FAIRLEIGH DICKINSON UNIVERSITY
School of Education

Course: EDUC 2402 - Field Experience II: Curriculum and Instruction
1 credit 30 hours in the school

Instructor: E-mail: 
Phone: Fax: 
Office Hours: 

Course Description:
EDUC 2402
On-site field experience (30 hours) in public schools and classrooms, focusing on their function, structure and curricula. Concurrent with freshman and sophomore educational seminars: EDUC 1108 Seminar in Professional Practice I: Teacher's Role in School and Community, EDUC 2209 Seminar in Professional Practice II: Teachers as Educational Leaders and EDUC 3309 Seminar in Professional Practice III: The Functions of Teaching.

Course Objectives

1. Given a series of classroom observations, candidate will demonstrate his/her knowledge and understanding of the relationship of the NJCCCS to what takes place in the classroom and the principles and strategies of effective classroom management that (1) promotes positive relationships, cooperation and purposeful learning activities in the classroom; and (2) how classroom participation supports student commitment by writing a 3-5 page summary paper

2. Given a series of classroom observations, candidate will examine culturally relevant pedagogy and demonstrate their knowledge and recognition of multiculturalism by discussing in a 3-5 page paper how the class and school to which he/she is assigned supports diversity.

3. The candidate will observe the use of technology in the classroom and analyze its use to enhance instruction, support students with special needs, and address diverse students.

Required Text/Materials

Students will need to re-read the following article which they read in Seminar II (2209). It will be posted on the Blackboard site for the class to access.


Required Novell and WebCampus (Blackboard) Accounts

All students in this course are required to obtain an FDU student web mail account in order to access the Blackboard (on-line) components of this course. Further, all students are required to submit assignments using Microsoft Word.

In order to access WebCampus, you must have a WebMail account and be officially registered for classes.

If you are having trouble creating your WebMail account or logging in to WebCampus, please contact the Fairleigh Dickinson University Technical Assistance Center (FDUTAC) at 973-443-8822 or email fdutac@fdu.edu. Assistance is available 24 hours a day for WebCampus users.
**Course Standards:**

Upon completion of Field Experience II, the pre-service teacher will demonstrate a fundamental understanding of the typical elements of a school as an educational institution and an organization, and the teacher’s role as part of the school community; as indicated by assessment of written reports that are **to be submitted online** using identified performance criteria based on the Professional Standards for Teachers.

The following Professional Standards for Teachers as designated by the Department of Education for the State of New Jersey are addressed in this course. For a complete list of the knowledge indicators and the performance indicators, please refer to: [http://www.state.nj.us/education/](http://www.state.nj.us/education/)

**Standard #1 (Subject Matter Knowledge):** Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

**Standard #2 (Human Growth and Development):** Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

**Standard #3 (Diverse Learners):** Teachers shall understand the practice of culturally responsive teaching.

**Standard #4 (Instructional Planning and Strategies):** Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.

**Standard #5 (Assessment):** Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

**Standard #6 (Learning Environment):** Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self motivation.

**Standard #7 (Special Needs):** Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

**Standard #8 (Communication):** Teachers shall use knowledge of effective verbal, nonverbal, and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.

**Standard #9 (Collaboration and Partnerships):** Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students’ learning and well-being.

**Standard #10 (Professional Development):** Teachers shall participate as active, responsible member of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally, and establishing collegial relationships to enhance the teaching and learning process.
COURSE REQUIREMENTS

Field Experience II requires that all pre-service teacher participants will:

1. Participate in on-going web-based communication and support activities with instructor, included but not limited to:
   a. Scheduled discussions and meetings;
   b. Read (re-read) Sonia Nieto’s article “Affirmation, Solidarity and Critique: Moving Beyond Tolerance in Education”. Article will be posted on the Blackboard (WebCampus).
   c. Individual research via the internet, with particular focus on issues related to the use of technology in the classroom;
   d. Using technological resources relating to education included, but not limited to:
      i. New Jersey Department of Education website [http://www.state.nj.us/education](http://www.state.nj.us/education)
      ii. Selected K-12 school-developed websites (as determined during scheduled online discussions);
      iii. Curriculum and subject-based web sites
   e. SUBMISSION OF ALL ASSIGNMENTS on-line, INCLUDING THE FINAL WRITTEN REPORT IN A TIMELY MANNER;

