Central Connecticut State University
Math 412 Elementary Mathematical Methods
Spring 2021 TR Syllabus

Professor: Dr. Shelly M. Jones
Class Time, Location:
Math 412-01 TR 9:25 – 10:40 am
Bassett Hall Room 205
Math 412-01* TR 9:25 – 10:40 am
Online Synchronous

Office: Maria Sanford 312
Telephone: (860) 832-2857
E-mail: jonessem@ccsu.edu

Office Hours:
All office hours will be held in our Blackboard Collaborate Room. You must make an appointment (Although I will check in during office hours, you should let me know you will be signing on so I will be there)
Monday 1:00 – 2:00 pm
Tuesday 11:00 AM – noon (In my office or online)
Tuesday 6 – 7 pm
Wednesday 2:00 – 4:00 PM

I will hold office hours in my Personal WebEx Room. Please make an appointment by emailing me or informing me during class that you intend on joining me in my personal room for a meeting.

Shelly Jones's Personal Room
https://ccsu.webex.com/meet/jonessem
648808755

Join by video system
Dial jonessem@ccsu.webex.com and enter your host PIN.
You can also dial 173.243.2.68 and enter your meeting number.

Join by phone
1-650-479-3208 Call-in number (US/Canada)
1-877-668-4493 Call-in toll-free number (US/Canada)
Access code: 648 808 755

Location of class: Tuesdays: Synchronous Online (Use our Blackboard Collaborate Room) Most Thursdays: Asynchronous Online Discussions and Assignments (Except for Presentations. Presentations will be scheduled for Synchronous on several Thursdays)

Call in info if needed: 1-571-392-7650
PIN: 351 655 1343

Course Overview: This course examines the methods and procedures in teaching mathematics concepts at the elementary level. It is designed to prepare pre-service elementary teachers to become independent professionals who can effectively arrange learning environments, plan educational activities, assess learning outcomes, and integrate technology, culture and children’s literature within lessons. The course content will be presented using practices that are aligned with the National Council of Teachers of Mathematics (www.nctm.org) Standards and the Connecticut Core Standards (http://ctcorestandards.org/). Teacher Candidates will have the opportunity to apply the content and pedagogy from this course and other methods courses by
taking part in a field experience practicum during the semester (EDTE 420, EDEL 415, RDG 412, SCI 412, FA 412). This course is taken the semester before student teaching.

**Prerequisite:** Math 213: Structure in Mathematics II: Probability and Geometry (C- or higher) and admission to the Professional Program

**Required Textbook:**


**Online Resources:**

**Journal Readings:** NCTM’s *Teaching Children Mathematics, Mathematics Teacher: Learning and Teaching PK-12 (MTLT)* as well as other selected educational journals.

**Email:** All students are required to have a working CCSU email account. All course correspondence will be sent to CCSU email accounts only.

**Course Objectives:**

A. To examine the content and presentation of mathematics currently being taught in elementary schools.

B. To introduce students to curricular reforms and current literature in the area of teaching mathematics in elementary schools.

C. To encourage students to examine and reflect on their professional background in mathematics with a goal of self-improvement.

D. To anticipate current educational trends with a view to the future needs of all educated people in the area of mathematics.

E. To introduce students to the Common Core State Standards for Mathematics and Mathematical Practice

F. To help students become more aware of how to teach culturally relevant mathematics.

**University Policy:**

The last day to withdraw from the course with a W is April 19th. Cessation of attendance, notice to the instructor, or telephone calls to the Enrollment Center are not considered official notice of a student’s intention to withdraw from the course. The student must complete and submit the appropriate Withdrawal form.

**Professor Policies:**
**Attendance**: You are expected to attend all class meetings on time and participate in class activities and discussions. All reading assignments should be completed prior to the appropriate class session. Please bring your Van de Walle textbook to each class. In the unlikely event that you are unable to attend a class session, please send me an e-mail explaining your absence. It is the student’s responsibility to obtain homework and journal assignments in the event of an absence. Late assignments will only be accepted the next class meeting with an excused absence or with points deducted.
Evaluation:

Your grade for the course will be determined in the following manner as outlined below.

