Central Connecticut State University  
Math 412 Elementary Mathematical Methods  
Fall 2020 MW Syllabus

Professor: Dr. Shelly M. Jones  
Class Time, Location:  
Math 412-01 CRN 11254 MW 9:25 – 10:15 am  
(WD D205, 21 ss)  
Math 412-02 CRN 11255 TR 1:40 – 2:30 pm  
(Bassett Hall Room 311, 18 ss)  
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)  
Mondays and Wednesdays 11 am – noon  
Tuesdays 12:30 – 1:30 pm and 3 – 4 pm  
Wednesdays 4:30 – 5:30 pm  
Other times by appointment

Use the Blackboard Collaborate Link to sign into the LIVE Lessons on Mondays and Tuesdays. If you need to Dial In, please use the info below:

Math 412-01 Blackboard Collaborate:  
1. Monday LIVE Lessons. Class Discussions will mostly be done in the chat box because of the 30 second delay. Dial In +1-571-392-7650, PIN: 496 444 1350  
2. Selected Wednesdays for Presentations. Dial In +1-571-392-7650, PIN: 536 398 9906

Math 412-02 Blackboard Collaborate:  
1. Tuesday LIVE Lessons. Class Discussions will mostly be done in the chat box because of the 30 second delay. Dial In +1-571-392-7650 PIN: 812 920 4649  
2. Selected Thursdays for Presentations. Dial In +1-571-392-7650, PIN: 496 444 1350

Blackboard Collaborate Instructions & Tips  
1. Please view the following video to see How to View a LIVE Lesson.  
   https://youtu.be/BqlePnd4_UI

2. Please view the following video to see How to use the Chat Room.  
   https://youtu.be/agUmHkGM9ww

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 November 17th.*

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. 16% of grade

2. Reflections: (3-4 points each)
   a. Math anxiety/phobia (online discussion & written reflection) – 5 pts
   b. Scholarly journal article (online discussion) – 3 pts
   c. Culturally relevant teaching (online discussion & written reflection) – 5 pts 13% of grade

3. Field Experience Journal: (3-4 points each) Journal assignments are due periodically throughout the semester. The journal topics & prompts are listed on Blackboard (Bb). 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 – 4 pts
   c. Journal 3 (select a topic from the journal list or write a semester) - 3 pts 10% of grade

4. 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

5. **EdTPA Rubric Assignment:** You will complete a written evaluation of a sample assessment commentary using edTPA rubrics 16 – 18. 8 % of grade

6. **EdTPA Task 4 (FOLLOW DIRECTIONS IN THE EDTPA HANDBOOK):**
   a. Mathematics Context for Learning (3 points)
   b. Mathematics Learning Segment Overview (5 points)
   c. Mathematics Assessment Commentary (28 pts)

   Normally in edTPA these assignments are all connected to your field site. Because you don’t have a field site this semester, you will do each part of the edTPA as an individual assignment. You will be provided with a teaching video and sample student work. Using these resources you will:
   1) View a teaching video and analyze the *Quality of Teaching* (Did students learn? What is evidence?) (8 pts)
      - Be sure to discuss *Whole Class Patterns* of student engagement and learning during the teaching video lesson (If student work is available you may use it to support your commentary of *Whole Class Patterns*).
   2) Based on the student work provided by your professor, discuss each student’s understanding of the math concept/lesson objective. (5 pts)
   3) Based on the sample student work, write a *Re-Engagement Lesson*. This is a lesson designed to target a learning objective you identified based on the sample student work. The objective should address an area of weakness/challenge from the 3 focus students. Include a blank copy of the new Assessment/Worksheet you designed for the Re-engagement lesson. (10 pts)
   4) Label the student work as: Student 1, Student 2, & Student 3. Provide a commentary of the feedback you would give to each student. (5 pts)

