

**Advanced Studies in Teaching and Learning (ASTL)**

# **ASTL Student Handbook 2015-2016**

Fairfax Campus



---

**George Mason University**

College of Education and Human Development

Thompson Hall 2500

MSN 1E8

4400 University Dr.

Fairfax, VA 22030

Phone : 703-993-2794 Fax : 703-993-9380

<http://gse.gmu.edu/advanced-teaching-studies/>

**GEORGE MASON UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION (GSE)  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT (CEHD)**

**Advanced Studies in Teaching and Learning Handbook**

Welcome to the Advanced Studies in Teaching and Learning (ASTL) Program at George Mason University, Fairfax Campus! This booklet is designed to provide you with important information that you will need throughout your program. Please read it carefully and do not hesitate to contact your advisor or one of your professors if you have questions.

**Table of Contents**

<b>I.</b>	<b>Program Overview</b>	
	a. Introduction	3
	b. Goals and Philosophy	3
	c. ASTL Program Learning Outcomes	3
	d. Ongoing Professional Development	3
	e. ASTL Faculty	4
	f. Contact Information	4
	g. Frequently Asked Questions	5
	h. Descriptions of ASTL Education Core Courses	6
	i. Performance Based Assessments in the Core Classes	7
	j. Program expectations	8
<b>II.</b>	<b>University Policies</b>	
	a. GMU Honor Code	9
	b. GMU policy on disabilities	9
	c. GMU/ASTL Enrollment/Tuition Late Fees	9
	d. Inclement weather policy	9-10
	e. Cell phones	10
	f. Student responsibilities	10
	g. GMU Email accounts	10
	h. Graduation	10
<b>III.</b>	<b>ASTL Program Information</b>	
	a. Prerequisites	11
	b. Grading	11
	e. Incompletes	11
	f. Attendance	11
	g. Changing cohorts	11
	h. Program Performance Based Assessments	11
	i. APA Format	12
	j. Library Information	12
	k. Writing Guidelines	12
<b>IV.</b>	<b>Fairfax Campus Information</b>	13-15

## **ASTL Program Overview**

### **Introduction**

The Advanced Studies in Teaching and Learning (ASTL) program is for teachers and other educators with one or more years of teaching or education-related experience who want to continue to grow professionally. The program offers advanced study in Virginia's Standards of Learning (SOL) content areas. Aligned with the National Board for Professional Teaching Standards (NBPTS), the courses help teachers think and practice like board-certified teachers. The program:

- Develops research-focused, student-centered teacher leaders whose teaching practice is aligned with the Five Core Propositions of the National Board for Professional Teaching Standards (NBPTS).
- Provides practicing teachers with robust and meaningful academic and professional coursework that sharpens their content knowledge and research skills as educators.
- Focuses on increasing teachers' understanding of how students learn, how to design instruction that meets the needs of all learners in their classrooms, and how to assess student learning through multiple approaches.
- Helps teachers more fully understand how cultural and linguistic factors affect student learning and school climate.
- Builds leadership skills to help teachers become change agents in their school communities.
- Develops teachers' expertise in a content area of choice that deepens their professional knowledge and identifies them as team and building leaders.

### **Goals and Philosophy**

The ASTL program is comprised of two components. 1) The 18 or 21 credit Concentration courses, and 2) the 12 credit Education Core. Beginning with the 18 or 21 credit Concentration, the completion of both the Core and Concentration components fulfill the requirements for the M.Ed. degree. The goal of the 18 or 21 credit concentration is to help teachers develop an area of expertise. The overall goal of the 12 credit Education Core is to develop competent, knowledgeable, reflective, caring and experienced professional educators who enable all students' learning and work collaboratively with colleagues, families, and their communities. To achieve this goal, the Core is guided primarily by five propositions from the National Board for Professional Teaching Standards (NBPTS) and three additional principles tailored to the needs of teachers in the Washington DC Metropolitan area.

