

## EDUC 6661: A BEHAVIORAL SCIENCE: THE MULTICULTURAL CLASSROOM

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**COURSE DESCRIPTION:**This course examines the historical and contemporary goals, assumptions and strategies of multicultural education. This course prepares teachers to effectively apply theories of equity to their pedagogy by familiarizing them with the dynamics of oppression in society. Through cognitive and affective approaches and simulations, students will identify and analyze the cultural and structural factors that have led to unequal academic outcomes for diverse learners. These outcomes will be viewed within the socio-political and historical context of the United States' educational system. Students will explore and learn about approaches to developing cultural relevant pedagogy. Students will add to their existing multimedia resource file materials (e.g. books, websites, videos, activities) necessary for the effective implementation of an equitable system of teaching that is affirming for all students.

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**COURSE STANDARDS**

**Standard One: Subject Matter Knowledge.** Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

**1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9**

**Standard Two: Human Growth and Development.** Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

**2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8**

**Standard Three: Diverse Learners.** Teachers shall understand the practice of culturally responsive teaching.

**3.1-3.10**

**Standard Four: Instructional Planning and Strategies.** Teachers shall understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.

**4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11**

**Standard Five: Assessment.** Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

**5.1, 5.2**

**Standard Six: 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.

**6.2, 6.5, 6.6, 6.8, 6.10**

**Standard Eight: 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- 8.8**

**Standard Nine: Collaboration and Partnerships.** Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well-being.

**9.1 - 9.7**

**Standard Ten: 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 - 10.4**

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## COURSE OBJECTIVES

The successful student in this course will:

1. Develop and demonstrate the ability to be introspective and view reality from multiple perspectives including your own.
2. Identify dynamics and effects of personal, cultural and institutional oppression on individuals and groups.
3. Understand and apply concepts related to social identity development and how it impacts the learning process.
4. Understand and write about the way in which different ethnic and racial groups have been oppressed in relation to education, throughout US History and how this process continues today.
5. Develop and demonstrate a functional understanding of the field of multicultural education and its evolutionary nature.
6. Understand the interplay among the culture of the communities, families, and schools and which can help form school-community partnerships.
7. Apply a critical analysis to all literature.
8. Use technological and conventional strategies in class activities and present resources about diverse groups, schools and/or relevant curricula.

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## WHY I BELIEVE IN THIS COURSE:

I believe that when teaching from a social justice and multicultural education perspective the following are possible:

1. Increase of students' self-esteem.
2. Increase of academic achievement in student population.
3. Students may get the truth – which they deserve.
4. Students engage in an education that relates to their life experience.

## Modes of Instruction:

Course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles. Methods of instruction include:

- Presentations
- Class Discussions (active involvement by all students through the consideration and posing questions that provoke critical thinking and thoughtful dialogue);
- Cooperative learning (small group structure emphasizing learning from and with others);
- Collaborative learning (heterogeneous groups in an interdisciplinary context); and
- Self-guided learning.

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## REQUIRED TEXTS:

Spring, J. (2003). *Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the U.S.* (4<sup>th</sup> ed.) Boston: McGraw-Hill.

Joshi, K. Y. (2006) *New Roots in America's Sacred Ground: Religion, Race and Ethnicity in Indian America.* New Brunswick: Rutgers University Press.

Readings denoted by \*available on Blackboard

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## INTRODUCTION/ CONCEPTUAL FRAMEWORK

- Week 1** Introduction and Overview of the course  
Nieto Chapter 9\*  
[http://www.nncc.org/Diversity/sac26\\_anti-bias.analyz.html](http://www.nncc.org/Diversity/sac26_anti-bias.analyz.html)

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## GENDER AND SEXUAL ORIENTATION ISSUES IN EDUCATION

### Week 2

- Girls Worms and Body Image\*
- Blame it on Feminism\*
- Male violence and Male Privilege\*
- Conceptual Foundations\* p. 16-23 (top)
- Where I'm from Poem Activity\*

