Meeting Dates | Time | Location ITV
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**Course Description:** Guided observation and clinical analysis in an educational setting. Program assessment and design. Supervised practical experiences in classroom, increasing in intensity and duration.

**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

**Objectives:**

By the conclusion of the course, the student will:

1. participate actively in a variety of teaching tasks in a clinical setting;
2. have an introductory practical experience of teaching under the guidance of a professional, experienced teacher;
3. observe and identify techniques and factors that make a classroom function effectively:
   a. Classroom management techniques,
   b. Teaching strategies;
4. synthesize readings and research on the two (2) areas listed above and analyze applications in a clinical setting.
5. discuss the relationship between classroom management techniques and teaching strategies both in a seminar setting and in an on-line forum.
Course Objectives/Competencies:

Professional Standards (Field Experience I - 6824)

Upon completion of this course, pre-service teachers will demonstrate competencies (knowledge, dispositions, skills, and performances) based on INTASC standards for beginning teachers.

The following NJ Professional Standards for Teachers are addressed in this course. For a complete list of the indicators please refer to: [http://www.state.nj.us/njded/profdev/profstand/standards/.pdf](http://www.state.nj.us/njded/profdev/profstand/standards/.pdf)

**Standard #1 (Content):** Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students. [1.1, 1.2, 1.5, 1.6, 1.7, 1.8, 1.9]

**Standard #2 (Human Growth and Development):** Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development. [2.1, 2.2, 2.4, 2.5, 2.8]

**Standard #3 (Diverse Learners):** Teachers shall understand the practice of culturally responsive teaching. [3.1, 3.5]

**Standard #4 (Instructional Planning and Strategies):** Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners. [4.1, 4.2, 4.3, 4.4, 4.5, 4.11]

**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. [This course does not address Standard #5]

**Standard #6 (Learning Environment):** Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation. [6.1, 6.2, 6.3, 6.4, 6.7]

**Standard #7 (Special Needs):** Teachers shall adapt and modify instruction to accommodate the special learning needs of all students. [7.1, 7.2, 7.3, 7.8]

**Standard #8 (Communication):** Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions. [8.1, 8.2, 8.5]

**Standard #9 (Collaboration and Partnerships):** Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students’ learning and well-being. [9.4, 4.5]

**Standard #10 (Professional Development):** Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process. [10.1, 10.2, 10.4, 10.5]

**Standard #11 (Professional Responsibility):** Standard Eleven: 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]
Course Outline:

<table>
<thead>
<tr>
<th>Seminar Session</th>
<th>Topics to be covered</th>
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<tbody>
<tr>
<td>Session 1</td>
<td>• Introduction to the course</td>
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<td>• Review of Blackboard</td>
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<td>• Explanation of all course requirements</td>
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<td>• Discussion of NJCCCS and NJPST</td>
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<td>• Review of HIB</td>
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<td>• School climate</td>
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<td></td>
<td>• Introduction to teaching strategies</td>
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<tr>
<td>Session 2</td>
<td>• Discussion of classroom management techniques</td>
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<td>• Further discussion of teaching strategies</td>
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<td>Session 3</td>
<td>• Discussion of the relationship between classroom</td>
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<td>management techniques and teaching strategies</td>
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<td></td>
<td>• Presentation on observation of bullying policy</td>
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<td></td>
<td>• Relationship of classroom management and teaching</td>
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<td></td>
<td>strategies to the NJCCCS and NJPST</td>
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<td></td>
<td>• Papers are due</td>
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Course Requirements:

1. The student is required to observe, record, and participate in classroom activities, instructional strategies, and classroom management events that occur during field placement in an elementary or secondary classroom for a minimum of 30 hours. In addition, the student is required to have a minimum of 10 hours experience (part of the total 30 hours) in working with a small group of students or with the same student. These 10 hours must involve instructional activities.

2. The student will maintain a weekly log of observations relating to the classroom activities, instructional strategies, and the small group/individual instructions provided in the 10 hours. Specific classroom management techniques and instructional strategies used by the teacher and by the intern should be noted. The log would be organized into three separate sections:

   a. Classroom management strategies observed in the Field Experience,

   b. Instructional strategies observed in the Field Experience(use of the NJCCCS should be noted), and

   c. Comments on your own small group/individual instruction during the 10 hours.

   d. These handwritten notes may be submitted with the final paper. The student will read the Brophy article and the Cummings book and enter in a log the items listed above. The student will log which instructional strategies the teacher is utilizing. Indicate which techniques and strategies appear to be working well. Which ones do not seem to work? Why? Examples are teacher-directed instruction: discussion; role-playing; cooperative learning; hands-on activities.
e. ***3. The above MUST also include a visit to a special classroom setting such as a resource room, ESL class, or bilingual class. Your observation in special classrooms will allow you to note how the different classroom settings provide students with learning options to promote academic, social, and emotional growth. You should note what is being done with regard to Diverse Learners (NJPST #3) (how teachers demonstrate culturally responsive teaching), and Special Needs (NJPST #7) (how teachers adapt and modify instruction to accommodate the special learning needs of all students).

f. Paper. At the end of the field experience, the student will synthesize the log entries into a formal typed paper approximately 5-7 pages in length. The student will consider classroom management and instructional strategies. The following items can guide as you as prepare the paper.

