I. Information:
   A. Semester:
   B. Phone:
   C. Fax
   D. E-mail:
   E. Office location and office hours:
      Other hours available by appointment

II. Required Text:

III. Problem-Based Strategies for Elementary Mathematics EDUC Course Description
    Recent findings in critical thinking, quantitative reasoning and problem solving as they apply to all elementary subjects and grades is the focus of the course content. Special emphasis is given to mathematical problem solving using manipulative materials.
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).

Cross-cutting Themes – Technology, Learning to Learn, Multicultural Perspectives

Course Standards

All teaching candidates must be familiar with and use the Common Core State Standards in 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

IV. New Jersey Professional Standards for Teachers (NJPST, 6A:9-3.3)

Upon completion of this course, the successful student will be able to demonstrate competencies, dispositions, and performances based upon the Professional Standards for Teachers.

**Standard #1 Subject Matter Knowledge**

Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the NJCCCS and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

Related standards: 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9

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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.
Related standards: 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.
Related standards: 3.1,3.2,3.3 3.4 3.5 3.6,3.7, 3.8, 3.9, 3.10

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 of skills of all learners.
Related standards:  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.
Related standards:  5.2,5.3,5.4, 5.5, 5.6, 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.
Related standards:  6.1,6.2,6.3,6.4,6.5,6.6,6.7,6.8,6.9,6.10,6.11,6.12.

Standard #7  Special Needs
Teachers shall adapt and modify instruction accommodate the special learning needs of all students.
Related standards:  7.2,7.3,7.4,7.5,7.6,7.7,7.8.

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.
Related standards:  8.1,8.2,8.3,8.4,8.5,8.6,8.7,8.8.

Standard #9  Communication and Partnerships
Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support student’s learning and well-being.

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.
Related standards:  10.1,10.2,10.3,10.4,10.7.

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. (11.1, 11.2, 11.3)
Principles and Standards for School Mathematics  
*National Council of Teachers of Mathematics [NCTM]*  
Available at www.nctm.org

1. Number and Operations  
2. Algebra  
3. Geometry  
4. Measurement  
5. Data Analysis and Probability

Professional Standards for Teaching Mathematics  
*National Council of Teachers of Mathematics [NCTM]*  
Available at www.nctm.org

1. Worthwhile Mathematical Tasks  
2. Teacher’s Role in Discourse  
3. Student’s Role in Discourse  
4. Tools for Enhancing Discourse  
5. Learning Environment  
6. Analysis of Teaching and Learning

V. Essential Questions for Objectives, Standards, Competencies, and Dispositions

**TASK 1:** **Essential Questions:** How does a teacher know when a child is developmentally ready to understand the content presented in a class? How will the teacher plan to accommodate developmental readiness and maximize the learning of all children?

**TASK 2:** **Essential Questions:** How does a teacher select, organize, and deliver content to ensure that all children will learn the maximum content for long-term retention?

**TASK 3:** **Essential Question:** How does a teacher successfully utilize and integrate technology and math manipulatives for students to explore, resolve, and demonstrate understanding of problems and challenges?

**TASK 4:** **Essential Questions:** Could you ‘Ace’ the same algebra exam that you took in high school? Why or Why not?

**TASK 5:** **Essential Question:** How will you discuss teaching methods, mathematics education, and standards during an interview for a teaching position?

**TASK 6:** **Essential Questions:** How does a teacher conduct himself or herself as a professional? What dispositions must a teacher demonstrate to be considered a highly-qualified teacher?
Course Objectives
Upon completion of this course, the participants will be able to demonstrate competencies based upon the Professional Standards for Teachers (NJPST, 6A:9-3.3). Specific skills and objectives for the course are listed below. It should be noted that copies of the Professional Standards for Teachers are available at www.state.nj.us/njded/profdev/. Copies of the NJCCS (NJ Common Core Standards for Math) can be found at: /www.state.nj.us/education/aps/cccs/math/

Upon completion of this course, the participants will be able to:

1. Student will be able to identify and understand the key elements of a lesson. Through the observation of a math lesson being conducted in an elementary setting (grades K-5), students will identify key elements of the lesson, lesson planning techniques and the use of manipulatives and their impact on the learning process. During the observation, the student will also gather information on the type of teaching technique(s) used during the class, classroom structure and management techniques used, materials used to introduce the concept(s) and the student reaction to the lesson. Emphasis will be placed on the types of questioning strategies and the use of manipulatives and technology.