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](#)
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic (TO DO/DISCUSSED IN CLASS)</th>
<th>HOMEWORK (readings, etc.) and ASSIGNMENTS: Do these readings (etc.) AFTER class that day. Therefore, it is done in preparation for the next class. When Due Dates are listed, the assignment IS DUE THAT DAY usually on Bb by midnight.</th>
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<tbody>
<tr>
<td>Aug. 31, M</td>
<td>Dr. Jones talk about levels of cognitive demand. Use break-out rooms to discuss sorting the tasks in the Stein &amp; Smith article. Come back, use chat box to share out.</td>
<td>Read: Jo Boaler Math Anxiety article (Marilyn Burns, Math Phobia book, chapters 1-3 &amp; 9 or Sheila Tobias)</td>
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<td>Sept. 2, W</td>
<td>Online discussion about math anxiety/phobia The discussion forum will open on Sept. 2nd and close on Sunday midnight. Post your own original reflection and respond to at least one classmate.</td>
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<td>Sept. 7, M</td>
<td>LABOR DAY – NO CLASS</td>
<td>DUE: Math anxiety reflection paper due before class on Wed. (see assignment prompt) Upload to Bb before class on Wed.</td>
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<td>Sept. 9, W</td>
<td><strong>Read:</strong> Van de Walle Chapters 1 &amp; 2. Complete a math problem and reflect on it based on your reading (such as what is Relational Understanding and Theories of Learning)</td>
<td><strong>Read:</strong> Choose a partner and read one of the articles listed below on Culturally Relevant (or Social Justice) Teaching in Mathematics. Discuss with each other and be ready to share main points in next class (Send Dr. Jones one powerpoint slide or be ready to share content in Blackboard Collaborate)</td>
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<td>Date</td>
<td>Activity</td>
<td>Reading/Assignment</td>
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<td>Sept. 14, M</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 “Getting to Know a Student” and “Community Walk” Assignment</td>
<td><strong>DUE:</strong> One-page reflection paper on culturally relevant teaching (What is it? How can you use it in your fieldsite?) - Due before class on Wed. Upload to Bb. <strong>Read:</strong> Van de Walle Chapter 4 (Focus on: pgs. 57 – 69 three-phase lesson format and 72 – 75 differentiating instruction)</td>
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<td>Sept. 16, W</td>
<td><strong>Read:</strong> Thinking Through a Lesson Plan article (Smith et al.)</td>
<td>Start thinking about your first lesson plan. You will start with an existing lesson, 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>
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<td>Sept. 21, M</td>
<td><strong>Virtual meeting in the Burritt Library.</strong> After the Librarian meets with you to discuss a variety of teacher resources in the library, Dr. Jones will introduce CCSU’s Lesson Plan Template. Discuss mini lessons: Investigations Curriculum, culturally relevant math topic, literature, manipulatives, technology, etc.</td>
<td><strong>DUE:</strong> 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>
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<td>Sept. 23, W</td>
<td>Meet with your partner or on your own: Plan first lesson.</td>
<td><strong>Work on your first lesson plan which you will also microteach to your classmates.</strong></td>
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<td>Sept. 28, M</td>
<td>Mini lesson presentations. Up to 4 partner groups per day. Use WebEx Link to join class</td>
<td><strong>DUE:</strong> Lesson Plan #1</td>
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<td>Sept. 30, W</td>
<td>Mini lesson presentations. Up to 4 partner groups per day. Use WebEx Link to join class</td>
<td><strong>Read:</strong> Van de Walle Chap. 3 (pgs. 33-37 problem solving &amp; 49-53 orchestrating discourse) also Chapter 5 Assessment</td>
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<td>Oct. 5, M</td>
<td>Mini lesson presentations. Up to 4 partner groups per day. Use WebEx Link to join class</td>
<td><strong>Read:</strong> Choose one approved article to read with a partner or small group of 3 and be ready to share with classmates</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Instructions</td>
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<td>Oct. 7, W</td>
<td>Online Discussion: Instructional strategy articles (Start on Wed. end on Sunday. Post a summary of your article and respond to at least one other post)</td>
<td><strong>Read:</strong> Pages 43 – 75 of edTPA Handbook on Bb. <strong>Come to class with at least one question.</strong></td>
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| Oct. 12, M | Discuss Assessment: TCs will create evaluation criteria/rubrics & score student work. Dr. Jones will discuss edTPA Task 4 Assignment  
- Elementary Mathematics Context for Learning  
- Elementary Mathematics Learning Segment Overview | **Reminder:** Start planning for your edTPA Math Learning Segment in your field assignment classroom. Or get information from your Host Teacher about what s/he will teach. You can teach OR observe 3-5 consecutive math lessons of which the re-engagement lesson will follow. (This depends on what Bartone says about edTPA) |
| Oct. 14, W | Start Lesson Plan #2                                                                       | Find a children’s literature book that you can connect to math. Be ready to share on Monday. |
