EDUC6563 Standards-based Curriculum and Methodology: World Languages

Course Description:

Standards-based instructional and assessment practices are introduced in this course utilizing The New Jersey Core Curriculum Content Standards (NJCCCS) and the Standards for Foreign Language Learning for the 21st Century (ACTFL Standards). The effective implementation of these standards will be demonstrated through the development of model lessons, unit plans, and authentic assessment practices including use of rubrics and student portfolios.

Course Objectives/Competencies

At the conclusion of the course, students will

1. Describe, analyze and reflect upon different instructional strategies that can be used to teach language and support the state and national standards.
2. Develop an interdisciplinary or thematic unit plan that can be used to teach language and addresses state and national standards.
3. Develop a philosophy and vision of teaching language that synthesizes the information presented in this course and that is supported by required class readings, research in the field of education, and discussions in class.
4. Evaluate and compile materials and resources that reflect a philosophy of language teaching, can be used in an elementary, middle or secondary school language classroom, and address diverse learners and global perspectives.

Professional Standards

A. New Jersey Standards

Upon completion of this course, pre-service teachers and in-service will demonstrate competencies (knowledge, dispositions, skills, and performances) based on the NJPST. For a complete list of the indicators please refer to: [http://www.state.nj.us/njded/profdev/standards/](http://www.state.nj.us/njded/profdev/standards/)

Standard #1 (Content): 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 #10 (Professional Development): Teachers shall participate as active, responsible members 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.

B. National Professional Standards

Upon completion of this course, pre-service teachers and in-service teachers will demonstrate competencies based on the ACTFL Program Standards for the Preparation of Foreign Language Teachers as follows. For a complete treatment of the indicators please refer to: http://www.actfl.org/files/public/ncate2002.pdf

Standard 1: Language, Linguistics, Comparisons:
Standard 1.a. Demonstrating Language Proficiency.
Standard 1.c. Identifying Language Comparisons.

N.B. Students entering the program will provide evidence of proficiency in the language to be taught by submitting:
- Transcripts showing the state-mandated 30 credits of language coursework in a coherent sequence that cover language, literature, and culture;
- A passing score on the Praxis exam (if applicable) www.ets.org/praxis
- A passing result on the Oral Proficiency Interview (OPI) www.languagetesting.com/contact_lti.htm or call 1-800-486-8444

Standard 2: Cultures, Literatures, Cross-Disciplinary Concepts
Standard 2.a. Demonstrating Cultural Understandings.
Standard 2.b. Demonstrating Understanding of Literary and Cultural Texts and Traditions.
Standard 2.c. Integrating Other Disciplines in Instruction.

Standard 3: Language Acquisition Theories and Instructional Practices
Standard 3.a. Understanding Language Acquisition and Creating a Supportive Classroom.

Standard 4: Integration of Standards into Curriculum and Instruction
Standard 4.a. Understanding and Integrating Standards In Planning.
Standard 4.b. Integrating Standards in Instruction.

Standard 5: Assessment of Languages and Cultures
Standard 5.a. Knowing assessment models and using them appropriately.
Standard 5.b. Reflecting on assessment.
Standard 5.c. Reporting assessment results.

Standard 6: Professionalism

Curriculum Standards

A. New Jersey Core Curriculum Content Standards [http://www.state.nj.us/njded/aps/cccs/](http://www.state.nj.us/njded/aps/cccs/)

In fulfillment of assigned performance task requirements, students will incorporate New Jersey Core Curriculum Content standards as follows:

**Thematic units** shall have the following standard as a general goal incorporating lessons, materials, strategies and activities appropriate to the proficiency level of the students, their grade level, and communicative mode(s) as assigned.

**Language:** [World Languages](http://www.state.nj.us/njded/aps/cccs/)

**Standard 7.1 Communication:** All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

**Themes** shall be drawn from the following standard:
**Standard 7.2 Culture:** All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

**Interdisciplinary units** shall have the following standard as a general goal incorporating lessons, materials, strategies and activities appropriate to the proficiency level of the students, their grade level, and communicative mode(s) as assigned.