2. Complete 30 hours of various planned activities in a school, including, but not limited to, classroom observations, staff interviews, and co-curricular activities involving students, observing/participating in meetings and staff development workshops;

3. Maintain a daily journal for recording personal observations and impressions, and reflecting upon experiences related to the various tasks required;

4. Complete specific performance tasks that require reflection on the field experience and draw upon the knowledge base developed through readings, discussions, and activities in their course work;

5. Collect work products from the field experience for inclusion in a portfolio that will be developed in subsequent course and field experiences;
   a. Time Log must be presented in hard copy
   b. Cooperating Teacher’s Report must be presented in hard copy

6. Submit a written final report that incorporates:
   a. Summaries of performance tasks (experiences and observations)
   b. Reflections and conclusions related to their experiences and observations, and the implications for teaching and learning;
   c. Self-assessment and goals for further personal and professional development.
PERFORMANCE TASKS

The following performance tasks are required as part of Field Experience II. The pre-service teacher will conduct these tasks during the 30-hour field experience in accordance with the scheduled developed by the school. The results of the performance tasks will be incorporated into the final report.

Task #1  Classroom Observations: Environment and Management Strategies (10%)

The student will observe in the classrooms and record his/her observations in a daily journal. The observations will be summarized in a 3-5 page paper according to the following guidelines:

1. What is the grade level of this class? At what level(s) are the students in the class?
2. How would you describe the classroom environment and management strategies?
   a. How did you feel when you walked into the classroom and throughout your stay?
   b. Do you see a relationship between the physical arrangement of the classroom and the teacher and his/her approach to students and learning? Explain.
   c. Was there evidence of “rules” and clear direction as to what is expected of the students? What evidence is there of either student understanding or confusion?
   d. Is there evidence that the curriculum deals with issues related to appropriate student behavior and social responsibility?
   e. Describe interactions among students during the class.
   f. How did the teacher interact with the students to maintain a controlled yet productive environment? Were students generally well behaved? How did the teacher respond to incidents of inappropriate behavior?
   g. How would you describe the teacher’s "style" in terms of classroom management?
   h. Would you characterize the teacher as having a teacher-directed style or a more democratic, students-centered style? What impact do you feel this had on student attitude, motivation, and behavior? Be specific.
3. How did the teacher keep students engaged in their work?
   a. Would you describe the class as “teacher-centered” or “student-centered”? Explain your view.
   b. Were all students continually and actively involved in the learning activities?
   c. Did the students seem bored or interested? Why do you say this?
   d. What percentage of time during your observation would you estimate was direct instructional time and how much was managerial or unfocused?
   e. Of the instructional time, what percentage would you estimate was time-on-task where you observed students actually engaged?
   f. What relationship is there between what the teacher and students do in class and the NJCCCS?
   g. What accommodations were made for students with special needs and diverse learners?
4. Does the teacher’s style appear to reflect and be consistent with his/her learning and instructional program? Describe the patterns and the relationship between the classroom management techniques and the instructional techniques you observed. Also describe the relationship between what takes place in the classroom and the New Jersey Core Curriculum Content Standards.
5. Additional insights your gained – both positive and negative
Task #2  Multicultural School Assessment (30%)

1. Read or reread Sonia Nieto's article *Affirmation, solidarity, and critique: Moving beyond tolerance in multicultural education*. (You may have read this in Seminar 2).

2. Using Nieto’s four levels of multicultural education (Tolerance, Acceptance, Respect, and Affirmation, Solidarity, and Critique) assess how your particular school supports diversity.

3. Using your observations and daily log, prepare a paper in which you describe your school's level(s) of multicultural education.
   - Look for examples in each of the 4 categories and discuss them thoroughly. Support your discussion with details. Make sure to include at least 5 facets of the school structure (look at the rubric for examples)

4. Provide 2 specific examples of how your observations would affect your teaching of students who exhibit differences. Suggest 2 specific strategies you could use in the classroom that address student differences.

Task #3  Technology in the School (30%)

Based upon the observations of lessons which integrate technology and lessons which do not integrate technology, the pre-service teacher will record observations as to how technology is used in the school and how it affects the classroom environment, management strategies, instructional strategies and student engagement.

