FAIRLEIGH DICKINSON UNIVERSITY
Peter Sammartino School of Education

SYLLABUS

EDUC6606  Foundations in Reading II  Credits: 3

Schedule: Tuesdays:

Advisement: Tuesdays:

ASSIGNED TEXTS:


COURSE DESCRIPTION

Research and findings in language development and literacy, and applications in social studies and science across grade levels, K-12 are the focus of this course. Literacy across the curriculum also is emphasized.

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. Use nonfiction texts and trade books to develop inquiry, problem-based unit/lesson plans based upon a current global issue that integrates the teaching of comprehension, and content literacy through different genres, social studies and science, using performance based assessment measures;

**Standards:** NJPST #1, 2, 3, 4, 5, 6, 7, 8, 9, 10; NJCCCS #3.1, 3.2, 3.3, 3.4, 3.5 (literacy); # 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12 (science); # 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 (social studies); IRA (2003) # 1.3, 2.1, 2.3, 3.1, 3.3, 4.1, 4.2, 5.1 (literacy)

2. Use the Internet to explore information and materials to develop a problem-based learning/inquiry approach to Unit/Lesson planning in a collaborative group setting with diverse learners.

**Standards:** NJPST #1, 2, 3, 4, 5, 6, 7, 8, 9, 10; NJCCCS #3.1, 3.2, 3.3, 3.4, 3.5 (literacy); # 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12 (science); # 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 (social studies); IRA (2003): # 1.3, 2.1, 2.3, 2.4, 3.1, 3.3, 4.1, 4.2, 5.1 (literacy).

3. Identify, select and apply the newest IRA (2003) and NJCCCS standards by designing and implementing science and social studies unit/lesson plan designs that culminate in presenting lab experiments and exemplars as evidence of the candidate’s diverse students’ conceptual understanding of content literacy.

**NJPST # 1, 2, 3, 4, 8, 9, 10; NJCCCS #3.1, 3.2, 3.3, 3.4, 3.5 (literacy); # 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12 (science); # 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 (social studies); IRA (2003) # 2.1, 2.2, 2.3, 2.4, 3.3, 4.1, 4.2, 4.3, 4.4, 5.1 (literacy)

4. Understand the reciprocal relationship between literacy and science and literacy and social studies by applying such relationships, and thereby, teaching reading and writing across the disciplines using nonfiction texts and a variety of genres with a diverse group of students.

**Standards:** NJPST # 1, 2, 3, 4, 5, 7, 8; NJCCCS #3.1, 3.2, 3.3, 3.4, 3.5, (literacy); # 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12 (science); # 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 (social studies); IRA # 2.1, 2.2, 2.3, 3.3, 3.4, 3.5, 5.1 (literacy)

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<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
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<tr>
<td>1</td>
<td>Essential Q: What is the importance of teaching content, using non-fiction texts, i.e., trade books with K-12 students?</td>
<td>Handouts</td>
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Review the essential elements for developing an inquiry, problem-based, global/multicultural approach across the content areas of reading and writing. Review course requirements, syllabus and candidates’ expectations.

2 Introduce the inquiry based project components needed in nonfiction and technology based research project designs. Discuss teaching content literacy: reading, writing, speaking, listening and viewing across content areas. Discuss valuing, celebrating and meeting the needs of diverse children in today’s global/multicultural society. 

**Essential Q.: Why is “The 3 Block Framework” important in teaching literacy, grades 3 – up?**

3 Cooperative groups will be responsible for answering the Essential Q.: What is the value and significance of implementing the Reading Workshop and the Writing Workshop as part of the 3 Block Framework? How can we use trade books to teach social studies and science information more effectively?

4 What are the implications for meeting the literacy needs of diverse struggling readers, pre-K through 12? 

**Essential Q.: Why is the use of visual tools by Hyerle, Santa, and Costa so important for students in constructing knowledge? Trade Book Presentations (Social Studies)**

5. **EQ:** What are the first 2 critical goals of reading workshop for teaching independent reading during the first 20 days? How can scaffolding be used to teach nonfiction writing and metacognitive skills, to teach students: learning how to learn? How is the minilesson a valuable strategy for teaching skills or comprehension in a balanced reading program? How can writing be used to explore meaning through response journals? What is Rosenblatt’s “Response Theory” and how does her transactional approach influence the way readers read?

6 Creating visual tools to improve visual literacy. Modeling: to create visual tools for constructing and scaffolding knowledge.