**Language:** World Languages

**Standard 7.1 Communication:** All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

**Content/Disciplines:**

Units shall **integrate the teaching of language with appropriate state standards** from one or more of the following content areas:

- Visual and Performing Arts
- Comprehensive Health and Physical Education
- Mathematics
- Science
- Social Studies
- Technological Literacy
- Career Education and Consumer, Family and Life Skills

**National Curriculum Standards:**

In fulfillment of assigned performance task requirements, students will incorporate the **ACTFL Standards for Foreign Language Learning in the 21st Century:**

**Communication**

Communicate in Languages Other Than English

**Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

**Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics

**Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Cultures

Gain Knowledge and Understanding of Other Cultures

**Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

**Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

Connections

Connect with Other Disciplines and Acquire Information

**Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language

**Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

Comparisons

Develop Insight into the Nature of Language and Culture

**Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own

**Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities

Participate in Multilingual Communities at Home & Around the World

**Standard 5.1:** Students use the language both within and beyond the school setting

**Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Required Texts:


Course Requirements:

**A. Required Novell and Web Campus (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.

In order to access Web Campus, you must have a Web mail account and be officially registered for classes.

If you have a FDU Webmail account, your username and password for WebCampus are identical to your Webmail username and password (e.g. einstein@student.fdu.edu). Please note, there will be a delay of up to 36 hours after creating a Webmail account before you can access WebCampus. Passwords must be 6-8 characters in length and are case-sensitive (i.e. capitalization counts).
If you do not have a Webmail account, you must first create your Webmail account at webmail.fdu.edu. Click on the "Create New Account" link and follow the online instructions. There will be a delay of up to 36 hours after creating a Webmail account before you can access WebCampus.

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.

If you are using campus computers, you must have a Novell account. For additional information, please see the Students Resources section on the Office of Educational Technology website. Novell accounts must be created in a university lab. A valid FDU ID is required

To access Blackboard:

WEBSITE: http://webcampus.fdu.edu
Click on Login on the top left of the screen
At this point you will be asked for a user name and password
Once you log in, scroll down to the box called My Courses. Click on EDUC 6679. From then on, you will be able to access the various components of the course.

B. Assignments/performance tasks:

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<tr>
<th>Performance Task #1</th>
<th>Reflective and Evaluative papers: (individual tasks)</th>
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<tr>
<td>(40% of total grade)</td>
<td>By completing the reflective and evaluative papers listed to the right as assigned, students will describe, analyze, evaluate, and reflect upon different instructional strategies that can be used to teach language and support the state and national standards.</td>
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A. Task #1: Short reflective paper on rationale for/implications of standards-based teaching. Thinking questions: What is standards-based instruction? Why base instruction on standards? What are the advantages/disadvantages of standards-based instruction? What is your opinion of this model? (8% of final grade) NJPST 1,2,3,8; ACTFL 4a

B. Task #2: Short reflective paper on your own 2nd language acquisition experiences. Describe your own experience as a student of another language. How much time was involved from 0-fluency? Can you compare your skills development in your native language and in your 2nd language? How can this consciousness assist you in bringing your own students to a high level of proficiency? (8% of final grade) NJPST 1,2,3,8; ACTFL 1c

c. Task #3: Short evaluative exercise: Choose one of the approaches discussed in class. Do a Plus/Minus Inventory for that approach as it might address one of the three modes of communication in a novice high school class Conclude with your judgment as to the appropriateness of this model in this regard. (8% of final grade) NJPST 1, 2, 3, & 4; ACTFL 1a, 3a,b.

d. Task #4: Short evaluative exercise: Choose one of the approaches discussed in class. Do a Plus/Minus Inventory for that approach as it
might address one of the three modes of communication in a **novice elementary school class**. Conclude with your judgment as to the appropriateness of this model in this regard. (8% of final grade) NJPST 1, 2, 3, & 4; ACTFL 1a, 3a,b.

f. **Task #5**: Short reflective paper: Is there a “notion” that exists in the language you plan to teach but does not exist in English? Or are there a few different notions in one language that become a single notion in the other? How did this/these difference(s) cause you to change/expand your thinking as a student of the target language? How do you plan to help your students with this issue? (8% of final grade) ACTFL 1c.