2. The student will be able to develop a comprehensive and well developed lesson plan for an elementary math class (K-5). The lesson plan will follow the Danielson model that will be reviewed during class. The focus of the lesson plan will be to have an objective that is measurable and reflective of both the NJCCCS/NJCCS and NCTM standards (both standards must be cited in the lesson plan). The procedures to be followed must be clear, concise and sequential in nature. An emphasis on the use of appropriate age/grade manipulatives is expected. (NJ will be phasing out the NJCCCS for math during the 2012-2015 school years)

3. The student will be able to present a lesson to the class using a lesson plan that is based upon the guidelines from task #2. The students will be required to demonstrate their understanding of the use of appropriate manipulatives and technology by integrating one or both in their presentation.

4. Class participation is considered a vital component of the course. Students are expected to actively take part in the various class activities and discussions.

5. The student will be able to present a lesson to the class using a lesson plan that is based upon the guidelines from task #2. The students will be required to demonstrate their understanding of the use of appropriate manipulatives and technology by integrating one or both in their presentation.

. Demonstrate a philosophical, theoretical, and conceptual understanding of the role of the mathematics teacher, effective teaching practices and the learning process within the social and political context of today’s schools, such as but not limited to the following areas:

A. Classroom management strategies for conducting cooperative learning groups for mathematics instruction using a variety of manipulatives. (NJPST: 2, 6)
B. Familiarity with an understanding of the National Council of Teachers of Mathematics (NCTM) Standards, The NJCCCS and the NJPST in preparing and implementing mathematics units and lessons; (NJPST:1, 4, 7)
C. Effective use of a variety of instructional materials including the use of a calculator and computers in mathematics instruction; (NJPST: 1, 8)
D. Awareness of different learning styles of students including the development of learning centers for mathematics instruction; (NJPST: 3, 7)
E. Adaptation of teaching methods and materials for special student populations; (NJPST 7)
F. Use of a variety of student assessment and evaluation techniques traditional and non-traditional methods; (NJPST: 5)
G. Competence in teaching the mathematics curriculum for K-8 as outlined by the NJCCCS and NCTM Standards; (NJPST: 1)
H. Ability to use a variety of information sources including current research in planning and executing mathematics instruction; (NJPST: 4, 10)
I. Integration with other core content areas for more meaningful instruction; (NJPST 4, 10)
J. Recognition of the importance of building student’s confidence in learning mathematics by relating it to real life experiences; (NJPST: 2, 4)
K. The encouragement of students to evaluate their own work and seek higher levels of performance; (NJPST: 2, 5)
L. The familiarity with current mathematics textbooks and resource materials for teachers. (NJPST: 10)

TASKS

<table>
<thead>
<tr>
<th>TASKS</th>
<th>Points</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>TASK # 1 Math Autobiography</td>
<td>10 pts</td>
<td>Session 3</td>
</tr>
<tr>
<td>TASK # 2 Observation of a math class</td>
<td>20 pts</td>
<td>Session 4</td>
</tr>
<tr>
<td>TASK # 3 Math Lesson Plan</td>
<td>20 pts</td>
<td>Session 5</td>
</tr>
<tr>
<td>TASK # 4 Lesson presentations</td>
<td>20 pts</td>
<td>Sessions 6</td>
</tr>
<tr>
<td>TASK # 5 Article Review</td>
<td>15 pts</td>
<td>Session 7 and 10</td>
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<tr>
<td>TASK # 6 Completion of Skills Tutor</td>
<td>15 pts</td>
<td>Session 13-</td>
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Total Points 100

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.

Webmail Account Required - Students are required to have an Fairleigh Dickinson University free webmail account which may be set up online directly at www.fdu.edu. Once at the main home page, press the pull down menu to the left of the screen listing web shortcuts. Select webmail, the screen will have a photo of Fairleigh Dickinson and in the list of options on the left of this screen, select, Create a Webmail Account. From there follow the directions and answer the questions. Receiving a webmail account will be usually take 48 hours to process.

Webcampus Access Expected – Blackboard is an online site for your courses. It provides source material and a discussion board for email responses. The site is important if the face-to-face class is cancelled, this type of class can happen in asynchronous time. That means the professor will post an announcement that will appear on the heading for the EDUC 6820 course site. A sample of this type of class might be: Read the article posted in Documents; Write a reflection on the Discussion
Board and during the next two weeks revisit the site, read Reflections by peers and respond and react to two of these reflections.