*Further reading:*

- A synthesis of scholarship in Multicultural Education  
<http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrsdp/le0gay.htm>

### Week 3

- The Bible and Homosexuality: An Introduction\*  
[http://www.religioustolerance.org/hom\\_bibi.htm](http://www.religioustolerance.org/hom_bibi.htm)\*
- A Mother Speaks Out\*
- Teaching the Whole Story\*
- How Homophobia hurts everyone\*
- \*\*\*Guest Speaker\*\*\*

*Further Reading:*

- Gay Issues, Schools, and the Right-Wing Backlash  
[http://www.rethinkingschools.org/archive/11\\_03/rofes.shtml](http://www.rethinkingschools.org/archive/11_03/rofes.shtml)
- Just the Facts about Sexual Orientation & Youth  
<http://www.glsen.org/templates/resources/record.html?section=14&record=424>

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## RACE IN SCHOOLS AND SOCIETY

### Week 4

- White Privilege: Unpacking the Knapsack\*
- The Misuse of Race in Medical Diagnosis  
[http://www.pbs.org/race/000\\_General/000\\_00-Home.htm](http://www.pbs.org/race/000_General/000_00-Home.htm)
- Discovering Columbus: Rereading the past\*
- Columbus and Native Issues in the Elementary School Classroom\*

**DUE: Critical Incident Paper  
turn in Weeklylogs**

**Week 5**

I'm not white\*  
Decoding the Dominance paradigm\*  
What does an Ally Do?\*

\*\*\*Guest Speaker\*\*\*

*Further reading:*

What do we need to now?: Race, identity, hegemony and education  
[http://www.rethinkingschools.org/archive/14\\_02/race142.shtml](http://www.rethinkingschools.org/archive/14_02/race142.shtml)  
Language and Silence\*

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**US HISTORY, AMERICAN GOVERNMENT AND SOCIETY'S IMPACT ON EDUCATION**

**Week 6**    *Deculturalization and the Struggle for Equality*

**Due: Deculturalization Paper I**

**Week 7**    Revisit *Deculturalization*  
New Roots, Chapter 1

**Due: Weekly Logs**

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**SOCIAL/RACIAL, ETHNIC IDENTITY DEVELOPMENT AND ITS IMPACT ON THE LEARNING PROCESS / ACHIEVEMENT GAP**

**Week 8**    Conceptual Foundation\* p. 23 to end.  
Beyond Guilt\*

*Further Reading:*

White means never having to say you are ethnic\*  
My Eyes have been opened: White Teachers and Racial Awareness\*  
Can racial identity be promotive of academic efficacy?\*

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**ELL STUDENTS/IMMIGRANT COMMUNITIES AND ACADEMIC ACHIEVEMENT/ACHIEVEMENT GAP**

**Week 9**    Nieto Chapter 5\*  
New Roots, Neha's Case Study

*Further Reading:*

What's in a name?\*

New Roots, Chapter 1

Language and ethnic identity\*

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## MULTIRACIAL/BIRACIAL STUDENTS AND EDUCATION **DL**

**Week 10** Linda Howard Case Study \*

Multiracial & Multiethnic Children\*  
50 Experiences of Mixed Race People

**Due: Family & Community Project**

*Further Reading:*

Biracial and Multiracial Situational Identity\*

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## RELIGION IN SCHOOLS AND SOCIETY

**Week 11**

A Teacher's guide to religion in public schools\*  
New Roots, Chap 5 & Salim's Case Study pp. 173-193

*Further Reading:*

How religion may be taught legally in the US

[http://www.religioustolerance.org/ps\\_bibl1.htm](http://www.religioustolerance.org/ps_bibl1.htm)

Separation of Church and State Issues

[http://www.religioustolerance.org/const\\_am.htm](http://www.religioustolerance.org/const_am.htm)

New Roots, Chapters 3

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## ELL STUDENTS AND ACADEMICS

**Week 12** The School Experience for the English Learner\*

Manuel Gomes Case Study\*

Teaching English Language Learners "The language game of Math"\*

The Math Initiative in a 7<sup>th</sup> grade Science Class\*

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## CRITICAL PEDAGOGY & CURRICULUM TOPICS

**Week 13** Re-read Nieto Chapter 9\*

Go to : <http://www.tolerance.org/tdsi/tools> Read [Primer on Culturally Relevant Pedagogy](#) You will need to join the website.

