FAIRLEIGH DICKINSON UNIVERSITY
SCHOOL OF EDUCATION

EDUC 6568: Standard Based Curriculum and Methodology:
Social Studies

Schedule:
Instructor:
Phone:
Cell:
E-mail:

Office hours: By appointment.

Course Description:

This course integrates research into the effective teaching of social studies. Students learn different instructional strategies to enhance the teaching of social studies. State and national standards such as the NJCCCS will be addressed through curriculum development and assessment.

School of Education Mission Statement

The mission of the School of Education at Fairleigh Dickinson University is to foster a diverse community of effective, professional educators who are caring, competent, reflective, ethical leaders committed to developing scholarship, advancing student learning and achievement, and promoting democratic ideals in our global society.

SOE Claims

We believe our candidates are:

1. **Qualified to teach subject matter knowledge.**

   We believe that our evidence will show that graduates of our programs understand the central concepts, tools of inquiry, and structure of their certification area and meet the New Jersey licensure requirements (NJPST 1—Subject Matter Knowledge).

2. **Competent in pedagogical knowledge.**

   We believe our graduates have acquired the pedagogical skills to meet the needs and differences of individual students through teaching strategies that address individual learning styles, Multiple Intelligences, and differentiate instruction and take into account the developmental levels of their students. (NJPST 2,3,4, 5, 6, 7, 8—Pedagogical Knowledge).

3. **Caring**

   We believe our graduates have acquired the skills to meet the needs of their students and to promote achievement for all students (NJPST 2, 3, 4, 5, 6, 9, 10, 11).
Cross-cutting Themes – Technology, Learning to Learn, Multicultural Perspectives

Course Objectives/Competencies

At the conclusion of the course, students will

A. Describe, analyze and reflect upon different instructional strategies that can be used to teach social studies and support the state and national standards.

B. Develop an interdisciplinary or thematic unit plan that can be used to teach social studies and addresses state and national standards.

C. Develop a philosophy and vision of teaching social studies that synthesizes the information presented in this course and that is supported from required class readings, research in the field of education and discussion in class.

D. Evaluate and compile social studies material and resources that can be used in a middle or secondary social studies classroom which is reflect a philosophy of teaching social studies and address diverse learners and global perspectives.

Professional Standards

All teaching candidates must be familiar with and use the Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science, Technical Subjects, and Mathematics and have a copy of these standards on their computer. They can be found at: http://www.corestandards.org/. This course supports those standards and the NJ Core Curriculum Content Standards (NJCCCS) that can be found at http://www.state.nj.us/education/cccs/. This course also supports the New Jersey Professional Standards for Teachers (NJPST) which can be found at: http://www.state.nj.us/njded/profdev/profstand/standards.pdf

Upon completion of this course, pre-service teachers 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/

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. [1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9]

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. [2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9]

Standard #3 (Diverse Learners): Teachers shall understand the practice of culturally responsive teaching. [31, 3.2, 3.3, 3.5]

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. [4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12.]
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. [5.1, 5.3, 5.7]

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. [6.1, 6.2, 6.3, 6.4, 6.7, 6.10, 6.11, 6.12]

Standard #7 (Special Needs): Teachers shall adapt and modify instruction to accommodate the special learning needs of all students. [7.1, 7.3, 7.8]

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. [8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8]

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. [9.3, 9.4, 9.5]

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. [10.1, 10.2, 10.3, 10.4, 10.5]

Standard #11 - Professional Responsibility - Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students. [11.2, 11.3, 11.4, 11.5, 11.6]

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

Standard 6.1: (social studies skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.

Standard 6.2 (civics) All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.

Standard 6.3 (world history) All students will demonstrate knowledge of world history in order to understand life and events in the past and how they relate to the present and the future.

Standard 6.4 (United States and New Jersey history) All students will demonstrate knowledge of united states and new jersey history in order to understand life and events in the past and how they relate to the present and future.

Standard 6.5 (economics) All students will acquire an understanding of key economic principles.

Standard 6.6 (geography) All students will apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.
National standards There are national standards in civics, geography, history, economics and social studies. They can be accessed by utilizing the following information:

ISBN 0-89818-155-
Center for Civic Education (CVC)
5146 Douglas Fir Road
Calabasas, CA 91302-1467
(818) 591-9321
www.civiced.org

2. Geography For Life, National Geography Standards, 1994
ISBN 0-7922-2755-1
National Geographic Society
P.O. Box 1640
Washington, D.C. 20013-1640
1-800-368-2728

ISBN 09633219-4-6
National Center for History in the Schools
University of California, Los Angeles
1100 Glendon Avenue, Suite 927
Box 951588
Los Angeles, CA 90095-1588

ISBN 0-87986-065-0
National Council for the Social Studies (NCSS)
3501 Newark Street, N.W.
Washington, D.C. 20016

5. Voluntary National Content Standards in Economics, 2000
National Council on Economic Education (NCEE)
1140 Avenue of the Americas
New York, NY 10036
(212) 730-7007
www.nationalcouncil.org
Required Text(s):


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](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 6568
From then on, you will be able to access the various components of the course.