TASK DESCRIPTIONS

EDUC 6820  Problem-Based Strategies for Elementary Mathematics

Task #1  Math Autobiography 10 points
Each student will submit a written report that highlights their early math experiences and how these experiences have helped shaped the way that they view mathematics. The emphasis will be placed on role that teachers and family members played in the development of your perspectives on math. Additionally, comment on how a teacher can contribute to the development of a positive attitude towards mathematics.

Task #2  Observation of a math lesson 20 points

TASK: Each student in this course will conduct an observation of an elementary math class. After the observation(s), the student will write a report on lesson. The report will include a description of the classroom and the manner in which it is set up. Demographics of the class and time of day of the class is to be included. The report will include the lesson topic, type of teaching strategies employed, what type of manipulatives/technology is used (if any), questioning strategies and student reaction to the lesson. Additional aspects to be included in the report will be discussed in class.

Task #3  Writing a Lesson Plan 20 points

Each student will develop an elementary lesson plan using the FDU School of Education Lesson Plan format (to be distributed and discussed in detail in class). The lesson will be designed to incorporate manipulatives and/or technology. The student will select the grade level (K-5) and pick an appropriate topic based upon the NJCCCS standards. The lesson plan must consist of a measureable/observable outcome. Emphasis will be placed on techniques/strategies for differentiating instruction for handicapped students and ELL students. THIS TASK WILL BE USED TO COLLECT DATA FOR PROGRAM ASSESSMENT PURPOSES.

Task #4  Presentation of lesson plan 20 points
Each student will present a mini description (not to exceed ten minutes) of a math lesson plan in a small group setting. The presentation will include a brief discussion of the lesson objectives, the procedures to be used and how the lesson will be modified for students with IEP’s, 504 plans and students with limited English proficiency.
**TASK # 5  Article Review  15 points**

Students will be given two articles on mathematics education to review and will be required to write a critical review of the article. An emphasis will be placed on how/if the ideas/strategies can be implemented and what are the potential ramifications from a student perspective. The paper **MUST** be submitted in APA format.

**Task # 6  Skills Tutor  15 points**

Each student will be required to complete the skills tutor assignments as listed on course schedule. Students **MUST** obtain a minimum score of 80% for each section. It is the students’ responsibility to contact the instructor if they are experiencing difficulties with any of the topics.
## EDUC 6820 Problem-Based Strategies for Elementary Mathematics

### Revised 6/12/2012

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Change in Elementary School Mathematics Program</th>
<th>Skills Tutor Activities</th>
<th>Class Topics</th>
<th>Assignments</th>
<th>Task Due Dates</th>
<th>NJPST NJCCC NCTM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Math Number Concepts 9, 10, 11</td>
<td>Introduction/overview of course, goals, overview of curriculum and student responsibilities. Future teachers’ perceptions and feelings about math: math anxiety, gender issues in math education, critical thinking strategies in math education and across the curriculum. Embracing Change: Historical perspectives on teaching of mathematics; past practices to current recommendations; NCTM Standards (K-4); critical thinking skills and the math connection; integrating math across the curriculum (science, social studies, language arts, etc…).</td>
<td>Read for Session 2: Ch. 1, 7</td>
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| Session 2 | Numeracy | Basic Math Number Concepts 17, 18, 19 | Counting and number skills, importance of early math experiences, Developing a positive math environment within the classroom, cross curricular approaches to teaching math | Read for session 3: Ch 2, 8 |

| Session 3 | Developing Number Sense With Numeration and Place Values | Basic Math Computation 14, 16, 18, Basic Math Computation 22, 23 | Using Unifix cubes, multilink cubes, and base ten blocks to meet content objectives of the math curriculum (estimations, number sense, numeratives, whole number operation, and computations). New Jersey Core Curriculum Content Standards (#5-8). Developing early number concepts and number sense; Developing meaning for the Operations; Helping Children master Basic Facts; Whole-Number Place-Value Development will be central for discussion. | Read for Session 4: Ch 8, 9 |

| Session 4 | Beginning Whole Number Operations: Meaning and Basic Facts | Intermediate Math Prop. & Percent 4, 5 | Designing activities to encourage students’ ability to reasoning using facts, properties and relationships to explain their thinking; using patterns and relationships to analyze mathematical situations. Hand-on Workshop: Using geoboards and games. | Read for Session 5: Ch. 11, 12 |

| Session 5 | Developing Fractions and Decimals | Intermediate Math: Introduction to Algebra: 1, 2, | Hands-on Workshop: Using calculators and visual displays to focus on problem solving activities. Review of varied learning styles and their relevance in developing critical thinking skills. Strategies to enable the learning disabled student to succeed. Explaining fractions and decimals. | Read for Session 6: Ch. 13 | Task 2 due |