**Essential Q.: How can we motivate students to create their own visual tools? Why is visual literacy an important standard?**
Cooperative groups will respond to the following—

**Essential Q.: How is Strickland’s: “whole-part-whole” approach similar, yet, different to the NRP’s report on teaching phonics?** Modeling how to write performance-based objectives at various grade levels to meet recent NJCCCS and IRA standards for teaching K-12 literacy. **Including three cross-cutting liberal educational themes: learning how to learn, multicultural perspectives and accuracy and technology.**

Discuss **Graves & Graves’ Scaffolding Reading Experiences** and approaches to content reading strategies for supporting student reading comprehension, including QAR, Reciprocal Reading, PLAN and 4 higher order levels of thinking. **Essential Q.: How can scaffolding be used to improve literacy for struggling readers, writers, LD and ELL students?**

Continue discussion of scaffolding strategies for improving content area reading and reading comprehension. **Essential Q.: How can selecting textbooks, using affirmative action guidelines, create a more positive effect on diverse children and their community?**

**Essential Q.: How can teachers best use guided reading in grades 3-12 to teach comprehension, genre and content literacy?** Discuss valuing, celebrating and meeting needs of diverse children in today’s global/multicultural society.

**Written Unit/lesson plan**

**Essential Q.: How can” independent” and “guided reading” be used to effectively meet the needs of diverse, struggling readers and writers, including ELL and LD students?** Discuss multiple paths to meaning. What is meant by comprehending text, genre and content literacy?

Social Studies and Science Standards: Teaching to meet: interdisciplinary themes for learning. Building instructional units and classroom organization for global/multicultural education. **Essential Q.: What is the IL P.E.S.C.E. Model and how can it be used to teach students about living in a multicultural/global society?**

{I=Intellect, L=Language, P=Politics, E=Environment, S=Society, C=Cultural, E=Economics/Education}
Content areas: processes, strategies, and systems; Integrating study strategies with content? Cohen Ch., 11

*Essential Q.: How should we coach classroom teachers to be effective teachers of science if they are: Science Shy, Science Savvy, or Science Smart?*

14 AUTHENTIC ORAL PROJECT PRESENTATIONS WITH EXEMPLARS

15 CONTINUE PROJECT PRESENTATIONS WITH EXEMPLARS

**TASK # 5 DUE**

**COURSE REQUIREMENTS AND GRADING**

Projects will be authentic/product-based in nature. Projects will reflect this course’s emphasis on content area instruction, as well as the value and importance of non-fiction texts (informational texts) and trade books. The importance of problem-based information approaches known as Inquiries, will be explored by researching non-fiction writing through key concept areas throughout this course.

The goal of the tasks (projects) will be to enable the candidate teacher to implement approaches/concepts/materials—discussed or read in this course—with students in his/her own classroom. Each project will be related to a non-fiction, content area approach to history or science, stressing the use of information texts, trade books and scaffolding reading experiences.

**NOTE:** Grades will be based upon an accumulation of points earned by completing the following course required tasks and outcome-based assignments. In addition, class discussions, active, informed and insightful participation in cooperative groups related to assigned readings will be expected; visual tools created as part of the cooperative group assignment will also serve as evidence of learning:

Points will be deducted in calculating grades for not meeting deadlines, for lack of participation, for poor attendance, for lateness to class, for being inattentive and for displaying unacceptable graduate student behavior. *See attached SOE Policy Statement.*

*TASKS #1 and #2 Trade Book Oral and Blackboard Presentations: Social Studies (10 pts) and Science (10 pts)*

5
The candidate will select and read 6 trade books that are thematically related to an informational area. These selected books should be non-fiction, information books, and with which a written plan for incorporating this kind of text in a “Unit of Study” will be developed and used with the candidate’s students. In a cooperative group, the candidate will give a brief 10 minute oral presentation, to explain how these books were assessed for difficulty and selected, showing continuity, by theme, topic or by a specific content area to be used in a social studies/science unit with a diverse group of students. The candidate will show what outcome assessments, i.e., exemplars or performance-based products will be used to measure each student’s accrued knowledge and understanding of the information trade books used in this inquiry project (students will also be able to select their own information books). Colleagues will listen carefully and provide coaching tips for each candidate following their individual presentations. Each candidate will in turn become a coach.