The student will also make observations as to whether technology was used to assist students with special needs and diverse learners. Make note of any specific adaptive technology. Make notes of the use of standard technology which assisted students in their learning.

During your field experience, visit classes that integrate technology into lessons as well ones that do not. Please make every possible effort to observe at least 3 classes in which technology is employed.

You should observe regular classes and a technology class if available. Technology is more than just the use of computers. There is “low tech” and “high tech”.

The written summary of all observations should be 3-5 pages. You should compare and contrast the various classrooms that are observed. Use appropriate educational terminology

Focus your summary paper on these issues:

How is technology used in the classroom and the school?

- a. What resources are available?
- b. What resources are being used?
- c. How is technology being integrated into the classroom? How many computers are in the classroom and how are they being used (or not)? Is there a special computer lab that students go to? Does the teacher use technology to promote information literacy through searches and problem solving activities? What software is currently being used, if any?
- d. Is technology used to aid students with special needs? ELL/ESL students? How?
- e. Is the technology being used in a culturally relevant way (i.e. does it address all of the students in the class regardless of social class, gender, race, ethnicity, religion, language, sexual orientation, age and special needs)?
- f. Are the resources sufficient for the class? School?
- g. Is there a digital divide in the school? (Look up the term). Do most of the students have computers at home?
- h. Is the school wireless? If so, does it work?
- i. Is there “tech support” in the school?
- j. What was done well with technology? What could be improved? What would you do if you were the teacher?
Task #4 Reflection (10%)
The pre-service teacher will write a 2-3 page reflection on his/her field experience. How did this experience influence you in your quest to become a teacher? How have you grown through this experience? Based upon this experience, give at least 2 areas about which you would like to learn more.

Task #5 Time Log (10%)
Your time log must be complete and submitted with both your signature and that of your cooperating teacher.

Task #6 Cooperating Teacher’s Report Form (10%)
This form must be submitted with your cooperating teacher’s signature. If your CT prefers, he/she may give this to you in a sealed envelope.

FINAL WRITTEN REPORT
Following the completion of the 30 hour field experience, the pre-service teacher will submit a written final report that incorporates their summaries of interviews, experiences and observations; findings from their performance tasks; reflections and conclusions related to their experiences and observations, and the implications for teaching and learning; and their self-assessment and goals for further personal and professional development.

Required format:
Your report should be one continuous document which has the following components:

* Cover page: (must include course name and number, section number, your name and FDU ID#, and contact information, name of faculty advisor, date of submission)

* Table of contents

* Field assignment background information
  o Name of school
  o Name of district
  o Dates of field placement
  o Time Log (signed) (may be scanned and submitted)
  o Cooperating Teacher’s Report Form (signed) (may be signed and submitted)

* Summaries of Performance Tasks

  Task #1 Observation summary: Classroom Environment and Management Strategies (3-5 pages)
  Task #2 Multicultural School Assessment (3-5 page summary paper)
  Task #3 Technology in the School (2-4 page paper)
  Task #4 Personal Reflection (2-3 pages)

Report Due Date
Full report must be submitted no later than 3:00 pm on February 28.

If you are unable to turn in your finished work by February 28, you MUST turn in an Incomplete Contract by February 28. **Failure to submit either your finished work or your Incomplete Contract will result in the loss of at least 5 points from your final grade.** If you are unable to turn in your completed work on February 28, you must also notify your professor by email.
**Assessment and Grading**