### Course Outline (subject to change)

<table>
<thead>
<tr>
<th>Session Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Organization: Introduction including overview of course objectives and requirements; survey of attitude and knowledge of social studies; definition of social studies, scope and sequence.</td>
<td>Chapter 1 &amp; 2 (Dynneson, et al)&lt;br&gt;Loewen: Pages 1-9</td>
</tr>
<tr>
<td>2</td>
<td>• Curriculum: overview of historical, philosophical and psychological factors influencing what and how social studies is taught. Selection, organization and presentation of subject matter. District, state, and national standards importance in teaching social studies role of the teacher in addressing standards; and current issues in social studies curriculum</td>
<td>Chapters 3 &amp; 4 (Dynneson, et al)&lt;br&gt;Reaction #1 due&lt;br&gt;Loewen: Chapter 1&lt;br&gt;Davis: Chapter 1</td>
</tr>
<tr>
<td>Chapter</td>
<td>Key Points</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Selection and organization of learning activities and material. Correlation between theory and practice. Attention to student interests, needs and abilities. Variety of techniques to motivate the learner. Strategies for individualizing instruction, group activities, preventing disruptions and creating a healthy learning environment in the classroom.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Planning in the social studies curriculum, chronological and thematic; importance, review of parts of a daily lesson and unit plan; allocating time; pacing; questioning techniques: importance of good questions in facilitating reading skills, thinking, decision-making, and evaluation on learner’s part, application of Bloom’s taxonomy.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>SS teachers as a decision maker in classroom. Teaching process. Review of research on socio-economic and psychological factors influencing how and what is taught. Modes of instruction: inquiry, guided discussion, selection of content, textbooks, computer software, supplemental materials and reading materials to achieve social studies objectives.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Incorporating technology in the social studies class, resources available, appropriate methodology, viewing skills; the computer as a teaching tool, searching skills, evaluation of resources, use of web quests, internet for research and virtual tours of historic sites and museums. Discussion of specific issues of concern to students based on their field work such as how teachers they observe address standards and incorporate a variety of teaching skills.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Evaluation of student progress: importance, philosophical and psychological considerations, different forms of evaluation. Testing: standardized, teacher-made; alternative and authentic assessment measures and how to incorporate in lesson and unit plans; relation to the bureaucratic/social structure of public education. Developing effective assessment tools; how to incorporate in social studies curriculum.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Community resources to aid the social studies teacher: NJ Historical Society, State Agencies, Local Organizations. Role of field trips, as well as preparation involved, value, and management strategies. Guests speaker from one of the above to share about the resources and availability of taking a field trip to their site.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Teaching reading in the context of the social studies, techniques and skills; discussion and questioning techniques. Assessment of students reading ability, developing vocabulary, active reading behaviors applied to social studies curriculum, including work-study skills, reading of maps, globes and graphs, comprehension, and drawing inferences. Developing social studies materials incorporating research in reading.</td>
<td></td>
</tr>
</tbody>
</table>

Chapter 5 (Dynneson, et al)
Reaction #2 Due
Loewen: Chapters 2&3

Chapters 7 & 8 (Dynneson, et al)
Reaction # 3 due
Loewen: Chapters 3&4

Chapter 9 (Dynneson, et al)
Reaction # 4 due
Loewen: Chapters 5
Davis: Chapter 2/3

Task 1: Instructional Strategies Portfolio due
Daniel Webster Report due
Chapter 6 (Dynneson, et al)
Reaction # 5 due
Loewen: Chapters 6&7

Chapter 15 (Dynneson, et al)
Reaction # 6 due
Loewen: Chapters 8&9
Davis: Chapters 3-4