A brief outline, showing how these books will be used in a Social Studies/Science Unit is required. The candidate will share an annotated bibliography, as part of this plan, by posting it on Blackboard, so that his or her colleagues might be able to incorporate these trade books one day, in their own future unit 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); # 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12 (science); # 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 (social studies); IRA: #1.3, 2.1, 2.2, 2.3, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4 (literacy)

**TASK # 3 A Week-long Interdisciplinary Written Unit Plan with 5 related Lesson Plans (30 points)**

The candidate’s students will use many genres, stressing non-fictional texts and technology to research a topic that integrates social studies, science and literacy in an interdisciplinary way. At least 3 Internet sources are needed to gather additional information for their inquiry projects as part of this interdisciplinary Unit. These technological sources should be referenced along with the other resources used for this Investigation. The candidate’s students will demonstrate their understanding of content learned by responding to the essential questions they will have raised about a specific global issue and in a variety of performance-based ways. This evidence will include, but not be limited to artifacts/exemplars such as: science investigations, lab experiments, visual tools, maps, charts, relics, historical accounts of first source interviews; and, personal interviews of descendants of slaves, holocaust victims, war veterans, etc. In brief, the inquiry should show evidence that the candidate’s students have understood the concepts uncovered in this inquiry project. A variety of authentic assessments will be used to guarantee that student learning is actualized. The candidate will incorporate relevant IRA, NJPST, and NJCCCS Standards in each lesson of the Unit as part of this overall assessment. As a result of developing this Unit, the candidate will be able to demonstrate how he or she is learning to teach “thinking like an assessor.” (Wiggins-McTighe, 1998).
Standards: NJPST: # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; NJCCCS: # 3.1, 3.2, 3.3, 3.4, 3.5 (literacy); # 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12; # 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 (social studies); IRA: # 1.3, 2.1, 2.2, 2.3, 3.3, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4 (literacy).

**TASK # 4** A Written project report of a collaborative “Inquiry, Problem-Based Project” featuring student exemplars as evidence of understanding (30 points)

The candidate will write a report describing how he or she was able to implement a one week, inquiry, problem-based project with his or her students. The candidate will also provide evidence of student attainment in the form of outcome-based assessments, depicting authentic student exemplars demonstrating how much his or her students understood the new concept(s), tasks, readings, investigations, and content. The candidate must also show how s/he differentiated instruction by making modifications in materials, books and tasks insuring that diverse learners, including those who are Learning Disabled (LD), English Language Learners (ELL), and struggling readers might better meet with success as a result of program and material modifications, (i.e., repeated readings, read-a-longs). The candidate will arrange to be observed by a colleague while they are teaching one of the lessons and also share the lesson plans with the colleague. The candidate will share and model a lesson for colleagues described in Task #5. In addition IRA, NJCCCS, NJPST Standards, are to be referenced in your plans, as well as TEAC’s 3 cross cutting liberal education themes: learning how to learn, multicultural perspectives and accuracy, and technology.

Standards: NJPST: #1, 2, 3, 4, 5, 6, 7, 8, 9, 10; NJCCCS: #3.1, 3.2, 3.3, 3.4, 3.5 (literacy); # 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12 (science); # 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 (social studies.); IRA# 1.3, 2.1, 2.2, 2.3, 3.4, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4 (literacy)

**TASK # 5** Oral Presentation of the classroom project & student exemplars (20 pts.)

The participating Certified Teacher will give an oral presentation of the Task # 4 assignment that shares and models the unit/lesson(s) implemented with his/her students. The candidate will demonstrate how to implement effective classroom practices for differentiation, and make instructional modifications for diverse learners while effectively implementing an inquiry, problem-based unit/lesson plan. To provide evidence of student learning, the candidate will present student exemplars, while providing an explanation and rationale for their development, including assessment criteria for judging the quality of each and student’s accrued level of understanding.

Standards: NJPST: # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; NJCCCS: # 3.1, 3.2, 3.3, 3.4, 3.5 (literacy); # 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12 (science); # 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 (social studies); IRA: # 1, 2, 3, 4, 5 (literacy)

Fairleigh Dickinson University
School of Education
EDUC6606

TASK #1: TRADE BOOK TALK – SOCIAL STUDIES

CHECKLIST

Name: __________________________________________

What Is the Theme?__________________________________________

________________________________________________

ORAL PRESENTATION and
Black Board Annotated Bibliography*
*(Must post on Bb to receive credit)

TOTAL POSSIBLE POINTS: 10

The following criteria will be used to assess your report:

Points earned Criteria

_____  1. EXPLANATION OF THEME: 1 point

_____  2. TITLES AND AUTHORS OF BOOKS: 1 point

A. _________________________________________________________

B. _________________________________________________________

C. _________________________________________________________

D. _________________________________________________________

E. _________________________________________________________

_____  3. Annotated Description of Books 4 points

_____  4. Explanation of their “connection” to unit/lessons 4 points

_________ TOTAL OUT OF 10 Points

Fairleigh Dickinson University
School of Education
EDUC 6606 - RUBRIC
ASSIGNMENT #2: TRADE BOOK TALK – SCIENCE

NAME: _________________________________

What is the theme? _______________________

ORAL PRESENTATION AND BLACKBOARD ANNOTATED BIBLIOGRAPHY*
*(Must post on Bb to receive credit)

TOTAL POSSIBLE POINTS: 10

The following criteria will be used to assess your report:

Points earned Criteria

_____ 1. EXPLANATION OF THEME: 1 point

_____ 2. TITLES AND AUTHORS OF BOOKS: 1 point
   A. ____________________________
   B. ____________________________
   C. ____________________________
   D. ____________________________
   E. ____________________________

_____ 3. DESCRIPTION OF BOOKS: 4 points

_____ 4. EXPLANATION OF THEIR “CONNECTIONS”: 4 points

______ TOTAL OUT OF 10 Points

EDUC6606 EVALUATION CHECKLIST FOR TASKS # 3 & # 4

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<tr>
<th>POINTS</th>
<th>EARNED</th>
<th>CRITERIA</th>
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<tr>
<td>Task # 3</td>
<td>Task # 4</td>
<td>POINT VALUES ARE 3 POINTS EACH. (Task # 3 = 30 Pts – Task # 4 = 30 Pts)</td>
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**DOES THE DESIGN:**

1. Provide activities and teachings that are both highly engaging and effective for all diverse learners’ special needs?

2. Help students know where the unit is going and where it has come from? Does the work, handouts, activities keep the big ideas, the final performance in view?

3. Hook and hold students’ attention throughout the unit?

4. Help the students experience and explore the essential questions and performance issues at the heart of the unit?

5. Help students to constantly rethink their understandings in light of new findings/perspectives/questions?

6. Evaluate students’ work against NJPTS, NJCCCS, IRA standards, giving them vital feedback en route to help them see the need to make adjustments?

7. Accommodate a diverse group of learners, to make success more likely for all – without compromising the goals and objectives of the unit and lesson plans?

8. Maximize an in-depth and engaging inquiry (as opposed to a linear march through content)?

9. Help the teacher adjust the activities, as needed, based on a pre-assessment of student abilities, needs, and interests prior to teaching the unit?

10. Encourage student reflective/analytical opportunities during and after projects so that understanding (transfer occurs)—that Essential Questions are assessed directly so that the Tasks assess what the designer intended?

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<tr>
<th>TOTAL POINTS EARNED</th>
<th>(60 Total Points)</th>
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<tr>
<td>(30 Pts.)</td>
<td>(30 Pts.)</td>
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*Based upon the work of Grant Wiggins & Jay McTighe’s (2003) “Stage 3: Plan learning experiences and instruction,” (p. 7) from Understanding by design, Alexandria, VA: ASCD.*
| **EDUC 6606**  
Tasks 4& 5  
Assessment of project & student exemplars. | **Information**  
Depth/Quality of Data | **# of and type of Resources** | **Quality of Evidence**  
Effort/Visual quality | **Presentation** |
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<tr>
<td>4</td>
<td>Information quality demonstrates student used HOT questioning. Demonstrates excellent knowledge of subject.</td>
<td>Student used at least 5 different sources. including technology, books, journals, magazines, art, etc. Multidimensional.</td>
<td>Exemplar extremely well designed, organized, multidimensional. Evidence of understanding is effectively conveyed. Stimulating and clear.</td>
<td>Presenter shows evidence and full knowledge of subject area. Speaks clearly, projects voice, is well-organized.</td>
</tr>
<tr>
<td>3</td>
<td>Information quality demonstrates student used only some HOT questioning. Demonstrates good knowledge of subject.</td>
<td>Student used only 4 different resources Student uses a limited variety of sources and limited use of media, or art.</td>
<td>Exemplar is interesting Evidence of understanding is conveyed but very simple. Information is only fairly-well presented – and understood.</td>
<td>Presenter is fairly knowledgeable of subject area. Speaks clearly, projects voice, is organized, some evidence of learning is portrayed.</td>
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<td>2</td>
<td>Information quality demonstrates student used very little HOT questioning. Demonstrates fair knowledge of subject.</td>
<td>Student used only 2 or 3 different sources Very limited or no use of technology/media or art.</td>
<td>Exemplar is not well-designed, visually stimulating nor very original- and is one dimensional. Information is included but not always clear. Weak evidence.</td>
<td>Presenter has some knowledge of subject area. Speaks clearly is somewhat organized and prepared. Little evidence of understanding is shown.</td>
</tr>
<tr>
<td>1</td>
<td>Information only provided minimal knowledge of subject, used only literal level thinking questioning. Questionable knowledge of subject.</td>
<td>Student used only 1 resource. Student shows no attempt to use technology/media or art as a resource.</td>
<td>Exemplar is poorly designed sloppy and not well-crafted. Information difficult or incomprehensible. Lacks evidence.</td>
<td>Presenter displays lack of knowledge of subject area. Does not speak clearly. Is not organized, and no evidence of learning is shown.</td>
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**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, C-, D, 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.