### Additional Resources

**Supplemental readings:** select articles

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<tr>
<th>Session 6</th>
<th>Examining Rates, Proportion and Percent</th>
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<tbody>
<tr>
<td>Intermediate Math: Intro to Algebra 3, 4</td>
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<tr>
<td>Hands-on Workshop: Using pattern blocks. Use activities in Ch.11 and 12 (R). New Jersey Core Curriculum Content Standards</td>
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<tr>
<td>Read for Session 7: Ch. 14 Supplemental readings: select articles</td>
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<td>Task 4 due</td>
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<thead>
<tr>
<th>Session 7</th>
<th>Introduction to Basic Algebra Equations</th>
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<tbody>
<tr>
<td>Intermediate Math: Intro to Algebra 11, 12, 13</td>
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<tr>
<td>Developing algebraic thinking in early and middle elementary mathematics. Graphing, and applying math concepts to everyday experiences.</td>
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<tr>
<td>Read for Session 8: Ch. 15, Supplemental readings: select articles</td>
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<tr>
<td>First journal article due</td>
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<tr>
<th>Session 8</th>
<th>Exploring Geometry</th>
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<tbody>
<tr>
<td>Intermediate Math: Geometry 4, 5, 6</td>
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<tr>
<td>Developing activities that focus on mathematics as problem solving using a variety of approaches and applications. Hands-on Workshop: New Jersey Core Curriculum Content Standards (#9-12), NJ Common Core Standards</td>
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<tr>
<td>Read for Session 9: Ch. 2,3 Supplemental readings:</td>
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<tr>
<th>Session 9</th>
<th>How Children Learn Mathematics</th>
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<tbody>
<tr>
<td>Intermediate Math: Geometry 7, 8</td>
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<tr>
<td>Research on child development and its impact on teaching strategies to help students learn math and think critically. Use of manipulative, games, children’s literature, daily life experiences, awareness of prevalence of numbers in a child’s/our world (theoretical basis). Essential mathematics for the 21st. century NCTM Standards (5-8). Teaching mathematics in the context of the reform movement, exploring what it means to do mathematics, and developing understanding in mathematics are central to the class discussion.</td>
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<tr>
<td>Read for Session 10: Ch. 4, 5 Supplemental readings: select articles</td>
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<tr>
<th>Session 10</th>
<th>Lesson Planning</th>
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<tbody>
<tr>
<td>Intermediate Math: Geometry 11</td>
<td></td>
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<tr>
<td>Issues in classroom management, bullying. Establishing a positive environment. Dealing with diverse learners, IEP’s and 504 plans. Importance of lesson and unit planning</td>
<td></td>
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<tr>
<td>Read for Session 11: Ch. 2 review Supplemental readings: select articles</td>
<td></td>
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<tr>
<td>Article review due</td>
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<table>
<thead>
<tr>
<th>Session 11</th>
<th>NJASK4/GEP A/HSPA Awareness</th>
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<tbody>
<tr>
<td>Intermediate Math: Stats &amp; Probability 2, 3</td>
<td></td>
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<tr>
<td>Hands-on Workshop: Using children’s literature as a curricular link to generate mathematical knowledge and thinking. New Jersey Core Curriculum Content Standards [NJCCCS] and Curriculum Frameworks for Mathematics. Teaching through problem solving, building assessment into instruction and planning in the problem-based classroom are central to the class discussion.</td>
<td></td>
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<tr>
<td>Read for Session 12: Ch. 6, 10</td>
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</tbody>
</table>
### Session 12
**Focusing on Problem Solving Technology and Math Manipulatives**

<table>
<thead>
<tr>
<th>Intermediate Math: Stats &amp; Probability 4, 5, 6</th>
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<tbody>
<tr>
<td>Applying mathematical thinking and modeling to solve problems by using technology, computers, calculators, or math manipulative. This need arises in other disciplines; value of mathematics in our culture and society. Activities will be tied to application in other content areas and real life (i.e., art symmetry and geometric shapes; music patterns, social studies, longitude/latitude; using journal writing to help students explain and understand.</td>
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### Read for Session 13:

| Ch. 5, 6 |

### Session 13
**Assessing for Learning**

<table>
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<tr>
<th>Word Problem 13</th>
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</table>