**Rubric for Task #2: Multicultural School Assessment Task**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Standards</th>
<th>Meets Standards</th>
<th>Below Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibits understanding of the four stages of Multicultural Education as discussed in the article</td>
<td>Describes all 4 stages in their own words. Description is detailed and is correctly aligned with Nieto’s terminology.</td>
<td>Description includes all 4 stage however is lacking in detail and/or alignment to Nieto’s work.</td>
<td>Description does not include all 4 stages and/or severely lacks alignment.</td>
</tr>
<tr>
<td>Points</td>
<td>7-8</td>
<td>5-6</td>
<td>4 or below</td>
</tr>
<tr>
<td>Provides reflective analysis of school structure.</td>
<td>Several facets (at least 5) of the school structure are discussed in relation to the 4 stages. A well-defined rationale for the stages is clearly articulated for each facet.</td>
<td>At least 4 of the facets of the school structure is discussed in relation to the 4 stages. Rationale leaves some questions unanswered and/or not clearly connected.</td>
<td>3 or less facets of the school structure are discussed and/or rationale leaves many unanswered questions and is not clearly connected.</td>
</tr>
<tr>
<td>Points</td>
<td>14-15</td>
<td>10-13</td>
<td>9 or below</td>
</tr>
<tr>
<td>Mechanics (spelling, grammar, syntax, punctuation)</td>
<td>There are no errors in spelling, grammar, punctuation and syntax.</td>
<td>There are fewer than 3 errors in spelling, grammar, punctuation and/or syntax.</td>
<td>There are 3 or more errors in spelling, grammar, punctuation and/or syntax.</td>
</tr>
<tr>
<td>Points</td>
<td>6-7</td>
<td>4-5</td>
<td>1-3</td>
</tr>
</tbody>
</table>
Rubric for Task #3: Technology Task

Name: _________________________ Points (out of 20) _________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Standards</th>
<th>Meets Standards</th>
<th>Below Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of Technology</td>
<td>Student discusses the availability of technology resources in the school citing specific examples and location/distribution. Discusses tech support and needs.</td>
<td>Student discusses the availability of technology in the school describing what resources are available and what is not available.</td>
<td>Student gives a brief summary of available technology with little or no specific information.</td>
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<tr>
<td></td>
<td>3 points</td>
<td>2 points</td>
<td>0-1 point</td>
</tr>
<tr>
<td>Use of Technology in general</td>
<td>Student discusses how technology is used in the classroom to which he/she has been assigned and at least 2 additional classroom. Discusses school-wide usage in detail. Specific usage is discussed</td>
<td>Student discusses how technology is used in the classroom to which he/she has been assigned. Student discusses how technology is used school-wide.</td>
<td>Student gives a minimal description of the use of technology in the classroom and in the school.</td>
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<tr>
<td></td>
<td>4-5 points</td>
<td>2-3 points</td>
<td>0-1 point</td>
</tr>
<tr>
<td>Use of Technology for Special Needs and ELL Students</td>
<td>Discusses in depth how technology is used to support students with special needs. Discusses whether technology being used is culturally relevant and in what way(s). Gives specific examples of each (minimum of 3 examples).</td>
<td>Discusses how technology is used to support students with special needs. Discusses whether technology being used is culturally relevant and in what way(s). Gives an example of each.</td>
<td>Gives only minimal or no description of how technology is used to support students with special needs. Gives minimal or no description of the cultural relevance of the technology. No examples are given.</td>
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<tr>
<td></td>
<td>4-5 points</td>
<td>2-3 points</td>
<td>0-1 point</td>
</tr>
<tr>
<td>Overall Reflection of Technology in this School</td>
<td>Student gives a detailed and in-depth reflection on the use of technology in the school citing multiple examples of what is done well and what could be improved. Student gives multiple examples of what he/she would do if he/she were the teacher.</td>
<td>Student reflects upon technology use in the school citing what is done well and what could be improved. Student discusses what he/she would do if he/she were the teacher.</td>
<td>Student gives little or no reflection on technology use in the school. Fails to cite good or poor usage. Does not discuss what he/she would do.</td>
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<tr>
<td></td>
<td>4-5 points</td>
<td>2-3 points</td>
<td>0-1 point</td>
</tr>
<tr>
<td>Mechanics (spelling, grammar, syntax, punctuation)</td>
<td>There are no errors in spelling, grammar, punctuation and syntax.</td>
<td>There are fewer than 3 errors in spelling, grammar, punctuation and/or syntax.</td>
<td>There are 3 or more errors in spelling, grammar, punctuation and/or syntax.</td>
</tr>
<tr>
<td></td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
</tr>
</tbody>
</table>
# EDUC 2404 - QUEST Field Experience II