Discovering the Truth about Helen Keller\*

Myths, Maps and Representation \*

Home buying while Black or brown\*

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## CRITICAL PEDAGOGY & CURRICULUM TOPICS

**Due: Analysis of  
Children's books**

**Week 14** Preparing Culturally Responsive Teachers: Rethinking the Curriculum  
Bias in Children's Movies

**Week 15**  
**12/16**

**Wrap up**

## COURSE ASSIGNMENTS & PERFORMANCE TASKS

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### **DEPARTMENT REQUIREMENTS:**

- 1) Written assignments will serve as writing samples. Inadequacies will be reported to the Academic Review Committee with a referral to a writing lab and the Learning Center if necessary.
- 2) Attendance in class: More than two(2) excused absences will result in the lowering of the final grade by one interval.

### **COURSE REQUIREMENTS:**

#### **ATTENDANCE & PARTICIPATION (15%)**

Each member of the class shares the responsibility for creating a positive and *challenging* learning environment. Preparation, participation, and respect for the ideas of others will allow for in-depth exploration of complex issues from multiple perspectives. The comments, questions and insights of each student are needed to enhance the learning of all students.

Different types of assignments will be given each week to help you synthesize the readings with your own experiences. Sometimes you will be given questions for critical reflection to prepare in advance of the next session. Other weeks, you will be presented with questions upon arriving in class and given time to think and synthesize concepts from the reading. Students are expected to participate responsibly in the class discussions. Oral contributions in the course will be judged according to the following criteria:

- the degree to which they manifest genuine interest in, and understanding of, the material being discussed;
- the degree to which they succeed in advancing the discussion by responding meaningfully to what others have said; and
- the degree to which they articulate coherent, interesting, thoughtful, plausible, and original claims, questions, and arguments.

The approaches used for this class require active participation and demonstrated readiness to participate. The sensitive nature of topics we discuss necessitate an atmosphere of mutual respect and tolerance needed to create trust.

Students are expected to attend all class sessions and be on time. *Being late to class will lower your grade.* Should an emergency arise (illness, accidents, etc.) that prevents you from attending a session, it is your responsibility to contact the professor. Class time provides opportunity for interaction and collaboration that cannot be easily “made up” in other ways. If an absence should become unavoidable, your responsibilities include the following:

- Inform me ASAP.
- Arrange for a peer to obtain hand-outs, announcements, notes etc. from class. Check with your peer, **prior to the next class session. “I wasn’t in class...” does not fly.**
- Arrange for assignments to be turned in on the due date.



**Participation**= willing to answer questions, contributes positively to class discussions, cooperates with instructor and students in class presentations and activities;

**Attitude**= respects classmates, professors and guests, places high value on learning; makes honest effort to understand issues and the viewpoints of others;

**Readiness**= is prepared to start class at the scheduled time; reads course outline, readings, assignment instructions, knows due dates. Points awarded at discretion of instructor.

Ongoing contributions:

This class is designed as a graduate seminar. In order to maintain the dialogic quality of a seminar, students need to be willing to do the following:

- come to class prepared to discuss the assigned readings
- make meaningful (and concise) contributions to class discussions
- participate in class discussions without dominating them
- actively elicit the participation of students who are silent/ silenced
- consciously contribute to a climate that is welcoming of diverse perspectives
- be open and willing to challenge one's own assumptions and perspectives
- be present physically and intellectually throughout the class (see attendance policy)

**PERFORMANCE TASK 1: SHORT PAPER : CRITICAL INCIDENT (10%) VIA DD**

- Think about one agent and one target identity
- Respond to statements on handout when applicable – you might not have an experience that relates to every statement- this is ok.
- You are expected to compose an essay – don't just answer by number. Paper length 3-5 pages.