### **ASTL Program Learning Outcomes**

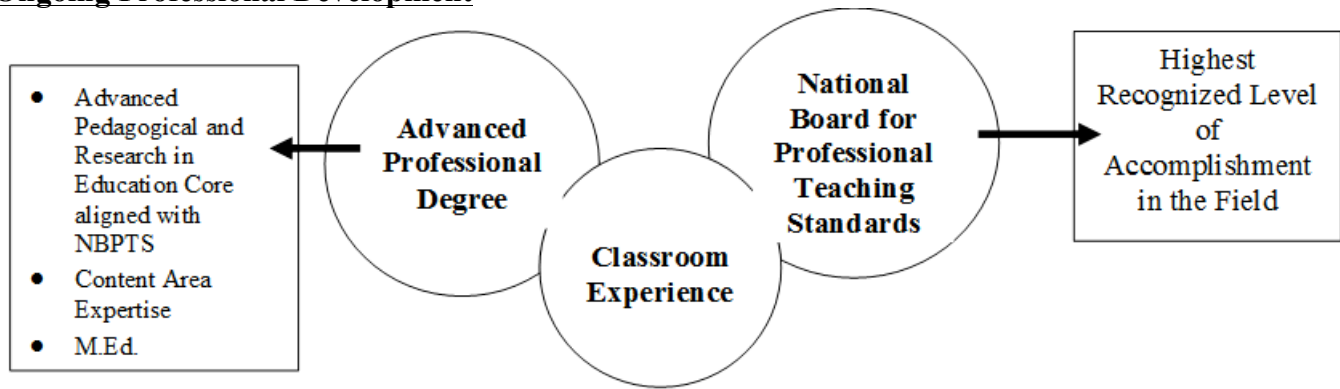
National Board for Professional Teaching Standards (what teachers should know and be able to do):

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

### **Additional ASTL Program Outcomes:**

- Teachers account for the needs of culturally, linguistically, and cognitively diverse learners.
- Teachers are change agents, teacher leaders, and partners with colleagues.
- Teachers use technology to facilitate student learning and their own professional development.

## Ongoing Professional Development



## ASTL Program Faculty and Advisor Contact Information

Rebecca Fox, Ph.D., <b>Program Coordinator ASTL</b> <b>History, Foreign Languages, Individualized</b>	<a href="mailto:rfox@gmu.edu">rfox@gmu.edu</a>	(703) 993-4123
Stephanie Dodman, Ph.D.	<a href="mailto:sdodman@gmu.edu">sdodman@gmu.edu</a>	(703) 993-9717
Gary Galluzzo, Ph.D.	<a href="mailto:ggalluzz@gmu.edu">ggalluzz@gmu.edu</a>	(703) 993-2202
Nancy Holincheck, Ph.D.	<a href="mailto:nholinch@gmu.edu">nholinch@gmu.edu</a>	(703) 993-
Debra Sprague, Ph.D.	<a href="mailto:dsprague1@gmu.edu">dsprague1@gmu.edu</a>	(703) 993-2069
C. Stephen White, Ph.D.	<a href="mailto:cwhite1@gmu.edu">cwhite1@gmu.edu</a>	(703) 993-2031
Julie Kidd, Ed.D. <b>Early Childhood</b>	<a href="mailto:jkidd@gmu.edu">jkidd@gmu.edu</a>	(703) 993-8325
Jennifer Lebrón, <b>IB</b>	<a href="mailto:jlebron@gmu.edu">jlebron@gmu.edu</a>	(703) 993-3602
Stacy Wilson, <b>IB</b>	<a href="mailto:swilson@gmu.edu">swilson@gmu.edu</a>	(703) 993-3173
Jennifer Drake Patrick, Ph.D. <b>Literacy: PK- 12 Classroom</b>	<a href="mailto:jdrakepa@gmu.edu">jdrakepa@gmu.edu</a>	(703) 993-2166
Elizabeth Sturtevant, Ph.D. <b>Literacy: Reading Specialist</b>	<a href="mailto:esturtev@gmu.edu">esturtev@gmu.edu</a>	(703) 993-2052
Margaret Hjalmarson, Ph.D. <b>Math</b>	<a href="mailto:mhjalmar@gmu.edu">mhjalmar@gmu.edu</a>	(703) 993-4818
Dominique Banville, Ph.D. <b>Physical Education</b>	<a href="mailto:dbanvill@gmu.edu">dbanvill@gmu.edu</a>	(703) 993-3579
Erin Peters-Burton, Ph.D. <b>Science</b>	<a href="mailto:epeters1@gmu.edu">epeters1@gmu.edu</a>	(703) 993-5249
Jancy Templeton, <b>Special Education</b>	<a href="mailto:jtemple1@gmu.edu">jtemple1@gmu.edu</a>	(703) 993-3670
Farnoosh Shahrokhi, Ph.D. <b>Teacher Leadership</b>	<a href="mailto:fsahrok@gmu.edu">fsahrok@gmu.edu</a>	(703) 993-2009