1. **Class synchronous attendance, participation in discussion boards, break-out group discussions and WebEx/Blackboard Collaborate presentations:** Class participation is an essential component of this course; therefore, active engagement is essential.  
   20% of grade

2. **Reflections:** (3-5 points each)  
   a. Math anxiety/phobia (online discussion) – 3 pts  
   b. Scholarly journal article (online discussion) – 3 pts  
   c. Culturally relevant teaching (online discussion & written reflection) – 4 pts  
   10% of grade

3. **Worksheets:** (3-6 points each)  
   a. Types of Word Problems & Alternate Algorithms Worksheet (6 pts)  
   b. Fractions Worksheet (6 pts)  
   c. Children’s Literature and Math Connections Worksheet (3 pts)  
   15% of grade

4. **Reflection Journals:** (3-4 points each) The journal topics & prompts are listed below. Please date each entry and write your name and the given journal # and topic at the top of the appropriate page before submitting. Your response should be one typed page with correct spelling, grammar, and punctuation. The journal prompt will give you the opportunity to reflect on and give your written opinion on an important math or educational issue. Journal Reflections must be submitted on Bb on or before the due date.  
   a. Smarter Balanced Assessment – 3 pts  
   b. Community Walk OR Getting to know a student – 3 pts  
   6% of grade

5. **Lesson Plans:** You will write TWO full math lesson plans using the template provided on Blackboard. One of the lessons will include a written lesson plan AND a lesson presentation (microteach a portion of the lesson) to our class. It is your choice which lesson plan you write first. Either the lesson from the Investigations Curriculum OR the Culturally Relevant/Social Justice lesson. Whichever lesson you write first will be the lesson you present to our class.  
   a. Lesson from the Investigations Curriculum Materials. You may partner with a classmate or do alone. The lesson must include one of the following: use of manipulatives OR technology OR children’s literature.  
   b. Culturally Relevant or Social Justice Math Lesson (You may use the lesson connected to the Community Walk/Getting to Know You Field Experience Journal.)  
   Note: Choose one of the lessons above to teach a minilesson to your classmates  
   (Each lesson plan is 10 points, Microteach is 5 points)  
   25% of grade

6. **EdTPA Scoring a MAC Assignment:** You will complete a written evaluation of a sample assessment commentary using edTPA rubrics 16 – 18.  
   4% of grade
7. EdTPA Task 4: Scoring a MAC
   a. Classroom Learning including Conceptual, Procedural or Problem Solving/Reasoning
   b. Focus Student Learning
   c. Quality of Teaching including the Re-engagement Lesson and Student Work on Re-engagement Lesson

   20% of grade

Note: “Students enrolled in this course who are seeking teacher certification should be aware that all professional education courses are guided by the Conceptual Framework of the School of Education and Professional Studies. Professional education courses prepare students to be active learners, reflective and collaborative practitioners, and facilitators of learning for all students. The complete Framework may be accessed at: SEPS Conceptual Framework

