SYLLABUS, FALL 2010

EDUC6605  Foundations in Reading I  Credits: 3

Schedule:

Professor of Education/Literacy:

E-Mail Address:

Advisement:

Assigned Texts: (Latest editions available)


Course Description
Recent research and findings in language development and literacy and their application in elementary through secondary education are the focus of this course. Literacy skills in reading and language arts across grade levels (K-12) are included.

Course Objectives and Standards:

Upon completion of this course, all candidates will demonstrate knowledge of TEAC’s three cross-cutting liberal education themes: learning how to learn, multicultural perspectives and accuracy, and technology. All candidates will demonstrate competencies (knowledge, dispositions, skills, and performances) in New Jersey Core Curriculum Content Standards (NJCCCS); New Jersey Professional Standards for Teachers (NJPST), based on INTASC standards; and International Reading Association (2003) standards. Please refer to:

http://www.state.nj.us/njded/profdev/standards;
http://www.state.nj.us/njded/njcccs/standards;
Course Objectives:

The candidate will:

1. Understand that the basic goal of a literacy program is to promote a balanced reading approach that emphasizes reading and writing, using higher order thinking skills, reasoning and problem solving in K-12 classrooms and will develop an effective Unit plan and 5 Lesson plans as evidence;

Standards: NJPST # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 (literacy); NJCCCS # 3.1, 3.2, 3.3, 3.4, 3.5 (literacy); IRA (2010) # 1.3, 2.1, 2.3, 3.1, 3.3, 4.1, 4.2, 5.1, 6.1 (literacy).

2. Learn how to plan a literacy program based upon knowledge of reading, writing and thinking as a developmental, interactive, constructivistic, language process that teaches children to learn how to learn using metacognitive, comprehension strategies as evidenced in each of the units and lesson plans produced;

Standards: NJPST # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; NJCCCS # 3.1, 3.2, 3.3, 3.4, 3.5 (literacy);
IRA (2010): # 1.3, 2.1, 2.3, 3.1, 3.3, 4.1, 4.2, 5.1, 6.1 (literacy).

3. Show evidence of being able to integrate phonemic awareness, phonics, word-attack and vocabulary skills within a literature rich program, based upon knowledge from thirty years of beginning reading research studies, to help a diverse population of children develop automaticity, fluency and to construct meaning from texts as demonstrated by the Unit/Lesson Plans designed;

Standards: NJPST # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; NJCCCS # 3.1, 3.2, 3.3, 3.4, 3.5 (literacy);
IRA (2010): # 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1 (literacy)

4. Assess a struggling student’s level of reading ability using a variety of diagnostic tools, including an informal reading inventory; and by administering “running records” as an important approach to diagnostic teaching as demonstrated by the diagnostic plan incorporated into the Unit/lesson plans.

Standards: NJPST # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; NJCCCS # 3.1, 3.2, 3.3, 3.4, 3.5 (literacy);
IRA (2010): #1.2, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3, 4.4, 5.1 (literacy)

5. Develop visual tools and graphic organizers, including semantic maps, Venn diagrams and story maps to construct meaning, as evidenced by these exemplars developed during each cooperative group session, which in turn can be modeled and taught to the candidates’ students to use as metacognitive tools (including the use of technology), for building reading comprehension and higher order thinking skills.

Standards: NJPST # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; NJCCCS # 3.1, 3.2, 3.3, 3.4, 3.5 (literacy);
IRA (2010): # 2.1, 2.2, 2.3, 4.2, 4.3, 4.4, 5.3, 6.2 (literacy)
1. Review 30 years of research knowledge on balanced reading. **EQ:** How are the terms “literacy” & “reading,” different & similar? What are the essential elements of balanced reading? What does Rosenblatt mean by: “A book leads its own life in transaction with readers?” Review syllabus, course requirements and candidates’ expectations.

2. **EQ:** Why are learning styles, multiple intelligences, 4 levels of H.O.T.S., and Bloom’s taxonomy important to reading for understanding? How does Hyerle’s use of visual tools differ from the traditional use of graphic organizers? How can teachers integrate technology and literacy effectively? Developing a Unit that incorporates global/multicultural quality literature, using Caldecott and Newbery Award children’s books. Writing performance-based objectives: observable and measurable.