- What classroom management and instructional strategies were used most frequently
- How do those strategies compare with what Brophy and Cummings suggest
- What patterns did you observe
- How effective were the approaches observed
- How relevant to the NJCCCS was what you observed
- What is the relationship between classroom management techniques and instructional strategies.
- Did you encounter any surprises in your field experience Explain.
- A description of specific school climate and its effects on instruction and management
- Attention of school and personnel to HIB

破损。Reflection paper (one page) on meeting the needs of diverse learners. You will review the data collected and write up your observations on how students with special needs receive instruction and what culturally responsive teaching you observed. Interview a special needs teacher who can provide details.
3. The student will actively participate in seminars and online (Blackboard) forums by responding to instructor prompts and reacting to peer discussions. Please reference specific incidents in the classroom that you observed which support your statements. You should use the APA Manual of Style to reference the Brophy article and Cummings book and include a Reference List at the end of your paper with all articles cited.

Evaluation: Your grade will be based upon the following criteria:

- Your paper: 40 points
- Reflection paper: 5 points
- Your teacher’s evaluation: 40 points
- Your time log, attendance, and participation at 3 seminars: 7 points
- Your participation in the online discussion boards: 8 points

The typed paper and hand-written log should be mailed or handed in to your instructor. Please include a self-addressed stamped (large) envelope if you want your paper mailed back to you. Otherwise all logs/papers will be available in the office after finals week.

It is strongly recommended that the student keep a copy of the cooperating teacher’s evaluation as a permanent artifact in his/her professional development portfolio.

Please note: Common Core Standards in English Language Arts and Mathematics can be found at: http://www.corestandards.org/.

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.
Ongoing Performance Tasks: Online Discussion Boards

You will use your FDU e-mail account to access Blackboard and respond to each of the 3 forums posted by your instructor. You may access these forums directly from the menu under “Discussion Board” or through “Communication”.

The following are questions posted on the Blackboard:

Forum #1: NJPST

Consider the NJPST. What skills or viewpoint should a teacher have? What unique facets of your background will help you follow those standards?

Forum #2: Classroom Management

Please discuss any issue you wish in regard to classroom management which you observed or wondered about. You may add a new thread if you have a new thought or you may respond to someone else's post.

Forum #3: Instructional Strategies

You have observed different instructional strategies during your week in the classroom. Which strategies appeared to be the most effective? Which appeared to be the least effective? Were subjects taught differently? Explain.
Assignment/Performance Task – 5-7 page paper for Field Experience I

Student: __________________________

The Assignment:

At the end of the field experience, the student will synthesize the log entries into a formal typed report of five to seven (5-7) pages in length. The student will consider the classroom management and instructional strategies separately and comment on:

- What you observed about this classroom in terms of classroom management and instructional strategies used most frequently.
- What you saw in the classroom compared to what Brophy recommends in his article and/or to what Cummings discusses in her book.
- Any patterns you observed. Indicate what they were.
- The effectiveness of the approaches being used in the classroom.
- The relationship between classroom management techniques and instructional strategies. The relationship to of classroom management and instructional strategies to the NJCCCS and NJPST.
- Any surprises you encountered that you might want to comment upon related to teaching.
- The school climate and its bullying policy

Task is worth 40 points

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<thead>
<tr>
<th></th>
<th>Possible points</th>
<th>Points earned</th>
<th>Comments</th>
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<tbody>
<tr>
<td>1. What you observed in terms of classroom management &amp; instructional strategies</td>
<td>6</td>
<td></td>
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<tr>
<td>2. Comparison of what you observed to what Brophy and Cummings recommend</td>
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<tr>
<td>3. Patterns you observed</td>
<td>6</td>
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<tr>
<td>4. Effectiveness of the approaches being used</td>
<td>6</td>
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<tr>
<td>5. Relationship between classroom management techniques and instructional strategies, NJCCCS and NJPST.</td>
<td>6</td>
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<tr>
<td>6. Surprises you encountered and your general comments and analysis</td>
<td>4</td>
<td></td>
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<tr>
<td>7. School climate and HIB</td>
<td>6</td>
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</tbody>
</table>
Reflection paper (5 points)

Rubric

<table>
<thead>
<tr>
<th>Reflection paper (5)</th>
<th>contains detailed report on Special Needs (SN) (4-5)</th>
<th>contains most descriptors of SN (3)</th>
<th>report with limited number of descriptors of SN (0-2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your paper (40 points)</td>
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<tr>
<td>Reflection paper (5 points)</td>
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<tr>
<td>Time log, attendance, participation (7 points)</td>
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<tr>
<td>Your teacher's evaluation (40 points)</td>
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<tr>
<td>Participation in discussion boards (8 points)</td>
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**Total:**

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University, Department, and Instructor Policies

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.

A. 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.

B. 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.

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 work;
- 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.

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 it 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.
C. 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.

D. 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.

E. 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.

F. 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.

G. 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.

H. 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.