## Final Assessment Rubric

**Student:** ______________________  **Total Points Earned:** ___________

<table>
<thead>
<tr>
<th>Performance</th>
<th>Exceeds Standards</th>
<th>Meets Standards</th>
<th>Below Standards</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task #1: Classroom Observations</strong>&lt;br&gt;(20 points – 10% of grade)</td>
<td>Student summarizes all classroom observations into a coherent report citing specific examples of classroom environment and management strategies with exceptional analysis. (16-20)</td>
<td>Student summarizes most classroom observations into a coherent report citing some examples of classroom environment and/or management with basic analysis. (6-15)</td>
<td>Student does not summarize classroom observations. Student gives little or no analysis of class environment or management strategies. (0-5)</td>
<td></td>
</tr>
<tr>
<td><strong>Task #2 Multicultural School Assessment</strong>&lt;br&gt;(30 points – 30% of grade)</td>
<td>Score taken from above rubric Exceeds Standards (26-30)</td>
<td>Score taken from above rubric Meets Standards (19-25)</td>
<td>Score taken from above rubric Below Standards (0-18)</td>
<td></td>
</tr>
<tr>
<td><strong>Task #3 Technology in the School</strong>&lt;br&gt;(20 points – 20%)</td>
<td>Score taken from above rubric Exceeds Standards (16-20)</td>
<td>Score taken from above rubric Meets Standards (12-15)</td>
<td>Score taken from above rubric Below Standards (0-11)</td>
<td></td>
</tr>
<tr>
<td><strong>Task #4: Reflection and goal Setting</strong>&lt;br&gt;(10 points – 10% of grade)</td>
<td>The student wrote a thoughtful summary and a well-written personal reflection (9-10)</td>
<td>The reflection included a brief summary with some insight into the value of the field experience. (5-8)</td>
<td>The reflection showed little or no insight or was missing. (0-4)</td>
<td></td>
</tr>
<tr>
<td><strong>Task #5: Completion of 30 hours</strong>&lt;br&gt;(10 points – 10% of grade)</td>
<td>The candidate successfully fulfilled the 30 hour requirement for Field Experience II (10)</td>
<td>The candidate completed the 30-hour requirement for the Field Experience II but did not fully understand or meet expectations. (7)</td>
<td>The candidate did not complete the 30 hour requirement for Field Experience II. (0-3)</td>
<td></td>
</tr>
<tr>
<td><strong>Task #6: Cooperating Teacher's Evaluation Report</strong>&lt;br&gt;(10 points – 10% of grade)</td>
<td>The evaluation report from the cooperating teacher indicated excellence on all criteria. Written comments were highly positive. (9-10)</td>
<td>The evaluation report from the cooperating teacher indicated excellence on most criteria although minor concerns were indicated either on the rubric or by comments (5-8)</td>
<td>The evaluation report from the cooperating teacher indicated major concerns in 3 or more of the criteria. These concerns were reinforced by written comments (0-4)</td>
<td></td>
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</tbody>
</table>

Note 1: Up to 5 points may be deducted for poor mechanics.<br>Note 2: Up to 5 points may be deducted for late papers without prior approval of the professor.

Total Points Earned ___________  Final Grade for Course ___________

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**Papers submitted after the due date will lose points.**<br>**Reports with mechanical errors (spelling, punctuation, grammar) may lose points.**<br>**Students who earn less than 70 points will be asked to repeat this field experience.**

A 100-93  A- 92-90  
B+ 89-88  B 87-83  B- 82-80  
C+ 79-78  C 77-73  C- 72-70
**Academic and Internet Rules, Policy and Procedures**

EDUC 2402 is a traditional field experience course taught in a web-enhanced environment. The rules of conduct which apply in an on campus classroom apply here in all course-related activities, should be strictly adhered, and will be strictly enforced. To review the code of student conduct, please click [here](#).

Additionally, appropriate rules of etiquette and decorum for on-line activity (commonly known as “Netiquette”) are listed below. Compliance with the rules of “netiquette” is not simply rules to be observed; they contribute greatly to maximizing the learning experience for all participants.