Reaction # 7 due
Visit to a school district

Chapter 14 (Dynneson, et al)
Lowen Report due
Loewen: Chapters 10&11;
Davis: Chapters 5
| 10 | Incorporating writing and strategies for effective learning from other NJCCCS areas in the social studies curriculum. Correlating social studies with other disciplines such as math, science and the arts, and utilizing an interdisciplinary approach. Developing materials and activities that take into account literacy skills, math skills, science skills, as well as other areas identified in the NJCCCS through such areas as environmental and global education activities. |
| 11 | Dealing with values in the social studies curriculum. Historical developments, values clarification, moral reasoning; current status. How to incorporate in the classroom, role of the teacher, how to create appropriate moral dilemma activities for the social studies curriculum. Handling controversial issues in the classroom. How dealing with values in the social studies classroom addresses higher order thinking skills along with those in literacy, and other disciplines. |
| 12 | Strategies for active learning and the development of thinking skills. Emphasis on how to plan for lessons that engage the learner in active learning including: developing objectives, the activities, outcomes, and management techniques needed. Role playing, dramatics, games, simulations, debates, small group activities, cooperative learning, problem based learning, and moral dilemma activities are examples that will be addressed in class. |
| 13 | Interdisciplinary approach: meaning, value, strategies, skills, content. Organizing themes such as: science, technology and society, multicultural relations, global education, human equality, geography themes, and social issues |
| 14 | Micro-teaching incorporating strategies to enhance active learning in social studies classroom. Presentations of interdisciplinary units. Peer assessment of same. Evaluation of learning in course and discussion of areas of importance in effective social studies teaching as they relate to a philosophy and vision of the teaching of social studies. |
| 15 | Final Exam |

**Task 2:** Evaluation of Social Studies Materials and Resources due
Chapter 13 (Dynneson, et al)
**Davis:** Chapters 6-7

**Task 3:** Unit plan due

**Task 4:** Philosophy and Vision of Teaching
Social Studies due

**Task 5:** Reaction to Davis, Kenneth C. *Don’t know Much about American History*
**TENTATIVE:** Field trip to visit the Summit Public Schools District. Dates will be determined on student availability. Class will be from 9:00 A.M.-to 12:00 P.M. Students will be responsible for their own transportation to and from the school.

**Assignments/Performance tasks:**

<table>
<thead>
<tr>
<th>Task 1. Instructional Strategies Portfolio</th>
<th>Collection of strategies observed, discussed and demonstrated. Each strategy needs a description, a reflection on its value, an example of how it can be used to teach social studies, and how it addresses state and national standards. A minimum of 5 strategies should be included.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 2. Evaluation of Social Studies Materials and Resources</td>
<td>Students will evaluate one textbook and various resources including online websites used in middle or secondary social studies classrooms. These resources will be compiled into a list. Each resource should have a reflective statement explaining how it supports or does not support your philosophy of teaching or how it addresses diverse learners and a global perspective and/or content standards</td>
</tr>
<tr>
<td>Task 3. Unit Plan</td>
<td>Interdisciplinary or thematic unit plan. This plan maybe developed by collaborative groups and presented to the class. The plan includes a series of specific lessons and related assignments, authentic in nature, rubrics, evidence that the NJCCCS and NCSS are addressed, evidence of attention to the needs of diverse learners and the developmental levels of students, engaging students in active learning and performance based assessments. One of these lessons is taught to the class. Class provides specific and immediate feedback to presenting group.</td>
</tr>
</tbody>
</table>
III. Grading and evaluation policies

- Instructional Strategies Portfolio: 17 percent
- Unit plan: 17 percent
- Evaluation of Social Studies Materials and Resources: 17 percent
- Philosophy and Vision of Teaching Social Studies/ or Presentation video: 17 percent
- Attendance: 10 percent
- Reaction Papers (12 papers): 12 percent
- Final Exam (paper) 10 percent
- Total = 100 percent

Your total number of points will be converted into the following grade:


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

Course Requirements:

- It is recommended that you purchase the Publication Manual published by the American Psychological Association, which you can get in the bookstore. It is expected that you will use the APA style to reference all research cited in your paper.
  
    o You will use the website for your research and to enhance many of the skills you are learning in the classroom.
You will e-mail your classmates and/or your instructor throughout the class with any concerns, issues, and opinions you have. This may be done directly or through the “Issues in the Classroom” forum. It is recommended that you keep copies of all of your evaluations/assessments as artifacts in a professional development folder.