Math 412 Elementary Mathematical Methods
Tentative Schedule of Topics for TR

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic (TO DO/DISCUSS IN CLASS)</th>
<th>Homework: Do the readings AFTER class on the day listed in preparation for the next class. When Due Dates are listed, the assignment IS DUE THAT DAY usually on Bb by midnight.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 28, R</td>
<td>Research and write Journal 1 – Research the Smarter Balanced Assessment and write a parent letter to inform them of the assessment, Common Core, etc. See the full prompt in the journal section of syllabus</td>
<td></td>
</tr>
<tr>
<td>Feb. 2, T</td>
<td>Dr. Jones talk about levels of cognitive demand. Use break-out rooms to discuss the task sort in the Stein &amp; Smith article. Come back and share out. CHOOSE Culturally Relevant Partner and Article</td>
<td>DUE: Journal 1</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading/Assignment</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Feb. 9, T</td>
<td>In partner groups you will share about your culturally relevant pedagogy article (Put a few main points on one powerpoint slide) Class will discuss in the chat box patterns/common characteristics Dr. Jones will show a brief CRP/SJ Powerpoint presentation. Discuss Journal 2: “Getting to Know a Student” and “Community Walk” Assignment.</td>
<td>Read: Jo Boaler Math Anxiety article (Marilyn Burns, Math Phobia book, chapters 1-3 &amp; 9 or Sheila Tobias)</td>
</tr>
<tr>
<td>Feb. 11, R</td>
<td>Online discussion about math anxiety/phobia The discussion forum will open tonight and close on Sunday midnight. Post your own original reflection and respond to at least one classmate.</td>
<td>DUE: One-page reflection paper on culturally relevant teaching (What is it? How can you use it in a math lesson) Start thinking about your first lesson plan. You will start with an existing lesson from Investigations lesson in Bb folder (or other approved curriculum materials), modify it and teach a mini lesson. You may choose a partner or do it alone. Plan a 15-minute segment of your written lesson that you can present to your classmates.</td>
</tr>
<tr>
<td>Feb. 16, T</td>
<td>Virtual meeting in the Burritt Library. After the Librarian meets with you to discuss a variety of teacher resources in the library (You will need to find a scholarly article on instructional strategies and a children’s literature book to make math connections, See March 9th &amp; March 18th. Dr. Jones will introduce CCSU’s Lesson Plan Template. Discuss mini lessons: Investigations curriculum materials, culturally relevant math topic, literature, manipulatives, technology, etc.</td>
<td>Read: Thinking Through a Lesson Plan article (Smith et al.) Read: Van de Walle Chapter 4 (Focus on: pgs. 57 – 69 three-phase lesson format and 72 – 75 differentiating instruction)</td>
</tr>
<tr>
<td>Feb. 18, R</td>
<td>Read: Thinking Through a Lesson Plan article (Smith et al.) Read: Van de Walle Chapter 4 (Focus on: pgs. 57 – 69 three-phase lesson format and 72 – 75 differentiating instruction)</td>
<td>DUE: One-page reflection paper on culturally relevant teaching (What is it? How can you use it in a math lesson) Start thinking about your first lesson plan. You will start with an existing lesson from Investigations lesson in Bb folder (or other approved curriculum materials), modify it and teach a mini lesson. You may choose a partner or do it alone. Plan a 15-minute segment of your written lesson that you can present to your classmates.</td>
</tr>
<tr>
<td>Feb. 23, T</td>
<td>Discuss Lesson Planning – Van de Wall Ch. 4, Cognitive Demand, Conceptual/Procedural</td>
<td></td>
</tr>
<tr>
<td>Feb. 25, R</td>
<td>Plan your first lesson which you will also microteach to your classmates, March 2 &amp; 4. Meet with your partner or on your own. Use the lesson plan template provided on Blackboard.</td>
<td></td>
</tr>
<tr>
<td>March 2, T</td>
<td>Mini lesson presentations: 4 partner groups per day.</td>
<td></td>
</tr>
<tr>
<td>March 4, R</td>
<td>DUE: Lesson Plan #1 Read: Van de Walle Chap. 3 (pgs. 33-37 problem solving &amp; 49-53 orchestrating discourse) also Chapter 5 Assessment</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>March 9, T</td>
<td>Mini lesson presentations. Up to 4 partner groups.</td>
<td>Read: Choose one approved article to read with a partner or on your own. Be ready to share with classmates in an online discussion. Source: NCTM journals (some are posted in Blackboard or you can find one on your own)</td>
</tr>
<tr>
<td>March 11, R</td>
<td><strong>Online Discussion:</strong> Instructional strategy articles. Start on Thurs. end on Sunday. Post a summary of your article (just one per partner group) and respond to at least one other post (each TC will respond on your own to a classmate’s post). Read: Pages 43 – 75 of edTPA Handbook on Bb, specifically about the Math Assessment Commentary (MAC). <strong>Come to class with at least one question.</strong></td>
<td></td>
</tr>
<tr>
<td>March 16, T</td>
<td>Midterm: Discuss Assessment: TCs will create evaluation criteria/rubrics &amp; score student work.</td>
<td>Begin Assessment Assignment: Scoring student work and providing feedback</td>
</tr>
<tr>
<td>March 16, T</td>
<td>Discuss Assessment: TCs will create evaluation criteria/rubrics &amp; score student work. Dr. Jones will discuss edTPA Task 4 Assignment and answer TC questions. Briefly describe the elements of edTPA: Elementary Mathematics Context for Learning, Elementary Mathematics Learning Segment Overview and Math Assessment Commentary (MAC)</td>
<td></td>
</tr>
<tr>
<td>March 18, R</td>
<td>Plan 2nd Lesson. These are individual lessons. Each Teacher Candidate must hand in his/her own lesson plan AND record a mini lesson talk through using GoReact Video (or other video platform). Find a children’s literature book that you can connect to math. Be ready to share in synchronous class discussion on Tuesday.</td>
<td></td>
</tr>
<tr>
<td>March 23, T</td>
<td>Discussion on using children’s literature in mathematics lessons</td>
<td>DUE: Math in Children’s literature sheet</td>
</tr>
<tr>
<td>March 25, R</td>
<td>Do Community Walk or interview a student for Getting to Know Journal 2 Assignment.</td>
<td><strong>DUE:</strong> Assessment Assignment</td>
</tr>
<tr>
<td>March 30, T</td>
<td>TC’s will share:</td>
<td>DUE: Journal 2-Community Walk write up or Getting to Know a Student write up. Upload to Bb before next class.</td>
</tr>
<tr>
<td></td>
<td>A) Community Walk Activity</td>
<td><img src="" alt=" " /></td>
</tr>
<tr>
<td></td>
<td>B) Getting to Know a Student Interview</td>
<td><img src="" alt=" " /></td>
</tr>
<tr>
<td></td>
<td>C) Please address: How can you use this information to inform your instruction?</td>
<td><img src="" alt=" " /></td>
</tr>
<tr>
<td></td>
<td>Discuss in more detail edTPA Task 4 Assignment the MAC – Whole Class, Focus Students, Re-engagement Lesson, and Quality of Teaching Reflection.</td>
<td><img src="" alt=" " /></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading/Assignments</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>April 1, R</td>
<td><strong>Read</strong>: Van de Walle Chapter 8 – Developing Early Number Concepts (pg. 142-160) <strong>Read</strong>: Chapter 9 – Meaning to the Operations</td>
<td></td>
</tr>
<tr>
<td>April 6, T</td>
<td>Discuss Types of Word Problems &amp; Explore Alternate Algorithms</td>
<td><strong>Read</strong>: Fractions Chapter in Van de Walle</td>
</tr>
<tr>
<td>April 8, R</td>
<td></td>
<td><strong>DUE</strong>: Types of Word Problems &amp; Alternate Algorithms Worksheet</td>
</tr>
<tr>
<td>April 13, T</td>
<td>Discuss Conceptual versus Procedural notions of Fractions</td>
<td></td>
</tr>
<tr>
<td>April 15, R</td>
<td></td>
<td><strong>DUE</strong>: fraction activity sheet showing work and providing conceptual explanation of solution processes</td>
</tr>
<tr>
<td>April 20, T</td>
<td>Examine edTPA Rubrics 16-18 using a Sample MAC</td>
<td><strong>DUE</strong>: Lesson Plan #2 &amp; Go React Videos of 2nd Lesson Score sample MAC</td>
</tr>
<tr>
<td>April 22, R</td>
<td><strong>DUE</strong>: Score a MAC and write a reflection</td>
<td></td>
</tr>
<tr>
<td>April 27, T</td>
<td>Discuss scoring a MAC</td>
<td></td>
</tr>
<tr>
<td>April 29, R</td>
<td>Prepare edTPA MAC presentations: Scoring a MAC and providing feedback for mock TC</td>
<td></td>
</tr>
<tr>
<td>May 4, T</td>
<td>edTPA MAC Presentations: What have you learned? What do you still need to know.</td>
<td></td>
</tr>
<tr>
<td>May 6, R</td>
<td>edTPA MAC Presentations: What have you learned? What do you still need to know.</td>
<td></td>
</tr>
<tr>
<td>Final Exam Day</td>
<td></td>
<td>edTPA Task 4 MAC Project Due by midnight</td>
</tr>
</tbody>
</table>
# Math 412 – Journal Topics (one-page reflections)