- Be sure to type all messages clearly – avoid CYBERSPEAK (example: type “good to see you”, rather than “good 2CU”)
- Be professional and careful what you say to or about others.
- Be careful when using sarcasm and humor. Without face to face communications the other person may take your words as undue criticism.
- Be courteous and respect other people.
- Acting responsibly and following general customs allows everyone to experience a global adventure of open communication, information, and resources which ultimately provide a unique and fun exploration of the electronic frontier called Cyberspace.
University, Department, and Instructor Policies

I. Attendance
A. Students are required to attend class, arrive on time and participate in all courses for which they are enrolled. Class attendance and participation are essential to academic progress. Individual instructors may include class participation in the determination of the final grade. Each instructor will announce his or her grading policies at the beginning of the semester in each course, making clear the weight to be given to participation in grade determination. (FDU, 2002, p.13)

B. The School of Education’s Policy Committee met and established the following policy for attendance
   1. Attendance is required in all our classes
   2. 3 absences, grade drops by a half a grade
   3. 4 absences, grade drops by one full grade
   4. 5 absences, the student fails or withdraws from the class

II. Academic integrity
A. Fairleigh Dickinson University will not condone academic dishonesty in any form. To do so would be unfair to those students who perform honestly. Academic dishonesty undermines the confidence of the student in his or her ability to learn and perform and casts a shadow on the value of the academic process, past and future. (FDU, 1966, p. 5).

B. Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chairperson or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor. (FDU, 2002, p. 15)

C. Student using online resources for their work are expected to provide appropriate citations and references. APA format should be used to cite sources.

III. Grade equivalents
A. A = exemplary performance, excellent understanding and demonstration of the knowledge and skills addressed
B. B = competent performance, very good understanding and demonstration of the knowledge and skills addressed
C. C = adequate performance, good understanding and demonstration of the knowledge and skills addressed, some minor flaws
D. D = inadequate performance, lacks a demonstration of an understanding of the knowledge and skills addressed, serious flaws in substance and presentation of material
E. I - Incomplete - this designation is not a substitute for a letter grade. It merely describes a student’s temporary status in a course. It is to be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. Students have a responsibility to notify the course instructor of circumstances preventing them from completing the requirements on time. Students will have up to the third week of the next full semester (excluding summer sessions) to complete the requirements. If the requirements have not been met within the prescribed period, the I automatically will become an F. The F is a letter grade and will count in the student's CGPA. (FDU. 2002, p. 14)

F. Note: All graduate students are expected to maintain a GPA of 3.0 or better. The grade of “C-” in a graduate course is considered a failing grade.

IV. Grading policies
A. Graduate Programs – Grading and similar policies
   1. Grades:
      a) Weighted grades: A, A-, B+, B, B-, C+, C, and F. (Grades of C- or D are not acceptable grades in graduate programs.) The minimum passing grade for the graduate programs is a C.
      b) Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full
semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

c) Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

2. Repeat Courses: If a graduate student repeats a course, both grades remain on the transcript and are averaged in the cumulative grade-point-ratio (GPA). The student will earn credit for one course.

3. Degree Requirements and Academic Probation
   a) The School of Education requires a minimum grade-point-ratio of 2.75 (3.25 for the MA in Learning Disabilities) for graduation.
   b) Students who receive two or more grades of C in graduate coursework will be warned, and if they do not demonstrate improvement in their academic performance they will be asked to withdraw.
   c) Retention in the MAT program is contingent on maintaining a minimum grade-point-ratio of 3.00 (3.25 for the MA in Learning Disabilities).
   d) A graduate program of study must be completed within a period of five years from the time the student first registers for graduate study.

B. Undergraduate Programs – Grading and similar policies

1. Grades
   a) Weighted grades: A, A-, B+, B, B-, C+, C, C-, D, and F. The minimum passing grade for the undergraduate programs is a D.
   b) Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.
   c) Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

2. Repeated Courses: If an undergraduate student repeats a course, both grades remain on the transcript but only the last earned grade will be computed in the cumulative grade-point-ratio. The student will earn the credit associated with the grade received in the last repeated course.

3. Degree Requirements and Academic Probation:
   a) In general, a student must earn a minimum 2.00 GPR (GPA) for graduation. The School of Education, however, requires a minimum undergraduate grade-point-ratio of 3.00 for acceptance and retention in the QUEST program. If a full-time student’s semester GPR (or part-time student in blocks of twelve credits) is between 2.75 and 3.00, the student will be continued in the QUEST program for one additional semester. Students will not be retained in the QUEST program if their CGPR falls below 2.75.
   b) QUEST students who receive two or more grades of C in MAT courses will be placed on probation. If they do not demonstrate improvement in their MAT coursework they will be removed from the program.
   c) An undergraduate program of study must be completed within a period of ten years.