3. **EQ:** How is spoken language related to phonological and phonemic awareness? Demonstrate the importance of segmentation and blending in early reading phonological instruction. **EQ:** What contributions have the 6 visionaries below made to the knowledge of literacy instruction: Dewey, Piaget, Vygotsky, Feuerstein, Gardner, Diamond: as Architects of the Intellect (1997)?

4. Compare and contrast 3 major approaches to decoding: **analytic, synthetic** and **context phonics** and discuss: strengths and limitations. Demonstrate instructional approaches using **Glass Analysis for Decoding.** Introduce Marie Clay’s “Running Record” as an important approach to authentic assessment. **EQ:** Why is “authentic assessment” so valuable to reading instruction? What other assessment tools can teachers use to plan and inform reading instruction?

5. Discuss recent research of: schema, prior knowledge and scaffolding reading experiences (SRE) for improving comprehension. **EQ:** Why is prior knowledge such an important/big idea in learning to read and understanding? How can leveled texts be used to provide guided reading instruction? What other materials can be used to guide instruction effectively? What other assessment tools and materials can be used to help
### Differentiate Instruction to Meet Struggling Readers Needs?

<table>
<thead>
<tr>
<th>Page</th>
<th>EQ: What are the differences between direct phonics and embedded phonics approaches?</th>
<th>Cowen</th>
<th>Chaps. 4 - 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>What other assessment tools and materials can be used to help differentiate instruction to meet the needs of struggling, diverse readers in a “guided reading,” and literate environment? What does research say about the new roles of reading specialists and reading coaches?</td>
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<th>Page</th>
<th>Discuss emergent reading in the context of historical and recent research. What are the basic patterns that connect: the alphabetic principal, phonological and phonemic awareness, phonics and word study? EQ: What is the value of an analytical “onset/rime” approach vs. a synthetic phonics approach?</th>
<th>Bear, ch. 1-3</th>
<th>Cowen 7 &amp; 8</th>
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<tr>
<td>7</td>
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| Page | EQ: Do you believe that the state and IRA literacy/reading standards promote a “balanced/comprehensive” approach to reading? In cooperative groups, find evidence: in the 6 synthesized research studies in Cowen; in Bear., and in the standards listed above to make your case. Using Word Walls: for word study, spelling & writing. | IRA (2010); NJCCCS Bear, ch. 4-6 Cowen: Summary |        |             |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------------|
| 8    |                                                                                                                                                                                                                                                                   |              |             |

| Page | Why is visual literacy playing such a vital role as a new literacy standard? Why is invented spelling important to phonics? EQ: Why is a “backward approach” to Unit/Lesson planning an effective design for teaching higher order thinking (i.e., Wiggins and McTighe)? Planning and executing effective performance based units and lessons! Writing performance based objectives that are observable and measurable. Exemplars: evidence of student understanding! | Handouts (Wiggins) Fountas & Pinnell Chapt. 8 |        |             |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------------|
| 9    |                                                                                                                                                                                                                                                                   |              |             |

| Page | EQ: What is the importance and value of establishing Reading/Language Arts Learning Centers? How do centers help differentiate instruction and improve reading and writing? Organizing and managing centers in the classroom for diverse children at all levels of ability. | Bear, ch. 7-9 Fountas & Pinnell Chapter 9 & 10 |        |             |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------------|
| 10   |                                                                                                                                                                                                                                                                   |              |             |

| Page | EQ: How does Priscilla Vail’s approach to finding a common ground create a balanced reading program, that stresses the use of texture, structure and principles of reading, K - 4th Grade? Why is learning about “scope and sequence” an important knowledge-base for beginning reading instruction? | Vail: Handout |        |             |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------------|
| 11   |                                                                                                                                                                                                                                                                   |              |             |
Demonstrate how an “Interactive Writing Process” can be useful at all grade levels, and in writing across the curriculum? 

EQ: Why use “Writing as a Process,” a workshop approach for teaching children to write like writers, over the more traditional writing method used for decades?

EQ: Why teach students to think like writers & editors to write fiction and non-fiction in a workshop environment?