| Oct. 19, M | Discuss using children’s literature in mathematics lessons                                  | **DUE:** Math in Children’s literature sheet                                  |
| Oct 21, W | Plan 2nd Lesson (These are individual lessons. Each Teacher Candidate must hand in his/her own lesson plan) |                                                                                   |
| Oct. 26, M | Discuss edTPA Task 4 Assignment  
- Mathematics Learning Segment Overview  
- Mathematics Assessment Commentary (MAC) - Due end of semester | **DUE:** edTPA Mathematics Context for Learning Information due by midnight on Bb |
| Oct. 28, W | Do Community Walk or interview a student for Getting to Know a Student Assignment.          | **DUE:** Journal 2-Community Walk write up or Getting to Know a Student write up. Upload to Bb before next class. |
| Nov. 2, M  | TC’s will share: A) Community Walk Activity  
B) Getting to Know a Student Interview  
Please address: How can you use this information to inform your instruction? | **Read:** Van de Walle Chapter 8 – Developing Early Number Concepts (pg. 142-160) |
<p>| Nov. 4, W  | <strong>Read:</strong> Chapter 9 – Meaning to the Operations                                              | <strong>DUE:</strong> edTPA Mathematics Learning Segment Overview. Upload to Blackboard.       |
| Nov. 9, M  | Explore Types of Word Problems &amp; Alternate Algorithms                                         | Start thinking about re-engagement lesson                                       |</p>
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<th>Date</th>
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<tr>
<td>Nov. 11, W</td>
<td>VETERANS DAY (NO CLASS)</td>
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<td>Nov. 16, M</td>
<td>Conceptual versus Procedural notions of Fractions</td>
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<td>Nov. 18, W</td>
<td>Complete fraction activity sheet showing work and providing conceptual explanation of solution processes</td>
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<td>Nov. 23, M</td>
<td>Examine edTPA Rubrics 16-18 using Exemplar MAC</td>
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<td>Nov. 25, W</td>
<td>THANKSGIVING BREAK (NO CLASS)</td>
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<td>Nov. 30, M</td>
<td>Discuss sample MAC scores</td>
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<td>Discuss sample student work and part 4 (Quality of Teaching) of MAC</td>
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<td>Dec. 2, W</td>
<td>edTPA MAC Presentations</td>
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<td>Use WebEx Link to join class</td>
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<td>Dec. 7, M</td>
<td>edTPA MAC Presentations</td>
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<td>Use WebEx Link to join class</td>
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<td>Final Exam Day</td>
<td>edTPA Mock Task 4 Project Due by midnight</td>
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<tr>
<td>JOURNAL #</td>
<td>TOPIC AND WRITING PROMPT</td>
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<td><strong>1</strong></td>
<td><strong>State Math Assessment (Smarter Balance):</strong> 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>
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<td><strong>2</strong></td>
<td><strong>Community Walk</strong></td>
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<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).</td>
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<td>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>
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<td><strong>See separate assignment sheet for “Getting to Know a Student”</strong></td>
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<td><strong>3</strong></td>
<td><strong>Math Lesson Objectives:</strong> Watch a selected video. Take the perspective of the student. Observe and comment on the following: What is the math lesson objective? Do students understand that this is the objective? Explain why or why not. Was the objective met? How do you know? How does the teacher know that the lesson objective was met and that the students mastered the content?</td>
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<td><strong>Classroom Discourse/Classroom Environment:</strong> Watch a selected video. Take the perspective of the student. Observe and comment on the following: Student-Teacher Relationship: What is the type of discourse (communication) taking place during the math lesson (i.e., is the focus on making sense of the math or getting the correct answer)? Who volunteers during math? Does the teacher call on the students who volunteer? Does the teacher call on students that do not volunteer? Are the students actively engaged in the math activity and the discussion?</td>
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<td><strong>Skills vs Concepts:</strong> Watch a selected video. Take the perspective of the student. Observe and comment on the following: Is the teacher focused on basic skills or mathematical concepts (what the math really means)? As a student, would you be motivated to do well in this class? Do you think that the students understand the material in the way it is presented? What suggestions do you have for the teacher?</td>
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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, 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.