### Read for Session 14:

: |

### Session 14
**Using Data**

| Planning a Mathematics Curriculum: Incorporating Critical Thinking, Quantitative Reasoning, and Problem Solving. Integration with other content areas, individual learning styles, models of teaching, use of manipulatives and assessment. (How curriculum is designed in your school district, state and nation.) |

### Session 15
**Searching for Patterns and Relationships**

<table>
<thead>
<tr>
<th>Portfolio organization/reflection</th>
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</thead>
<tbody>
<tr>
<td>Portfolio Review/Reflection and Course Wrap-up</td>
</tr>
</tbody>
</table>

### Sessions Disclaimer

| All session topics, assignments, and tasks are subject to change at the discretion of the professor as necessary. Changes may be necessary due to equipment availability, accommodation of religious holidays, inclement weather, school functions, illness, or other reasonable needs to best adapt the course material to the current needs of the students. The professor will not place students’ grade in jeopardy due to changes in the schedule. Assignments handed in past the due date will not receive a lower grade, there will just be less time for feedback from the professor. |

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Important Information

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 all classes, 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:

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

NOTE: Every absence must be accompanied by a full-page note with students name, date and reason is excused absence submitted on the first class returning to class.

NOTE: Absences due to required school district employment responsibilities are excused with documentation: Back-to-School Night, Parent Teacher Conferences, etc. Students must submit an additional task on Blackboard for EXCUSED missed classes in lieu of class participation. Class participation is calculated as part of the grade. Students are also responsible for securing class notes and materials from peers for missed classes.

NOTE: Face-to-face classes may need to be cancelled but online classes will occur in an asynchronous format on Blackboard during the following week. Students must check the course Blackboard site for further instruction on the opening announcement board.

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 chair, 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. A more complete description is listed below in the section titled “Plagiarism Described.”

3. Falsification—Falsifying or inventing any information, data, or citation in an academic exercise.

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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 assignments.

6. **Interference**—Interfering with the ability of a student to perform his or her assignments.

*Plagiarism Described*

As defined by the Council of Writing Program Administrators, plagiarism “occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.” (“Defining and Avoiding Plagiarism: The WPA Statement on Best Practices.”<http://www.wpacouncil.org/positions/WPAplagiarism.pdf>)

Plagiarism can occur in the following ways:**

- Using text from another source (e.g. websites, books, journals, newspapers, etc.) without documenting the source;
- Using direct quotation from a text without quotation marks, even if the source has been cited correctly;
- Paraphrasing or summarizing the ideas or text of another work without documenting the source;
- Substituting a word or phrase for the original while maintaining the original sentence structure or intent of the passage;
- Using graphics, visual imagery, video or audio without permission of the author or acknowledgment of the source;
- Translating text from one language to another without citing the original source;
- Obtaining packaged information, foreign language translation or a completed paper from an online source and submitting it as one’s own work without acknowledgment of the source; and
- Presenting the work of another student as one’s own.

Fairleigh Dickinson students are responsible for authenticating any assignment submitted to an instructor should the instructor request it. Students must be able to produce proof that the assignment they submit is actually their own work. Therefore, students must engage in a verifiable work process on all assignments:

- Keeping copies of all drafts of work;
- Making photocopies of research materials (including downloads from websites);
- Writing summaries of research materials;
- Keeping Writing Center receipts;
- Keeping logs or journals of their work on assignments and papers; and
- Saving drafts or versions of assignments under individual file names on a computer, external drive or other source.

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In addition to requiring students to authenticate their work, Fairleigh Dickinson University instructors may employ various other means of ascertaining authenticity—such as using search engines to detect plagiarism, using external plagiarism detection services, creating quizzes based on student work, and requiring students to explain their work and/or process orally. The inability to authenticate work is sufficient grounds for a charge of plagiarism.

If subsequent evidence of plagiarism should be found after a grade has already been assigned, instructors have the right to lower the grade and/or apply one of the sanctions listed below.

**Sanctions:** Any student violating academic integrity will, for the first offense, receive one or a combination of the following penalties imposed by the faculty member:

1. *No credit (0) or Failure* for the academic exercise.
2. *Reduced grade* for the course.
3. *Failure* in the course.
4. Recommendation for *Academic Probation* to the dean of the college in which the student is registered.

The instructor shall file a notice of the penalty in the student’s file maintained in the campus Office of Enrollment Services.

In cases of interference and complicity, whether or not the student is registered in the affected course, the incident and penalty shall be recorded in the student's file maintained in the campus Office of Enrollment Services.

