, examples of the acts which constitute breaches of the Policy.

**Plagiarism:** Intentionally or knowingly representing the words of another as one's own in any academic exercise. Plagiarism may occur on any paper, report, or other work submitted to fulfill course requirements. This includes submitting work done by another, whether a commercial or non-commercial enterprise, including web-sites, as one's own work:

- Failure to cite references: From requiring the student to redo the paper to "F" on the paper. Includes intentional or obvious failures to properly cite sources.

**Falsification:** Intentional and unauthorized falsification or invention of any information or citation in an academic exercise. Falsification includes knowingly reporting data, research, or reports so that either the process or the product is shown to be different from what actually occurred; falsely reporting having met responsibilities of attendance or participation in class, practicum, internship, or other types of field work experience; or submission of falsified excuses for attendance or participation in such experiences. Falsification also includes submitting work to meet the requirements of one course when it was done in whole or in part, to meet the requirements of another course. Exceptions to this provision must be given prior approval by the instructor to whom the work is to be submitted.

### **Policy for Making Course Accommodations for Students with Disabilities**

The School of Education and Department of Specialized Education Services fully support the University's policy of making its programs accessible to all qualified students. It is policy for faculty members to make accommodations in courses to consider appropriate modifications in the program of studies to meet the needs of students with disabilities. The Office of Disability Services offers a variety of services and resources for students with physical and learning disabilities. Some of these are note takers, assistive listening devices, and transportation ideas. Their goal is to help students with disabilities become independent and autonomous individuals, along with creating community support and understanding. In order for students to request accommodations with faculty members they must:

1. Register with the Office of Disability Services
2. Put any requests in writing to the appropriate faculty member

The contact information for the Office of Disability Services is:

Disability Services, UNCG  
1000 Spring Garden St.  
101 Park Building  
Greensboro, NC 27402  
(336) 334-5440  
[www.uncg.edu/ods/](http://www.uncg.edu/ods/)