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<th>Performance Task #2</th>
<th>Develop an interdisciplinary or thematic unit: (group task)</th>
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<td>(30% of final grade)</td>
<td>By developing an interdisciplinary or thematic unit plan that can be used to teach language and addresses state and national standards, students will demonstrate content area knowledge and instructional planning strategies. Units will address specific grade and proficiency levels as assigned by the instructor.</td>
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<td><strong>N.B.</strong></td>
<td>Separate Discussion Board Forums will be set up so that members of groups can communicate easily outside of class time.</td>
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<th>Assignment #6:</th>
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<td>In groups as assigned by the instructor:</td>
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<td>• Construct the basis (broad overview) of the units you are writing. Identify the target population, target language, proficiency level at the outset of the unit, and a general content area or unifying theme as assigned by the instructor or chosen by the group.</td>
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<td>• Format the unit. Include all core and language curriculum standards to be addressed. Set up a cohesive, chronological order in which the lessons will be presented.</td>
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<td>• Assign tasks. A group of four people should contribute:</td>
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<td>o One <strong>cooperatively developed</strong> introduction and chronological unit outline (all members);</td>
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<td>o Three exemplary lessons chosen from the chronological outline (three members);</td>
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<td>o One set of applications and assessments for the unit as a whole (one member);</td>
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<td>An appendix containing materials and exercises to be used in the course of the unit (all members).</td>
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<td><strong>NJPST 1,3,4,5; ACTFL 1,2,3,4,5</strong></td>
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<th>Performance Task #3</th>
<th>Develop an initial philosophy and vision of</th>
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<td>This formal paper should state a clear philosophy and vision that is supported by our required class readings, research in the field, class discussions, as well as your</td>
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(20% of final grade) | **teaching language:**
| (individual task) | Your philosophy of language teaching should synthesize the information presented in this course and be supported by required class readings, research in the field of education, and discussions in class.

**Performance Task #4**
(10% of final grade) | **Begin a professional portfolio:** (individual task)
Evaluate and compile materials and resources that reflect a philosophy of language teaching, can be used in an elementary, middle or secondary school language classroom, and address diverse learners and global perspectives.

The beginning of a professional portfolio compiled in the course of this semester will include:
- Your philosophy statement;
- A few articles, quotations/statements that strongly influenced your philosophy;
- Textbooks, websites, and other materials you found in the course of your unit development that you might use for other units. What units? What standard(s)? What theme(s)?
- The finished unit you and your classmates developed (you may edit this work if you think it is appropriate).

C. **Attendance:** Attendance is required
- 3 absences, grade drops by a half a grade
- 4 absences, grade drops by one full grade
- 5 absences, the student fails or withdraws from the class
D. Compliance with all FDU, School of Education, and Instructor Policies as stated below.

### Course Outline

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<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Assignment</th>
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| **Jan. 23**  | Introduction to state and national standards (overview): | • Reading: Shrum & Glisan, Preliminary Chapter  
  - Professional standards and the role of the language teacher  
    - NJPST’s  
    - ACTFL Program Standards for the Preparation of Foreign Language Teachers  
  - Curriculum standards  
    - NJCCCS  
    - The “Five C’s” (ACTFL Standards for Foreign Language Learning in the 21st Century) |
| **Feb. 6**   | Language acquisition theory: | • Reading : Shrum & Glisan, Chapter 1  
  - 1st language acquisition vs. 2nd language acquisition  
  - Acquisition vs. learning  
  - Developmental stages and language acquisition  
  - Enculturation vs. Acculturation and true bilingualism  
  - Diverse learners |
| **Feb. 27**  | Methods/Approaches: Major trends of the 20th Century | • Reading: Shrum & Glisan, Chapters 2 & 9  
  - Grammar Translation  
  - The Direct Method  
  - Behaviorism/Descriptive Linguistics and the development of Audio-Lingual Methodology  
  - Cognitive Psychology/Transformational-Generative Theory and Cognitive-Code Methodology  
  - Communicative Language Teaching (Notional-Functional syllabus model- Wilkins) |