### **Associate Dean, Academic Program Development**

C. Stephen White, Ph.D., [cwhite1@gmu.edu](mailto:cwhite1@gmu.edu)  
Thompson Hall 1705, (703) 993-2031

### **Academic and Student Affairs**

The Academic and Student Affairs Office provides administrative assistance to admitted students who are submitting special requests related to their academic program, graduation, or on-campus services. Thompson Hall 2300, (703) 993-2080.

### **Associate Dean**

Ellen Rodgers, Ph.D., [erodger1@gmu.edu](mailto:erodger1@gmu.edu)  
Thompson Hall 2301, (703) 993-2034

### **Director, Admissions**

Kristine Healy, [khealy@gmu.edu](mailto:khealy@gmu.edu)  
Thompson Hall 2703, (703) 993-3363

### **Licensure Specialist**

Travis Holder, [tholder@gmu.edu](mailto:tholder@gmu.edu)  
Thompson Hall 2305, (703) 993-2094

### **Administrative Support Managers**

Nancy Allain, [nallain@gmu.edu](mailto:nallain@gmu.edu)  
Thompson Hall 2500 (703) 993-2794

Cheryl Welsh, [cwelch2@gmu.edu](mailto:cwelch2@gmu.edu)  
Thompson 2500 (703) 993-3640

### **Outreach Coordinators**

Kathy Rainey, [krainey@gmu.edu](mailto:krainey@gmu.edu)  
Thompson Hall 2600 (703) 993-2650

Ana Silva, [asilva11@gmu.edu](mailto:asilva11@gmu.edu)  
Thompson Hall 2600, (703) 993-6010

### **ASTL General Information**

[astl@gmu.edu](mailto:astl@gmu.edu)

### **ASTL Program FAQ's**

The following FAQ's relate most specifically to the ASTL Core. Please contact the Concentration area adviser for questions related to specialization coursework.

Q: How many credits do I have to earn total to achieve a Master's degree in ASTL?

A: *30-33 credit hours. (Literacy-33 credit hours)*

Q: How long does the program take?

A: *Two or three years, depending on the options selected.*

Q: Must the Core classes be taken in sequence?

A: *Yes, the Core is a 12-credit yearlong sequence of carefully scaffolded courses. Each course in the Core is a prerequisite for the course that follows.*

Q: How many Core credits are taken at one time?

A: *Between 2 and 5.*

Q: If I want a master's degree when should I take the ASTL core courses?

A: *There are 2 options, depending on your area of concentration.*

- 1) Enrolling in the ASTL core courses after completing the area of concentration.
- 2) Enrolling in the ASTL core courses during the area of concentration (must consult with your advisor).

Q: Do you accept any transfer credits?

A: *No transfer credit is allowed for the Core courses. Occasionally, a limited number of Concentration credits may be transferred into the Concentration (up to 6 possible); however, this possibility is to be determined with your advisor after admission to the program.*

Q: What is the tuition?

A: *University tuition rates are available at <http://studentaccounts.gmu.edu/tuition.html>.*

Q: Is financial aid available?

A: *Contact the GMU financial aid office for information at (703) 993-2353 or at [apollo.gmu.edu/finaid](http://apollo.gmu.edu/finaid).*

Q: Who are the instructors?

A: *GMU full and part-time faculty.*

Q: What is a cohort?

A: A “cohort” is a group of students who proceed through the ASTL Core coursework together in sequence. This provides extensive opportunity for interaction, peer learning and the development of communities of practice.

Q: What are the benefits of being in a cohort?

A: Development of a community of learners. Each participant is a resource person as well as a learner.

Q: Whom may I call for more information?