<table>
<thead>
<tr>
<th>JOURNAL #</th>
<th>TOPIC AND WRITING PROMPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOURNAL 1: State Math Assessment (Smarter Balance) Letter to Parents</td>
<td>Write a letter to parents about the Smarter Balance Assessment. Provide a summary of what the test is and its significance. What would you do as a teacher to prepare the students for the math portion of the test? What can parents do at home to help students with their math?</td>
</tr>
<tr>
<td>JOURNAL 2 Option A: Community Walk or See below for Option B</td>
<td>Visit one or more locations in the community. Visit locations in the community surrounding your field experience school. It is important that you are willing to walk off of the school grounds. Select locations that are familiar to students (i.e., places that draw families in the community, social hubs). During your visit(s), Look For and Document Evidence of Mathematics. If possible, talk to individuals who work/play/shop in the setting about how they use mathematics. Take/draw pictures and field notes. Identify how each picture or experience you document provides evidence of mathematics. During your visit, refrain from making judgments about the neighborhood. The goal of the community visit is to learn from the community and identify resources for future lesson planning. It is also a time for you to confront stereotypes or assumptions you may have had. If you have the opportunity, show students from your field site your photographs and have them tell you what they know about these places, and if relevant what they (or their family) do at these places (especially if it involves mathematics). You will be amazed at how much more they will share with your photos in hand!</td>
</tr>
</tbody>
</table>
| JOURNAL 2 – OPTION B “Getting to Know a Student” Interview | **Overview of Assignment**  
There are several purposes of this interview. The first is to find out more about the student including student interests, activities the student engages in outside of school, and what the student identifies as activities for which the student excels. Also to find out more about the students’ ideas, attitudes and/or dispositions towards mathematics. The interview should last approximately 10-15 minutes.  