Improving reading comprehension through proven vocabulary strategies: How is using context, parts, dictionary, word study, semantic mapping and word games important for vocabulary development? Why is professional development a life-long pursuit? How can joining state and national associations such as NJRA & IRA aid teachers, specialists and coaches in gaining insights into literacy and in helping them improve their own practice over time?

PRESENTATIONS & SHARING: STUDENT EXEMPLARS

PRESENTATIONS & SHARING: STUDENT EXEMPLARS

SUMMARY AND CONCLUSIONS: FOUNDATION IN READING 1

COURSE REQUIREMENTS, PROJECTS AND GRADING

Note: The required texts for this course will be read in their entirety. It is expected that these texts be read in advance of the indicated scheduled classes. Any article or handout will be provided in advance of the session in which the assignment will be discussed; therefore, it is expected that these materials be read prior to the designated class meetings.

Projects for this course will be authentic/product-based/action-research in nature. The goal of the project(s) will be to enable the candidate to implement approaches, concepts and materials--discussed or read about in this course--in the real school setting. The overall purpose is to "put theory into practice" to improve the literacy achievement for all students.

NOTE: All projects must be handed in and presented on time or grades will be lowered. Accumulated absences (3) or excessive tardiness can result in a lower grade or failure.

BASIS FOR GRADE: TOTAL POSSIBLE POINTS: 100

100-95 = A
94-90 = A-
90-89 = B+
85-83 = B
82-80 = B-
89-86 = B+

See attached SOE and University policies with regard to attendance, tardiness and other related academic issues. Grades will be based upon the following tasks and attention to the corresponding standards for the course. Please see the attached rubrics and checklist for guidance:

TASK # 1: (10 POINTS – DUE: SESSION 2)
Select 6 examples of award winning children’s literature—Caldecott (3) and Newbery (1)—(2)other award winning books, i.e., Coretta Scott King award, with a connecting element, theme, author, illustrator, or subject. These books should emphasize a multicultural/global perspective which draws
upon the various cultures and backgrounds of students in your classroom or school setting. Provide an annotated bibliography in APA format for each of your chosen books and develop a mini-unit, showing how you plan to integrate these books into your Task #2 Unit/Lesson Plans. Share your plan with your cooperative group and **present a mini-lesson to the whole class** that integrates and utilizes your selected award winning books. Your cooperative group’s task will be to provide you with coaching feedback, so that you can incorporate any new ideas that you receive for improving and further developing your Task 2, Unit/Lesson Plans. Be sure to attend to the rubric that provides 10 “Essential Questions for Assessing Task #1.” Be sure to provide background information with regard to book design, illustrations, color, mood and theme.

**Standards: NJPST #** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; **NJCCCS #** 3.1, 3.2, 3.3, 3.4, 3.5; **IRA (2010) #** 1.3, 2.1, 2.3, 4.1, 4.2, 4.4, 5.3.

**TASK # 2:** (25 POINTS – DUE: SESSION 7)
Develop a one week Unit with 5 Lesson plans that you will use in your classroom/school setting to teach children how to read with understanding through the use of the award winning multicultural literature you presented to your peers in Task #1. Your unit and corresponding lesson plans should be based upon a balanced reading approach (use the attached FDU lesson plan format). The background knowledge for this unit should draw upon your readings and peer discussions, including thirty years of research studies, which include the following instructional methods and practices: **guided reading; language arts centers; writing as a process, and phonics and/or word study; fluency (repeated readings)** and specific reading comprehension strategies. Assessments for each lesson must include a variety of informal diagnoses: (i.e., informal reading inventories and running records). **Teacher-made assessments, such as retelling, writing rubrics and observation checklists, are valuable tools to be included.** Be sure to include 2010 IRA, state standards, and TEAC’s cross-cutting **themes** as they relate to your objectives, tasks and outcomes. Note: **Assessment of student tasks must be performance based; therefore, objectives must be written so that the outcomes are both observable and measurable; Wiggins and McTighe’s “backward design” should be used as a planning sequence (see handout).** Finally, write a brief reflective essay on your experiences as a teacher in the planning stage and in the implementing, teaching state. Also, incorporate any evaluative comments made by your colleagues related to these important teaching roles.