**PERFORMANCE TASK2: SHORT PAPER ONDECULTURALIZATION (15%) VIA DD**

- Summarize how Joel Spring develops the concepts of *deculturalization*, *segregation*, *resistance*, and *political activism* with the different ethnic racial groups discussed in the book.
- Paper Length 4-6pages.

This task meets NJPST # 1.1, 1.2, 1.7, 1.8, 3.45.1, 5.2, 8.2, 8.4

This task addresses NJCCS: Social Studies 6.2 A, B, D; 6.4 A, B, E, F, G, H, I, J, K, L; 6.5B

**PERFORMANCE TASK 3:FAMILY & COMMUNITY MINI-PROJECT(5%) VIA DD**

See Handout for more information. 2pages maximum.

This task meets NJPST # 3.8, 8.2, 8.4, 9.1- 9.8

**PERFORMANCE TASK 4: REVISING EXISTING LESSON PLANS (5%)**

See Handout for more information.

**PERFORMANCE TASK 5: CRITIQUE OF CHILDREN'S BOOKS(5%)**

- Choose 2-3 children's books and analyze them comprehensively for Sexism and Racism according to the guidelines set forth in the handout from *Rethinking Our Classrooms*.

- Feel free to analyze the books for other isms also and list the guidelines you chose to use. Be prepared to share your findings in class during the second weekend.
- *Suggestion:* Bring in an index card/paper with bullet points that you will discuss with your colleagues.

This task meets NJPST # 3.2, 3.4, 3.6; 4.3.4.5, 4.6, 4.8

### **PERFORMANCE TASK 6: LEARNING REPORT (36%)**

#### **The Structure of a Learning Report**

There are three distinct parts to your Learning Report: (1) Learning Goals, (2) Daily Learning Log, and (3) the final Learning Report.

1. Learning Goals - Set your learning goals in writing. Understand that they are flexible and may be altered as the term progresses. Establish a minimum of ten (10) things you would like to learn during the semester in this course. By the end of the term, your goals list should at least double in number. These may, for example, include new insights about your own experiences related to diversity, insights about experiences of others that you have heard of, new skills in research or research tools, or relationship of previous learnings to multicultural education. The professor will likely want to review them occasionally throughout the course.

After preparing your initial goals, write after each of them 2-3 things you will have to do to achieve it. A copy of your Learning Goals will be turned in one week after the first day of class (check, check +, check-).

2. Weekly Learning Log - Keep a journal of your learnings and observations relative to the course. Note items in the readings, class lectures or discussions, field trips, audio-visuals, and other experiences that strike you. However, a mere compilation of class notes or "interesting" ideas in the readings is not sufficient. In particular, note the implications of various theoretical approaches in the readings to those experiences or your own life experiences. You may use a "stream of consciousness" approach, or order your diary in any way that makes sense to you. The instructor will review your Learning Logs periodically. All contents will be kept confidential. (6%)

Some questions to help you organize your thoughts.

- 1) What are some of the things you learned or relearned in this session?
  - 2) What changes, if any, did you experience in your attitude, values and beliefs?
  - 3) Did you disagree with anything in this session, if so, what are your personal views on the subject?
3. Learning Report - Based on your Learning Goals and your Daily Log, prepare a concluding Learning Report on your significant learnings, including the learnings you found particularly relevant to your own life, if appropriate and a section on your teaching philosophy. Your final Report should be at least 18-20 pages in length, typed and double-spaced. The final 3-5 pages will focus on your teaching philosophy and should have that subheading. Revisit your teaching philosophy that you may have written for another graduate Education course. What specific concepts are now part of your teaching philosophy as a consequence of taking this course. Identify the concepts, methods and strategies that you plan to incorporate in your teaching practice.