**Conducting the interview**  
Select one student from your practicum classroom who is different from you in one or more socio-cultural ways (i.e., race, socio-economic status, home language; do not select ONLY on the basis of difference in gender).  

**In a one-page reflection**, please respond to the following questions:  
A. Introduce your student (using first name only or a pseudonym): Include as much as you know about the student’s age, grade, school, gender, race/ethnicity, family background, home language(s), etc. Explain why you selected this student (and compare/contrast the students’ background with yours, noting the socio-cultural difference/s between you two).  
B. Learning about Student. *What did you learn about your student?* For example:  
- what did you learn about your student’s competencies interests, and activities?  
- the student’s ideas/dispositions towards mathematics?  
- and the student’s family and/or community based knowledge and experiences?  
C. Link to lesson planning in mathematics. *How can you use the information you learned about the student to plan a mathematics lesson?*  


Statement on Discrimination and Harassment
Central Connecticut State University strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon age; ancestry; color; gender identity and expression; intellectual disability; learning disability; mental disorder; physical disability; marital status, national origin; race; religious creed; sex, (including pregnancy, transgender status, sexual harassment and sexual assault); sexual orientation; or any other status protected by federal or state laws. Any student who has concerns should contact the Office of Diversity and Equity (ODE) at 860-832-0178, Student Affairs at 860-832-1601, or his/her faculty member. The ODE is located on the main floor of Davidson Hall, Room 102.

Sexual Misconduct, Intimate Partner Violence and Stalking
Option 1. Central Connecticut State University is committed to providing a learning and working environment that emphasizes the dignity and worth of every member of its community. Sexual harassment (including sexual assault) in any form will not be tolerated. “Sexual harassment” means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. For additional information, please consult the CCSU policies at http://www.ccsu.edu/diversity/policies/index.html. All faculty members and staff have a duty to report incidents of sexual harassment including sexual violence to Nancy “Rusty” Barcelo, Interim VP for Diversity, Inclusion, and Equity, Office of Diversity and Equity, Davidson Hall, 102.

Option 2. Central Connecticut State University (CCSU) will not tolerate sexual misconduct against students, staff, faculty, or visitors in any form, including but not limited to: sexual assault, sexual exploitation, sexual harassment or stalking, as defined in CCSU policies. For additional information, please consult the CCSU policies at http://www.ccsu.edu/diversity/policies/index.html. All faculty members and staff have a duty to report incidents of sexual harassment including sexual violence to Nancy “Rusty” Barcelo, Interim VP for Diversity, Inclusion, and Equity, ODE, Davidson Hall, 102.

To file a report, contact: Diversity and Equity (860-832-0178); Student Affairs (860-832-1601); Student Conduct (860-832-1667); or the University Police (860-832-2375). For support and advocacy contact: Office of Victim Advocacy & Violence Prevention (Diloretto Hall 305) at 860-832-3795 to speak with Joanna Flanagan {jflanagan@ccsu.edu}; Student Wellness Services at 860-832-1925 (confidential), the Women’s Center at 860-832-1655, the local YWCA’s Sexual Assault Crisis Services Hotline at 860-223-1787 (confidential) and Prudence Crandall Center for Domestic Violence (confidential) at 888-774-2900 (24-hour hotline).

WRITING CENTER
The Writing Center offers free one-on-one sessions with a talented and experienced staff of undergraduate, graduate, and faculty tutors. The Center works with students from any discipline and at any stage in their writing process, including interpreting assignment prompts, brainstorming material, and integrating research. The Writing Center is open Monday through Friday during the fall and spring semesters while classes are in session. For current hours, check the Center’s website at http://www.ccsu.edu/writingcenter.