**Standards: NJPST #** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; **NJCCCS #** 3.1, 3.2, 3.3, 3.4, 3.5; **IRA (2010): #** 1.3, 2.1, 2.3, 3.1, 3.3, 4.1, 4.2, 5.1, 6.1.

**TASK # 3: (25PTS – DUE: SESSION 12) See Rubric used for Tasks # 3 & # 4**
Develop a classroom project in which children collaboratively investigate and inquire about an area of interest and curiosity generated by their multicultural literature and related studies. The purpose is to teach children to use specific comprehension strategies (that you will model for them) so that they can employ these strategies, metacognitively to assist them in developing specific higher order
thinking skills when needed. Based upon the inquiry projects that students choose to investigate, they should be motivated to construct knowledge by producing visually stimulating exemplars as evidence of their understanding. Creative writing as well as non-fiction writing should be used as evidence of students’ understanding, but should not be used to the exclusion of other visual products (artifacts or exemplars), which might include: dramatic arts, multimedia and/or other technological web-based presentations.

Standards: NJPST # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; NJCCCS # 3.1, 3.2, 3.3, 3.4, 3.5; IRA (2010): # 1.2, 1.3, 1.4, 2.1, 2.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1, 6.1.

TASK # 4: 25 POINTS – DUE: SESSIONS 14 & 15
The candidates will present their plans and outcomes to their peers in EDUC6605 through the utilization of Blackboard technology. The purpose of this presentation is to share the various kinds of exemplars, including visual tools, art, graphics, visual tools, poetry, plays, creative writing and non-fiction writing that students are capable of producing as a result of carefully designed and executed unit/lesson plans. Candidates will also be given the opportunity to give an alternative, oral presentation of their students’ exemplars, particularly if the students produced multimedia and/or other kinds of fine or performing arts artifacts. All exemplars will be assessed using the Task 4 rubric, designed by candidates from the previous class; however, this rubric will be edited by the current members of EDUC6605 prior to using it for Task 4.

Standards: NJPST # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; NJCCCS # 3.1, 3.2, 3.3, 3.4, 3.5; IRA (2010): # 1.2, 1.3, 1.4, 2.1, 2.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1.

TASK # 5: 15 POINTS – DUE: SESSIONS 3-13
Cooperative group discussions and analyses based upon the assigned readings for this course will be recorded in two essential ways: class discussions and visual tools and interactive journal entries. Either or both forms can be used as evidence or exemplars of the individual candidate’s understanding of the assigned reading or task. These visual tools will be judged for their creativity and capability of capturing the essence of the meaning of each assignment. These visual tools and/or interactive journals will be judged by determining each group and individual’s ability to record his or her understanding of the assigned readings which can be presented in hard copy form or via Blackboard technology.

Standards: NJPST # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; NJCCCS # 3.1, 3.2, 3.3, 3.4, 3.5; IRA (2010): # 2.1, 2.2, 2.3, 4.2, 4.4, 5.3, 6.1.
TOTAL POSSIBLE POINTS: 10

NAME: __________________________________________

ESSENTIAL QUESTIONS FOR ASSESSING TASK #1 (1 POINT EACH):

__________ WHAT IS THE CONNECTING ELEMENT IN THE BOOKS?

__________ WHAT IS THE THEME/BIG PICTURE IN THE SELECTIONS?

__________ WHAT IS THE MULTICULTURAL/GLOBAL THEME?

__________ HOW ARE THESE BOOKS INTEGRATED INTO THE DESIGN OF MY UNIT/LESSON PLANS?

__________ ARE THE ILLUSTRATIONS DISCUSSED WITH HIGH LEVEL UNDERSTANDING WITH REGARD TO THEME, AND WITH REGARDS TO: COLOR, DESIGN, MOOD, ETC.?

__________ WHAT ARE THE BIG IDEAS IN THESE BOOKS?

__________ HOW DO THESE BIG IDEAS RELATE AS A WHOLE AND CONTRIBUTE TO THE UNIT AND LESSONS?

__________ WHAT IS THE DEGREE OF CLARITY OF THE MINI-LESSON PRESENTATION?

__________ IS THE BIBLIOGRAPHY PRESENTED CORRECTLY IN APA FORMAT AND ANNOTATED PROPERLY?

__________ ARE IRA, STATE, & TEAC CROSS-CUTTING THEMES INCLUDED?

____________________ TOTAL POINTS OUT OF 10

FAIRLEIGH DICKINSON UNIVERSITY
PETER SAMMARTINO SCHOOL OF EDUCATION

EDUC6605 RUBRIC

TASK # 2: DEVELOPING A UNIT/LESSON PLAN

TOTAL POINTS: 25
The following criteria will be used to assess your unit/lesson plans. Each item is worth 2.5 points.