V. Student academic services
   A. The University attempts to meet the needs of all students with special needs. The Office of the Dean of Students coordinates, through appropriate campus offices, services that would provide reasonable accommodations for students with special needs.
   B. If special accommodations are required, contact the dean of students as early in the semester as possible to that appropriate arrangements can be made. (FDU, 2002, p.5)
VI. Policy on course completion

A. In order to maintain matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students must reapply to the Admissions Office. (FDU, 2002, p. 14)

B. A leave of absence allows students to interrupt their graduate studies if necessary. (FDU, 2002, p. 14) Please see the Student Handbook for specific details.

VII. Student responsibilities regarding fulfilling course requirements

The following represents the MAT committee's policy regarding student responsibility in fulfilling course requirements:

It is expected that students enrolled in courses and programs in the FDU School of Education (SOE) take a proactive stance in assuring that they meet the requirements to fulfill all courses necessary for certification and/or their respective program in the correct sequence and in a timely fashion. This means that it is the student’s responsibility to meet regularly with his or her advisor, to line up a sequence of courses and a time frame for completion, to make sure that all check sheets are updated regularly and are current, and to make sure that all documentation such as resumes, transcripts, and Praxis reports are on file. While the SOE faculty will make every effort to smooth the path for the student and to keep accurate records, it is ultimately the responsibility of the student to ensure that he or she has completed the necessary paperwork and courses for certification and/or graduation.

VIII. Picking up grades papers

Students are requested to pick up all of their papers from their professors (or the Quest office in Madison) within the first 3 weeks of the new semester. All work not retrieved by the end of these 3 weeks will be discarded.

IX. Instructor Specific Policies

A. Please type and double-space all assignments. All papers must be submitted with cover page indicating title of assignment, course name and section, instructor's name, your name, and date of submission. In addition to fulfilling the content requirements of each assignment, it is expected that each paper will be written using correct English, spelling, and grammar. Both content and mechanics will be considered in the grading. Remember to cite sources for ideas that are not your own using APA format. Citations are necessary for both conceptual issues and direct quotations. It is expected that all papers will be submitted by the due date unless prior approval is given for a good reason.

B. Student assessment and evaluation is performance based. Criteria for assessment include, but are not limited to:

1. Demonstration of an understanding of the theory and concepts related to the topics of the course
2. Demonstration of critical thinking
3. Sufficient and appropriate evidence to support one’s position
4. Creativity and development of strategies and procedures which reflect an understanding of the teaching/learning process
5. Effective written and verbal communication skills which includes correct usage and expression

X. Disclaimer

A. This syllabus is subject to change as the need arises. Students will be given ample notice of any changes in assignments and due dates.

B. Certification laws are subject to change. FDU is not responsible for changes made in New Jersey State requirements which might not grandfather a student.

XI. References


Peter Sammartino School of Education

QUEST PROGRAM

ATTENDANCE RECORD

Pre-service Teacher’s name: ………………………….……. …… Campus: [   ] Madison [   ] Teaneck

Partner/ Cooperating School: ……………………………………. District: ………………………………..

Address: …………………………………………………....Telephone #: ……………………………………..

COURSE NUMBER

EDUC 2401   EDUC 2402   EDUC 3403   EDUC 3404

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<th>SCHOOL CONTACT PERSON</th>
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<tr>
<td></td>
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<td>MENTOR TEACHER (Signature/Initials)</td>
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At the end of the Field Experience, this Attendance Record and Pre-Service Teacher Evaluation Form should be handed to the intern or mailed to:

School of Education
Fairleigh Dickinson University
285 Madison Avenue, M-MSO-09
Madison, New Jersey 07940
Please take this opportunity to comment on your impressions of the pre-service teacher’s performance during his/her placement in your school. Thank you.

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<th>Very Good</th>
<th>Good</th>
<th>Adequate</th>
<th>Needs Improvement</th>
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<td>1. Motivation</td>
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<td>2. Initiative</td>
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<tr>
<td>3. Ability to Relate to others</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<td>4. Sense of Responsibility (attendance, follow through on commitments, punctuality)</td>
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<td>4</td>
<td>3</td>
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<td>5. Appearance (neatness, dress, hair, etc.)</td>
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<td>4</td>
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<td>6. Communication Skills</td>
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<td>10. General Comments</td>
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Signature: ___________________________ Date: ____________________
Name: ________________________________