**Performance Task #1 A**

Writing: Short reflective paper on rationale for/implications of standards-based teaching;

**Performance Task #1 B**

Writing: Short reflective paper on your own language acquisition experiences (try to include/compare skills development in your native language and in your 2nd language).
| March 20 | • The Silent Way (Gattegno)  
  • Suggestopedia (Lozanov)  
  • Total Physical Response (Asher)  
  • TPR – Story Telling  
  • The Rassias Method  
  • The Natural Approach (Krashen) and Input Theory | **Performance Task #1C:** Short evaluative exercise: Plus/Minus Inventory |
|---|---|---|
| April 3 | **Curriculum planning:**  
  - Using outcomes as a foundation  
  - Notional-Functional curricula  
  - Embedding themes  
  - Embedding (other) academic disciplines/content  
  **Unit planning:**  
  - Definition of a unit  
  - Components of a unit  
  - Format of a unit | **Performance Task #1D:** Short evaluative exercise Plus/Minus Inventory  
  **Performance Task #1 E**  
  **Writing:** Short reflective paper: Is there a “notion” that exists in the language you plan to teach but does not exist in English? Or are there a few different notions in one language that become a single notion in the other? How did you change/expand your thinking as a student of the target language? How do you plan to help your students with this issue? |
| April 17 | • Thematic units: Using Cultures as a basis  
  - Notional/perspectives,  
  - Functional/practices  
  • Interdisciplinary units:  
  - Using Content Areas as a basis (including Cultures/products)  
  **Lesson planning:**  
  - Formatting a lesson:  
  - General information  
  - Parts of a lesson | **Performance Task #2**  
  **Begin, in your groups, to construct the basis of the units you are writing. Go for the broad overview.**  
  **Reading:** Shrum & Glisan, Chapter 7  
  **Performance Task #2**  
  - In your groups, begin to format the unit. Be sure to include all curriculum standards to be addressed. Set up a cohesive, chronological order for the lessons to be presented.  
  **Assign tasks:** a group of four people should contribute one cooperatively developed introduction and unit outline, three exemplary lessons, and one set of applications and assessments for the unit as a whole. |
| May 1 | - Scaffolding for the skills of language  
       - Scaffolding for the modes of communication  
       - Selecting, developing, and evaluating materials for use as applications  
         o Textbook materials  
         o Authentic materials  
       Assessing outcomes  
       - Traditional assessments: quizzes, tests, etc.  
       - Portfolio assessment  
       - Technology based assessment (e.g. electronic worksheets, webquests, etc.)  
       - Developing and using rubrics |
| --- | --- |
| May 8 | - Reading: Shrum & Glisan, Chapters 10,11,12  
  **Performance Tasks #2 and #4**  
  Collect materials to use in conjunction with the lessons in your unit. **Remember to put these resources in your portfolio. Even if you reject some materials for this particular unit, you may designate them for a different use** in a different unit.  
  **Performance Task #4**  
  Develop a rubric for assessing an oral presentation as assigned.  
  **Performance Task #4**  
  Develop a rubric for a short essay as assigned |
| May 8 | - Course Wrap-up |
| May 8 | - Performance Task #3  
  Philosophy of language education paper due.  
  **Performance Task #4**  
  Portfolio due. |

**Grading and evaluation policies**

All grades are based on 100 points:

- 93-100: A  
- 88-92: A-  
- 83-87: B+  
- 80-82 B  
- 79-77: B-  
- 76-77: C  
- 70-72: C

Any grade below C is considered unacceptable in graduate programs and considered failing.