A: Call 703-993-6010/2650. If you would like information on course descriptions, go to:  
<http://gse.gmu.edu/advanced-teaching-studies/>

Descriptions of ASTL Concentration Courses can be found at this link: <http://catalog.gmu.edu/index.php>

The GMU University catalog has the most up to date information on course descriptions.

### **Descriptions of ASTL Education Core Courses**

#### **EDUC 612 *Inquiry into Practice* (2 cr.)**

This course provides experience using research skills in order to foster systematic and thoughtful inquiry into classroom practice. Practitioners explore relevant classroom practice issues through writing reflections, experimenting with action research strategies, and sharing their work in a collaborative setting. Through the critical reading of action research studies and experimentation with action research strategies, teachers come to recognize the value of action research as a way to make more informed decisions about practice. Practitioners give special attention to cultural diversity and gender issues in both the consideration of research questions and the conduct of research. The development of critical reflective practice is a core aspect of the course content. An autobiographical self-study begins the course research sequence.

#### **EDUC 613 *How Students Learn* (3 cr.)**

This is an advanced course in the study of learning that is based in research and theory from different disciplines. Practicing educators will learn how to use this research to help increase students’ learning through the study of the physical, emotional, social, cognitive, and reflective learning systems. The course focuses on knowing and understanding each learner in the context of a deep understanding of the learning process itself. Teachers conduct an in-depth case study of a learner.

#### **EDUC 614 *Designing and Assessing Teaching and Learning* (2 cr.)**

This two-credit course explores the design and development of curricular, pedagogical, and assessment strategies that are effectively responsive to the needs and interests of students. It investigates the implications of a wide range of factors that affect teaching and learning, such as culture, politics, ethnicity, class, wellness, race, and gender. The course provides opportunities for uncovering and critiquing the theoretical and practical arguments underpinning a variety of specific recommendations for improving teaching practice and student learning. In addition, the course will examine multiple ways of knowing that the academic disciplines, students, and teachers potentially bring to classrooms. Teachers engage in video analysis to conduct research on the teaching and learning process in classrooms.

#### **EDUC 606 *Education and Culture* (3 cr.)**

This course uses the Cultural Inquiry Process (CIP) and the CIP Web site to help educational practitioners acquire cultural, social, and language-related perspectives on educational processes, learn skills in analyzing educational settings, and expand their strategies to address puzzlements in their own practice. Teachers conduct a culturally and linguistically focused action research study in their educational settings.

EDUC 615 *Educational Change* (2 cr.)

This two-credit graduate level course will explore influences on educational change at the classroom, school, community, state and national levels. It investigates the implications of a wide range of factors that influence and affect educational change. Students enrolled in the course will have opportunities to analyze influences on educational change as well as reflect on their own experiences, both past and present.

**Performance Based Assessments in the Core Classes**

**Teachers are committed to students and their learning.**

- Culturally focused action research study
- Case Study of a learner
- Teacher Beliefs Statement

**Teachers know the subjects they teach and how to teach these subjects.**

- Video Analysis with written commentaries, and student work samples

**Teachers are responsible for managing and monitoring student learning.**

- Case Study of a learner
- Culturally focused action research study
- Reflective Journal

**Teachers think systematically about their practice and learn from their experience.**

- Autobiographical Self-study
- Reflective Journal
- Case Study of a learner
- Classroom Practice Videotape Analysis

**Teachers are members of learning communities.**

- Learning Theorist Group Project
- Culturally focused action research study

**Teachers account for the needs of culturally, linguistically, and cognitively diverse learners.**

- Classroom discussions
- Learning Theorist Group Project
- Case Study of a learner
- Culturally-focused action research study

**Teachers are change agents, teacher leaders, and partners with colleagues.**

- Case Study of a learner
- Culturally-focused action research study
- Grant proposal
- Self-Assessment
- ASTL Program Portfolio

**Teachers use technology to facilitate student learning and their own professional development.**

- Use of technology to support research and learning
- Incorporation of technology to support student learning
- Electronic resources for data collection and analysis
- ASTL Program Portfolio

## **Program Expectations**

*George Mason University Email:* [mail.gmu.edu/](mailto:mail.gmu.edu/)

From this link, follow the directions for activating your GMU email account. Each student is required to establish a GMU email account. **Please note that in accordance with University policy, course email correspondence and other important university emails will only be sent to GMU email accounts.**