**Webliography**

Recommended Websites for Teachers of Social Studies

<table>
<thead>
<tr>
<th>Website</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.gocopernicus.com">www.gocopernicus.com</a></td>
<td><a href="http://socialstudies.com">http://socialstudies.com</a></td>
</tr>
<tr>
<td><a href="http://www.earlyamerica.com">www.earlyamerica.com</a></td>
<td><a href="http://www.thc.state.tx.us">http://www.thc.state.tx.us</a></td>
</tr>
<tr>
<td><a href="http://www.senate.gov">www.senate.gov</a></td>
<td><a href="http://www.educationindex.com">http://www.educationindex.com</a></td>
</tr>
<tr>
<td><a href="http://www.teachtsp2.com/adonline/">www.teachtsp2.com/adonline/</a></td>
<td><a href="http://quest.arc.nasa.gov">http://quest.arc.nasa.gov</a></td>
</tr>
<tr>
<td><a href="http://www.globalschoolhouse.org">www.globalschoolhouse.org</a></td>
<td><a href="http://memory.loc.gov/ammem/amhome.html">http://memory.loc.gov/ammem/amhome.html</a></td>
</tr>
<tr>
<td><a href="http://www.hyperhistory.com/online_n2/History_n2/a.html">www.hyperhistory.com/online_n2/History_n2/a.html</a></td>
<td><a href="http://www.historychannel.com">http://www.historychannel.com</a></td>
</tr>
<tr>
<td><a href="http://www.smithsonianmag.si.edu">www.smithsonianmag.si.edu</a></td>
<td><a href="http://curry.edschool.virginia.edu/go/multicultural/">http://curry.edschool.virginia.edu/go/multicultural/</a></td>
</tr>
<tr>
<td><a href="http://www.uspresidents.com">www.uspresidents.com</a></td>
<td><a href="http://www.ncss.org/">http://www.ncss.org/</a></td>
</tr>
<tr>
<td><a href="http://www.state.nj.us/njded/educators/profstand.htm">http://www.state.nj.us/njded/educators/profstand.htm</a></td>
<td><a href="http://www.state.nj.us/njded/aps/cccs/">http://www.state.nj.us/njded/aps/cccs/</a></td>
</tr>
</tbody>
</table>

**FDU School of Education Policy Reference**

**A. Mission:** The mission of the School of Education at Fairleigh Dickinson University is to foster a diverse community of effective, professional educators who are caring, competent, reflective, ethical leaders committed to developing scholarship, advancing student learning and achievement, and promoting democratic ideals in our global society.

**B. Attendance:** 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 policy). The School of Education’s Policy Committee suggests 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

**C. FDU Academic Integrity Policy**  

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.

Academic dishonesty includes, but is not necessarily limited to, the following:

1. Cheating—Giving or receiving unauthorized assistance in any academic exercise or examination. Using or attempting to use any unauthorized materials, information or study aids in an examination or academic exercise.
2. Plagiarism—Representing the ideas or language of others as one’s own.
3. Falsification—Falsifying or inventing any information, data or citation in an academic exercise.
4. Multiple Submission—Submitting substantial portions of any academic exercise more than once for credit without the prior authorization and approval of the current instructor.
5. Complicity—Facilitating any of the above actions or performing work that another student then presents as his or her assignment.
6. Interference—Interfering with the ability of a student to perform his or her assignments.

Sanctions: Any student found guilty of academic dishonesty will, for the first offense, receive one or a combination of the following penalties:

1. No Credit (0) or Failure for the academic exercise.
2. Reduced grade for the course.
3. A Failure in the course that is identified on the student’s permanent record card as permanent and cannot be removed.
4. Recommendation for academic probation to the Dean’s Office. In cases of interference and complicity, when the student is not registered in the affected course, the incident may be recorded on the student’s permanent record card. In any case, the incident and penalty will be recorded in the student’s file maintained in the campus Office of Enrollment Services. For a second offense of academic dishonesty, a student will be subject to any combination of the above sanctions and, with concurrence of the academic dean, one of the following:
   1. Suspension from the University for one year. Readmission will be contingent upon the approval of the academic dean.
   2. Dismissal from the University. For a detailed discussion of FDU’s Academic Integrity Policy please refer to the following URLs:
      http://www.fdu.edu/faculty/academicintegrity.pdf ;
      http://www.fdu.edu/academic/0911bulletin/academicregulations.pdf [and]

D. Graduate Programs – Grading & similar policies

(based on a draft presented to the School of Education’s Policy Committee by Dean Al Schielke on 10/15/03)

1. Grades (The instructor should specify his or her grading scale to equate points/percentages into letter grades.):
   a. Weighted grades: A, A-, B+, B, B-, C+, 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.

E. Undergraduate Programs – Grading & 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.

F. Student Academic Services: 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. If special accommodations are required, contact the dean of students as early in the semester as possible to that appropriate arrangements can be made.

G. Policy on course completion: 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. A leave of absence allows students to interrupt their graduate studies if necessary. Please see the Student Handbook for specific details.

II. 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 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 School of Education faculty will make every effort to smooth the path for students and 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.

I. Picking up graded papers: Students are requested to pick up all of their papers from their professors (or the School of Education main offices at each campus) within the first 3 weeks of the new semester. All work not retrieved by the end of these 3 weeks will be discarded.