1. Do you address and list the appropriate standards/indicators and cross-cutting themes in developing your Unit/Lesson Plans?

2. Do you have objectives that reflect higher order thinking skills and include students’ learning style preferences and/or multiple intelligences?
   - Mastery – sensing thinking
   - Understanding – intuitive thinking
   - Synthesis—intuitive-feeling
   - Interpersonal—sensing-feeling

3. Do your plans include: guided reading and guided writing opportunities?

4. Do your assessments for each lesson match the objectives to insure that you are measuring intended performance-based outcomes derived from a “backward design curriculum?” (Wiggins and McTighe)

5. Does the procedure section provide a balanced reading approach that includes tasks that teach meaningful skills and specific reading comprehension strategies?

6. Does the unit provide constructivistic experiences through which students are highly motivated to inquire and to discover information and concepts for themselves?

7. Does the unit provide for cooperative learning, problem-solving and active decision making to take place?

8. Have you provided opportunities for students to reflect on their learning?

9. Have you provided opportunities for students to engage critically with the literature, and to display caring dispositions in communicating with their peers, as they consider multiple perspectives and multicultural issues?

10. Do your students show evidence of learning the “big ideas” through the production of exemplars and other performance outcomes, as well as through the use of technology?

__________________ TOTAL POINTS EARNED out of a possible 25 POINTS
## EDUC 6605
Task 3 & 4
Rubric: Assessment of project & student exemplars

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Exemplars</th>
<th>Written Piece or Narrative</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td>Has full knowledge of subject area. Clearly identifies objectives.</td>
<td>Exemplar provides outstanding evidence of student learning through visual product.</td>
<td>Student clearly identifies and includes objective(s), approaches and purpose of the lesson. Very few grammatical errors.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Is knowledgeable of subject area. Identifies objectives.</td>
<td>Exemplar provides evidence of student learning through visual product.</td>
<td>Student identifies and includes objective(s), approaches and purpose of the lesson. Few grammatical errors.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Has some knowledge of subject area. Identifies objectives.</td>
<td>Exemplar provides some evidence of student learning through visual product.</td>
<td>Student does not clearly identify or include objective(s), approaches and purpose of the lesson. Some grammatical errors.</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Has little knowledge of subject area. Does not identify objective(s) of the lesson.</td>
<td>Exemplar does not provide evidence of student learning through visual product.</td>
<td>Student does not identify or include objective(s), approaches, and purpose of lesson. Many grammatical errors.</td>
</tr>
</tbody>
</table>

### Cooperative Groups
Each student participates in the activity. Roles are defined in order to complete the task. Students are self-directed.

**Visual Tools/Exemplars**
- Creative, informative, and unique. Demonstrates knowledge of topic and/or big ideas/concepts.

**Reading/Research**
- Students able to apply knowledge to task at hand

**Presentation**
- Clear, concise, interesting, and informative.
- Each group member able to contribute
- Exemplars demonstrate effective understanding
|   | Students participate but need guidance  
Roles defined with some guidance. | Group follows directions but lacks clarity and uniqueness. | Students generally understand information and are able to apply it. | -Overall presentation is good 
-Exemplars show above average understanding of big ideas/concepts |
|---|---|---|---|---|
| 3 | Assistance is required in order for students to complete the task at hand. | Does not follow guidelines but attempts to complete the task at hand, but unsuccessfully | Group unable to apply information to task at hand. | -Short and brief 
-Few details 
-Does not demonstrate ability to comprehend big ideas or concepts |
| 2 | Group members do not work together effectively and often need teacher guidance. | Group lacks creativity, does not stay on topic and does not follow directions | No information presented; Group fails to research subject. Is unable to complete task at hand. | -Unable to use exemplars or research information. |
| 1 |  |  |  |  |

**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.

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, 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.

H. 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.