*George Mason Electronic Blackboard and My Mason Community:* <http://mymasonportal.gmu.edu>

An electronic Blackboard will be used to post important information for your course and in completing some course assignments. Materials, resources, dialogues, notes, and other types of information will be housed on the Blackboard web site. **You must activate your GMU email account before you can gain access to Blackboard or My Mason.**

*George Mason Patriot Web:* [patriotweb.gmu.edu/](http://patriotweb.gmu.edu/)

This is a self-service web site for students, faculty, and staff of George Mason University. There is a wealth of useful links, information, and online forms on this web site including program of studies details, application for graduation, request for transfer of credit, and internship application.

*CEHD Task Stream (through Summer 2015):* [www.taskstream.com](http://www.taskstream.com)

Students will be provided with information about uploading course products in each course to the CEHD Task Stream site. All course performance-based assessments must be uploaded and submitted to Task Stream before a final grade is submitted. Details about uploading and submitting will be provided. The College of Education & Human Development will transition to a new online assessment management system, TK20, beginning in Fall 2015. Details on using TK20 will be provided via the ASTL Organization site.

*ASTL Professional Portfolio:*

ASTL participants all will complete an electronic portfolio aligned with the ASTL learning principal. Details will follow during the Core curriculum classes. Please retain copies of your Concentration and Core course products for potential inclusion in your program portfolio.

*Writing Resources and Support:*

One type of writing support during this program is your use of relevant parts of the APA manual (6<sup>th</sup> edition). As you are completing writing assignments, you may find it helpful to review parts of the APA manual. For example:

- Chapter 2 on writing style (2.01 to 2.05); on grammar (2.06 to 2.12); on guidelines to reduce bias in language (focus on 2.16)
- Chapter 3 on punctuation, spelling, capitalization, italics, or abbreviations (3.01 to 3.29); on quotations (3.34 to 3.41 Paraphrase, please (refer to other information on plagiarism in the APA manual); on reference citation in text (3.94 to 3.103)
- Chapter 4 on Reference list (4.01 to 4.16)

*The University Writing Center* is a free writing resource open to everyone involved in the George Mason community, including graduate students. The Writing Center offers individual, group and online tutoring sessions in a comfortable, supportive atmosphere. GMU students may register for the Online Writing Lab (OWL), the distance arm of the Writing Center that allows students to submit papers electronically. Access to a writing tutor, plus assistance with writing, editing, and composing is also available. You may also visit the following web site for more information: [writingcenter.gmu.edu](http://writingcenter.gmu.edu)

*APA Formatting Guidelines are also available at* [www.psywww.com/resource/apacrib.htm](http://www.psywww.com/resource/apacrib.htm)



This web site is offered as a companion to the APA style manual. However, it should not be considered a substitute for directly consulting the APA manual, 6<sup>th</sup> edition for standard of procedures for applying APA style. Additional APA help URLs are available on the GSE library URL and may be available on the course Blackboard site. Use caution with APA web sites or resources other than the APA manual because some may have erroneous information on them.

## University Policies

### **George Mason University Honor Code**

*To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalog or Web site at [www.gmu.edu](http://www.gmu.edu)*

### **George Mason University Policy on Disabilities**

The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. If a student has a disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester so arrangements can be made. Please call the Disability Resource Center for required documentation at (703) 993-2474. The Disability Resource Center web site is at [www.gmu.edu/student/drc/](http://www.gmu.edu/student/drc/)

### **George Mason University Policy Registration/Tuition Late fees: Patriot Web (On-Campus classes) Late Registration Fee**

<http://studentaccounts.gmu.edu/tuition.html>

### **Inclement Weather Policy**

Decisions on whether to close the university or to alter its schedule due to weather are based on the condition of campus roads, parking lots, and surrounding roads and main arteries. Every attempt will be made to make all decisions regarding closings or late openings no later than 6 a.m. Decisions to close for reasons other than weather will be made in response to a specific emergency condition and communicated to all affected individuals as quickly as possible, in accordance with emergency notification procedures.