It should include references, at a minimum, to the readings and experiences in the course. It should also include citations and a bibliography (approximately 15 references) in APA format. Include your final Learning Goals and Daily Log with your Learning Report. (30%)

Your Learning Report should clearly communicate:

1. your awareness and understanding of terms and theories related to religious and cultural pluralism,
2. your ability to use the terms and theories to analyze and interpret social situations, conditions and realities, and
3. that you have read and understand the required readings.

DUE:

**IMPORTANT:**

**On Writing:** Papers are electronically typed, double-spaced, and must have page numbers (generated by the word-processor e.g., Microsoft Word being used). Use: 1) 12 pitch fonts: 2) Font style: Times New Roman or Palatino 3) ONLY use the American Psychological Association (APA) formatting guidelines for citations, references or bibliography. Please inform the professor of any problems with writing that I should know about. I am committed to the principles espoused throughout this course. To this end I would like to respond to individual learning styles and learning issues as soon and as much as possible. I will read and provide feedback on drafts. I do not allow re-writes. Please submit your paper as a PDF. You can download CUTE PDF for free.

Good Reference for APA Formatting:

[http://owl.english.purdue.edu/handouts/research/r\\_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html)

Don't worry about the information under "General Format." The information on in-text citations and creating a bibliography are the important components.

**On Extensions:** I know life happens. If something arises let me know, asap! I can be very flexible when a student is responsible and contacts me ahead of time letting me know something has come up. I know last-minute emergencies also arise – although for one's grade to not to be impacted, I will require official documentation, from your boss if it work-related, medical personnel, etc. You get the idea. If you come request an extension at the last minute, you will need official documentation, otherwise, your grade will be impacted.

**On Wikipedia:** *Do not Use Wikipedia as a source* - Wikipedia's founder, Jimmy Wales, says he wants to get the message out to college students that they shouldn't use it for class projects or serious research. "For God sake, you're in college; don't cite the encyclopedia." it is not always a definitive source. "It is pretty good, but you have to be careful with it," he said. "It's good enough knowledge, depending on what your purpose is."<sup>1</sup>

**I do NOT allow Re-writes.**

On anything else you have questions about: Ask me.

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<sup>1</sup> <http://chronicle.com/wiredcampus/article/1328/>

**UNIVERSITY, DEPARTMENT, AND INSTRUCTOR POLICIES****I. Attendance**

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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, 2002, p.13)

A. Khyati Joshi's attendance Policy for this class:

1. Attendance is required in all our classes.
2. 1 unexcused absence, grade drops by a 1/4 of a letter grade.
3. 2 unexcused absences, grade drops by 1 full letter grade.
4. 3 unexcused the student fails or withdraws from the class.

B. For excused or unexcused absences, students must make-up the work they missed in class. Also for excused absences, you need to inform Professor Joshi, before the class you will miss (when possible).

C. H1N1 – U.S. Public health officials and the President Adams have requested that professors do not require documentation for missing the class in case you contract H1N1 or appear to have flu-like symptoms. If you are experiencing flu-like symptoms, do not come to class. You are still required to be responsible graduate students and inform the professor immediately and you will need to make –up the work. Contingency plans have been made in case H1N1 impacts the class as a whole for the course work to be made-up with additional classes in the semester and/or utilizing Blackboard.

**II. Academic integrity**

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A. Fairleigh Dickinson University will not condone academic dishonesty in any form. To do so would be unfair to those students who perform honestly. Academic dishonesty undermines the confidence of the student in his or her ability to learn and perform and casts a shadow on the value of the academic process, past and future. (FDU, 1966, p. 5).

B. 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. (FDU, 2002, p. 15)

C. Student using online resources for their work are expected to provide appropriate citations and references. APA format should be used to cite sources.