For a subsequent violation of academic integrity, a student will be subject to any combination of the above sanctions, and, after due review by the academic dean according to the procedure below, 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.
3. *Dismissal from the University identified on the student’s academic transcript* as a result of a violation of the Academic Integrity Policy.

**Procedure:** When a faculty member believes that a student has violated the Academic Integrity Policy, the faculty member shall discuss the incident with the student as soon as possible. If after the conference, the faculty member determines that an act of academic
dishonesty has occurred, the faculty member may impose the appropriate sanctions. Within five days of the faculty member’s action, the faculty member shall notify his or her department chair/school director in writing of the circumstances of the violation and the imposed sanctions. Within five days the academic department/school shall notify the student via certified mail/return receipt of the sanctions and the appeals’ procedures. Copies of the notice shall be sent to the chair of the department or director of the school of the student's major, the dean of the college in which the course is offered and the campus Office of Enrollment Services. The student may appeal the instructor’s decision as outlined below. Upon completion of the appeals process, the dean shall notify the student of the final disposition of the matter and the sanctions to be imposed, if any, via certified mail with copies to the faculty member, the department chair/school director and the campus director of enrollment services.

**Appeals Process:** A student who is charged with violating the Academic Integrity Policy by an instructor may appeal in writing to the chair of the department or the director of the school in which the alleged incident took place. The letter must state the specific grounds for the appeal. The student must submit a written appeal to the department chair or school director within 14 days of the receipt of the notification of the imposed sanctions. Failure to make an appeal within this 14-day period shall constitute a waiver of the appeal right. Within 10 working days of the receipt of the student’s appeal, the chair/director will review the circumstances of the alleged violation with the student and the instructor and recommend upholding, modifying, or dismissing the sanctions imposed by the instructor. The chair/director, within five working days, shall notify the student in writing via certified mail of the outcome, with copies to the instructor, the chair/director of the student’s major, the academic dean of the college in which the course is taught and the campus director of enrollment services. If it is determined that a violation of academic integrity did not occur, the student’s final grade in the course cannot be based on the assumption of such violation. If the differences between the instructor and the student are not resolved by this review, the student may appeal the outcome to the dean of the college in which the course is offered.

Within 10 working days of the department chair/school director’s notification, the student may submit a written appeal to the dean of the college in which the alleged dishonesty took place. The letter must state the specific grounds for the appeal. Upon receipt of the student’s appeal, the dean shall provide the faculty member and his or her chair/director with a copy of the student’s appeal. Within 10 working days the dean shall convene a five-person hearing committee consisting of a faculty member at large from the college in which the course is offered, the dean or his or her designee, the campus dean of students or his or her designee, a faculty member from the department or school of the student’s major, and a student, selected by the campus dean of students, from the college in which the alleged dishonesty took place. The hearing will be chaired by the college dean or his or her designee. The role of the appeals committee is to review the record of the matter and determine whether a finding of academic dishonesty is founded and whether a sanction is consistent with the terms of this policy. The committee shall base its decision upon a review of the record but may meet with the student and the
faculty member to secure additional information to help in making a determination about the merits of the appeal. The committee can uphold, modify or dismiss the sanction imposed by the instructor. The college dean shall notify the student of the committee’s decision within five working days of the hearing. For a second offense of academic dishonesty, the academic dean can suspend or dismiss the student as indicated above.

For a sanction of suspension or dismissal imposed by the academic dean, the student may file a written appeal to the University Provost/Senior Vice President for Academic Affairs within 10 working days of receiving the notification of the dean's decision. The University Provost, or his or her designee, shall review the case within 10 working days of the receipt of the appeal. The University Provost shall make the final decision, using any appropriate resource to assist in deciding the appeal. The University Provost shall then notify all parties in writing of his or her final decision within five working days of his or her decision.

Reviewed: August 2011

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; 3.00 MACT; 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 and MACT programs are 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 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.

G. Grading and Late Assignment Policy: Students should submit assignments on the due dates for full attention and consideration. Assignments submitted later will not have the grade lowered but feedback from the professor will be limited to the available time. Assignments may be resubmitted with additions and corrections for further review and possible change of grade. At the discretion of the professor, the possible change of grade may not increase the original grade by more than one-half of a letter grade or one-half of the point scale: an A- to an A; B+ to an A; B to an A-; B- to a B+; C+ to a B; C to a B- or the grade equivalent on an assignment. All reviews for change of grade must be submitted by the next to the last class and feedback from the professor will be provided only if time permits.