<http://info.gmu.edu/inclement.html>

### *Notice of University Closing*

University closings, late openings, or other weather related changes in the University's schedule will be announced on:

- GMU-TV
- the University's main information line: (703) 993-1000
- and to all local media outlets (although media coverage cannot be guaranteed)

When the University remains open while other area institutions are closing or opening late, no external announcements to the media will be made. Only an internal announcement will be made, such as on GMU-TV and on the University's main information line.

### **Cell Phones**

*Please turn off all cell phones and pagers at the beginning of each class session.*

## Student Responsibilities

Information about academics, academic support services, computing, libraries and research, policies, sports and entertainment, student organizations and entertainment, and university services can be found at [www.gmu.edu/mlstudents/](http://www.gmu.edu/mlstudents/). Students are responsible for monitoring any updated University related information and procedures. GMU does not issue report cards. You may go to the GMU system at [patriotweb.gmu.edu/](http://patriotweb.gmu.edu/) and enter your student id number and PIN. You may also use this system to check your degree progress report, your schedule, your account balance and your unofficial transcript. **It is recommended that you check your academic record at least one time each semester.** Information about obtaining an official transcript from the Registrar's Office can be found at <http://registrar.gmu.edu/students/transcripts/>.

## GMU E-Mail

Once students are admitted to the ASTL program they are assigned a PIN number. The PIN number may then be used to open a GMU mail account. E-mail accounts may be opened by going to <http://mail.gmu.edu>. The university uses electronic mail as its primary means of providing official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions and instructor feedback.

**Students are responsible for the content of university communication sent to their George Mason University e-mail account and are required to activate that account and check it regularly. Students may choose to have their GMU electronic mail forwarded to their home or work e-mail account.**

**All email communication from the ASTL office will be conducted with students via their GMU e-mail accounts only. Please make it your ongoing responsibility to access your GMU email consistently and often.**

## Graduation

The first step in the graduation process is to notify the university of the semester that you plan to graduate. You must submit (online) to the registrar's office an "intent to graduate" form early in the semester you plan to graduate. This form may be accessed at <http://registrar.gmu.edu/students/graduation/>. It is important to check the web site for university submission deadlines to insure that the program completion requirements are met.

## **ASTL Program Information**

### **Prerequisites**

In the ASTL Core each course is a prerequisite for the next course in the program sequence. Courses must be taken in sequence. Some concentration coursework is also required to be taken in specified sequence. Please consult your advisor regarding your Concentration coursework.

### **Grading**

Students in a graduate program must maintain a 3.00 GPA (B average). George Mason allows six credits of C grades for graduation with a Master's Degree. However, students in the Literacy concentration who receive a grade of C will not be recommended for licensure.

### **Incompletes**

Requests for incompletes must be made to the course instructor. Incompletes are only approved for situations that are beyond reasonable control, such as medical concerns of the student or a member of the student's immediate family, relocation or military deployment. All incomplete grades must be successfully completed by the "add" date stated in the schedule of classes for the semester a student plans to continue coursework (but no later than the university deadline for finishing incompletes, which is the 9<sup>th</sup> week of classes). Students should be aware that an incomplete that is not submitted and graded by the university deadline of the 9<sup>th</sup> week of classes converts to a grade of "F." To access the university academic calendar in the schedule of classes go to <http://registrar.gmu.edu/calendars/>.

### **Attendance**

Students are expected to arrive for class on time and class attendance in all ASTL classes is expected and essential. Because ASTL Core classes require class-based performance assessments, the instructor needs to be notified in advance if a student is unable to attend class. Students who fail to participate (by virtue of absences) may have their grades lowered. Please note that students are expected to communicate with their instructor about any absences as soon as possible.

### **Changing Cohorts**

There may be situations in which students are unable to continue with their original cohort (typically when changing cohorts students have to take courses at a different campus). If this occurs you must submit an email request directly to your advisor or to the Program Director. Requests will be considered on a space available basis.

### **Course and Program Level Performance-Based Assessments**

Throughout the program, you will be required to satisfactorily complete one or more performance-based assessments in each course. Satisfactory completion of each assessment is required before moving to the next course, unless a waiver is obtained from the Program Area Faculty. You will be required to post your program assessments to a computer based assessment management system, Task Stream, as part of the ASTL program improvement process.