**III. Grade equivalents**

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A. A = exemplary performance, excellent understanding and demonstration of the knowledge and skills addressed

- B. B = competent performance, very good understanding and demonstration of the knowledge and skills addressed
- C. C = adequate performance, good understanding and demonstration of the knowledge and skills addressed, some minor flaws
- D. D = inadequate performance, lacks a demonstration of an understanding of the knowledge and skills addressed, serious flaws in substance and presentation of material
- E. I - Incomplete - this designation is not a substitute for a letter grade. It merely describes a student's temporary status in a course. It is to be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. Students have a responsibility to notify the instructor of circumstances preventing them from completing the requirements on time. Students will have up to the third week of the next full semester to complete the requirements. If the requirements have not been met within the prescribed period, the I automatically will become an F. The F is a letter grade and will count in the student's CGPA. (FDU. 2002, p. 14)
- F. **Note:** All graduate students are expected to maintain a GPA of 3.0 or better. The grade of "C-" in a graduate course is considered a failing grade.

#### IV. Grading policies

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##### A. Graduate Programs – Grading and similar policies

1. Grades:
  - a) Weighted grades: A, A-, B+, B, B-, C+, C, and F. (Grades of C- or D are not acceptable grades in graduate programs.) The minimum passing grade for the graduate programs is a C.
  - b) Incompletes (not a grade but a temporary status): **STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM.** A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.
  - c) Change of Letter Grades: "No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class." A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.
2. Repeat Courses: If a graduate student repeats a course, both grades remain on the transcript and are averaged in the cumulative grade-point-ratio (GPA). The student will earn credit for one course.
3. Degree Requirements and Academic Probation
  - a) The School of Education requires a minimum grade-point-ratio of 2.75 (3.25 for the MA in Learning Disabilities) for graduation.

- b) Students who receive two or more grades of C in graduate coursework will be warned, and if they do not demonstrate improvement in their academic performance, they will be asked to withdraw.
- c) Retention in the MAT program is contingent on maintaining a minimum grade-point-ratio of 3.00 (3.25 for the MA in Learning Disabilities).
- d) A graduate program of study must be completed within a period of five years from the time the student first registers for graduate study.

#### **V. Student academic services**

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- A. 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.
- B. If special accommodations are required, contact the dean of students as early in the semester as possible to that appropriate arrangements can be made. (FDU, 2002, p.5)

#### **VI. Policy on course completion**

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- A. 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. (FDU, 2002, p. 14)
- B. A leave of absence allows students to interrupt their graduate studies if necessary. (FDU, 2002, p. 14) Please see the Student Handbook for specific details.

#### **VII. Student responsibilities regarding fulfilling course requirements**

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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 (SOE) 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 SOE faculty will make every effort to smooth the path for the student and to 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.

#### **VIII. Picking up grades papers**

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Students are requested to pick up all of their papers from their professors (or the Quest office in Madison) within the first 3 weeks of the new semester. All work not retrieved by the end of these 3 weeks will be discarded.

#### **IX. Instructor Specific Policies**

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- A. Please type and double-space all assignments. All papers must be submitted with cover page indicating title of assignment, course name and section, instructor's name, your name, and date of submission. In addition to fulfilling the content requirements of each assignment, it is expected that each paper will be written using correct English, spelling, and grammar. Both content and mechanics will be considered in the grading. Remember to cite sources for ideas that are not your own using APA format. Citations are necessary for both conceptual issues and direct quotations. It is expected that all papers will be submitted by the due date unless prior approval is given for a good reason.

B. Student assessment and evaluation is performance based. Criteria for assessment include, but are not limited to:

1. Demonstration of an understanding of the theory and concepts related to the topics of the course
2. Demonstration of critical thinking
3. Sufficient and appropriate evidence to support one's position
4. Creativity and development of strategies and procedures which reflect an understanding of the teaching/learning process
5. Effective written and verbal communication skills which includes correct usage and expression

**X. Disclaimer**

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A. This syllabus is subject to change as the need arises. Students will be given ample notice of any changes in assignments and due dates.

B. Certification laws are subject to change. FDU is not responsible for changes made in New Jersey State requirements, which might not grandfather a student.

**XI. References**

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A. FDU. (1966). Faculty Manual. Madison, NJ: Fairleigh Dickinson University.

B. FDU. (2002). Student Handbook (College at Florham). Madison, NJ: FDU Division of Student Affairs.