THE LEARNING CENTER
It can be confusing and stressful when you are struggling in school and do not know where to turn. Often, students run into issues with their academics because they are unsure of what to do or
who to ask for help. Ask us...We are here for you! The Learning Center, 860.832.1900, Willard-DiLoreto Hall, Room D316

Not getting the grades you want? Or need to get more done in less time? Academic Coaching is a personalized program to help you maximize the effectiveness of time spent studying. Academic Coaching is located in The Learning Center, Willard-DiLoreto Hall, Room D316. The Learning Center offers drop-in tutoring for math, statistics, general and organic chemistry and intro physics. Please bring your books, notes and assignments. Our peer tutors will work with you to help you master the material. Day and evening hours are available – please refer to our website http://web.ccsu.edu/tlc

EARLY ALERT
The Early Alert program is a way for professors to let students know that they may be in jeopardy of doing poorly in a course before the end of the semester. The Early Alert program is designed to connect you with the help you need while there is still time in the semester to improve your performance in the class. Early Alert referrals do not go on your record. If you are referred to Early Alert, please contact the Early Alert Coordinator to get the assistance you may need! The Learning Center, 860.832.1900, Willard-DiLoreto Hall, Room D316.

ELIHU BURRITT LIBRARY RESOURCES
Get help with all of your research needs. Librarians offer one-on-one assistance at the Reference Desk or by appointment. We also offer instruction in all aspects of the research process, including where and how to find books in the library or online, how to access articles and scholarly resources from databases, and how to format citations. Librarians can also support your research needs by making library resources from around the world available through interlibrary loan. Textbooks and course readings are often available through our course reserves system. Visit, call, email, or chat with librarians during regular library hours to use or learn more about library services and resources - 860-832-2060 - or visit the library online at http://library.ccsu.edu.

STUDENT DISABILITY SERVICES
If you are a student with a documented disability, and would like to request academic accommodations, you are encouraged to contact Student Disability Services (SDS) at 860-832-1952, or email disabilityservices@ccsu.edu. Please visit the SDS website at http://www.ccsu.edu/sds/ to download an Intake form and documentation requirements. Temporary impairments may also qualify for accommodations. Central Connecticut State University provides reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act for students with documented disabilities on an individualized basis.

ACADEMIC INTEGRITY
At Central Connecticut State University, we value personal integrity as fundamental to our interactions with each other. We believe that one of the purposes of a University education is for students learn to think critically, to develop evaluative skills, and to express their own opinions and voices. We place special weight on academic honesty in all of our intellectual pursuits because it is a value that is fundamental to academic life and scholarly practice. All members of the University community are obligated to uphold high standards of academic honesty in their scholarship and learning. Therefore, we expect you to take personal responsibility for your intellectual work and to respect and acknowledge the ideas of others. Academic honesty means doing you own work and giving proper credit to the work and ideas of others. It is your responsibility to become familiar with what constitutes academic dishonesty and plagiarism and
to avoid all forms of cheating and plagiarism. For more information, see:
http://www.ccsu.edu/academicintegrity/

REGISTRAR’S OFFICE
REGISTRATION/ADD/DROP/WITHDRAWAL PERIODS
You are permitted to add/drop courses, subject to seat availability, through the end of the first
week of the semester. Course drops (without a “W” on your transcript) are permitted through the
end of the third week of the semester. Withdrawals beginning at the fourth week of the semester
will result in a “W” on your transcript. Withdrawals after the twelfth week of the semester will
only be permitted if there are extenuating circumstances, supported by documentation, and
approval by the Instructor and Department Chair. Add, Drop, and Withdrawal deadlines are
prorated for courses less than full semester length. Refer to the Office of the Registrar Calendar at
www.ccsu.edu/registrar for specific dates each term.

ADVISING AND REGISTRATION FOR FUTURE SEMESTERS
Academic Advising begins in late-March for the fall semester and mid-October for the spring
semester. Refer to www.ccsu.edu/registrar for advising and registration details, including access
to the course schedule and identifying registration start date and time.

FINAL EXAM SCHEDULE
The standard final exam schedule is posted at www.ccsu.edu/registrar by the start of each
semester. Examinations will be held in your regularly scheduled classroom unless you are told
otherwise by your instructor.

INCLEMENT WEATHER POLICY
At the discretion of the President, classes may be cancelled or delayed because of inclement
weather or special circumstances. The most accurate cancellation and delay information for
Central Connecticut State University will be made available on the Storm Phone: (860) 832-3333
and on the Web at www.ccsu.edu, usually by 6:00 am.