**Recommended Websites for Teachers of World Languages:**

- [http://www.state.nj.us/njded/profdev/profstand/standards.pdf](http://www.state.nj.us/njded/profdev/profstand/standards.pdf) - NJ Professional Development Standards  
- [http://www.state.nj.us/njded/cccs/cccs.pdf](http://www.state.nj.us/njded/cccs/cccs.pdf) - NJ Core Curriculum Content Standards  
- [www.flenj.org](http://www.flenj.org) – Foreign Language Educators of NJ
http://hotlink.org – University of Virginia, Curry School of Education link to Differentiated Curriculum
www.ascd.org – Association for Supervision and Curriculum Development

www.borenson.org – Hands-on Equations
www.cec.sped.org – Council for Exceptional Children
www.cs.uop.edu/~epiper/musiced - Music Education Resource Links
www.didaxinc.com – Educational Standards
www.edstandards.org/ - Standards.html Developing Educational Standards
www.educ.iastate.edu/nfire - National K-12 Foreign Language Resource Center
http://www.svsu.edu/~herks/methodspage.htm Saginaw Valley State (a compendium of handy websites)
www.isme.org – International Society for Music Education
www.iste.org – International Society for Technology in Education
www.nabe.org – National Association for Bilingual Education
www.nflec.org – National Foreign Language Center
www.naea-reston.org – National Art Education Association
www.nbpts.org – National Board for Professional Teaching Standards
www.ncss.org – National Council for Social Studies
www.nctm.org – National Council of Teachers of Mathematics
www.nea.org/teaching/nbpts/guide/index.html - National Education Association
www.nses.org – National Science Education Standards
www.reading.org – International Reading Association
wwwresponsiveclassroom.org – The Responsive Classroom
www.cpre.org – Consortium for Policy Research in Education
www.friendshipthrougheducation.org – Friendship Through Education
www.goodschools.gwu.edu – The National Clearinghouse for Comprehensive School Reform
www.relnetwork.org – Regional Educational Laboratory Network
www.idecorp.com – Innovative Designs for Educators
www.ideportal.com

http://www.cyberbee.com – CyberBee
http://thehistorychannel.com – The History Channel
http://www.discovery.com – The Discovery Channel
http://www.craftsforkids.com – Crafts for Kids
http://quicktips.apte.com – The Internet Coach
http://www.time.com/time/ - Time Magazine
http://www.thepaperboy.com.au/welcome.html - The Paperboy is a clearinghouse for newspapers from around the world

http://www.shared-visions.com - Shared Visions Unlimited
http://www.edweek.org – Education Weekly
http://www.lyrics.com – Lyrics.com
http://www.digitalhistory.uh.edu – Digital History
http://classbrain.com – Class Brain
http://www.kidsdomain.com/holiday - Kids Domain - Holidays
http://alpha.furman.edu/~wrogers/phonemes - History of English Phonemes
http://www.infoplease.com – Info Please
Suggested supplementary reading:


The McGraw-Hill Second Language Professional Series:


FDU, School of Education, and Instructor policies

A. Attendance

1. 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)

2. The School of Education’s Policy Committee met and suggested the following for graduate classes which meet for 15 sessions:
   a. Attendance is required in all our classes
   b. 3 absences, grade drops by a half a grade
   c. 4 absences, grade drops by one full grade
   d. 5 absences, the student fails or withdraws from the class

B. Academic integrity

1. 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).

2. 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 know 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. 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.

4. 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.

5. 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.
II. 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)

III. 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.

IV. 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 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.

V. Picking up graded papers
   Students are requested to pick up all of their papers from their professors within the first 3 weeks of the new semester. All work not retrieved by the end of these 3 weeks will be discarded.

VI. Instructor-specific policies
   A. Assignments are expected to be turned in on time. Assignments turned in late without a legitimate excuse will be graded "F";
   B. Papers will follow formal academic discourse requirements;
   C. Papers will be double-spaced with one-inch margins top, bottom and on the sides. A number 12 font will be used;
   D. The following information should appear on the first page or cover sheet:
      1. Name
      2. Course number/ section/ title
      3. Semester and Year
      4. Performance Task # ___
   E. Unit/Lesson plans may contain full-sized visual aids;
   F. Portfolio-related assignments may be uploaded to your edfolio site( http://edfolio.fdu.edu/) or your edweb page (http://edweb.fdu.edu/welcome/ ). However all of your assignments and portfolio must be submitted in a hard copy formatted according to the directions above. They will not be accepted by e-mail.
VII. Disclaimer

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

VIII. References


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