The ASTL Professional Portfolio is the program level performance-based assessment for which you will receive specific guidelines. Participants will write and submit Portfolio reflections after each course in the Core and at the conclusion of the Concentration. The presentation of the ASTL Professional Portfolio among peers and faculty members is an ASTL Program exit requirement. Please retain a copy of your concentration coursework performance assessments for selected inclusion in the ASTL Portfolio, as well as the prompted reflections written during the Core.

## APA Format

The College of Education and Human Development requires the American Psychological Association, APA format (sixth edition) for student papers. This is the same format that is used in most education-related journals. We suggest that you purchase an APA style manual from the bookstore or the American Psychological Association ([www.apa.org](http://www.apa.org)) early in your program. The title is: *Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition (2001)*.

## Libraries

The most recent information on libraries and library services is found on the web site: [library.gmu.edu](http://library.gmu.edu). You will find links to operating hours, databases, electronic reserves and other library resources. Check the web site for schedules.

*Databases:* You may search over 300 databases using your home or an on campus computer. Databases contain journal articles, newspaper articles, statistics, and bibliographical information. Go to the libraries home page [library.gmu.edu](http://library.gmu.edu), and click on databases. Select a database by clicking on the database link on the left side of the screen. Some databases are restricted, for more information ask a reference librarian.

*Electronic Reserves:* Access to E-reserves is restricted to currently enrolled students and faculty.

Go to the libraries home page and click on e-reserves on the right side of the screen.

Then click on the magnifying glass at [Search Electronic Reserves](#).

Using the drop-down boxes, select the course and/or instructor.

Enter the password (provided by your instructor).

Click on Submit to view the item.

**Note: Adobe Acrobat Reader** must be loaded on your computer to view and print some e-reserves. If you do not have **Adobe Acrobat** reader installed, click on the **Get Acrobat Reader** icon and follow the on screen directions.

Tip: Pages in e-reserves are not always in the correct order and may take a long time to download.

*Help with research:* Need help with research? Here's the place to go!

<http://library.gmu.edu/for/students/graduate> . You can:

- E-mail a question.
- Find a liaison librarian.
- Take a library class (highly recommended).
- Find out about Information Technology (IT) training opportunities.
- Use the online Library Tutorial.
- Use a Library Research guide (PDF Format).
- Call the reference librarian.
- Ask a librarian a question with the virtual reference section. This service allows you and a reference staff member to chat online in real-time.

*E-journals:* Some journals are available in full text electronically. To check availability of a particular issue check [library.gmu.edu/phpzone/ej.php](http://library.gmu.edu/phpzone/ej.php). Many ERIC documents are now available in full text electronically.

## Guidelines for Written Assignments

All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. While a variety of qualities may pass for "graduate level," at a minimum it means that words are properly spelled, punctuation is appropriate, sentences are complete, verb/subject and pronoun/antecedent agreement, and writing is appropriately concise and clear. The American Psychological Association (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a

word processor and should be proofread carefully. (Use spell check!) If you are not confident of your own ability to catch errors have another person proofread your work. When in doubt check the APA manual. Portions of the APA manual appear at the Style Manuals link on the GMU library web guide at <http://infoguides.gmu.edu/style>.

***Expectations:***

- Present ideas in a clear, concise and organized manner. (Avoid wordiness and redundancy.)
- Develop points coherently, definitively and thoroughly.
- Refer to appropriate references, studies and examples to document where appropriate. (Avoid meaningless generalization, unwarranted assumptions and unsupported opinions.)

**Fairfax Campus Information**

**Bookstore**

Fairfax Campus- Barnes & Noble Bookstore

Location: Johnson Center, First Floor, Phone: (703) 993-2666

Web site: [gmubncollege.com](http://gmubncollege.com)

Hours: Monday-Thursday 8:00 am to 8:00pm

Friday 8:00 am to 4:00 pm

Saturday 10:00 am to 5:00 pm

Sunday CLOSED

The Fairfax campus Book Store is a “one-stop-shop” for many university services at the Fairfax Campus, including textbooks, photo copy course packets, snacks/soft drinks, school supplies, semester parking decals, convenience store items, gifts, stamps, and clothing.

**Computer Drop-In Labs**

Location: Johnson Center, Innovation Hall

Web site: <http://doit.gmu.edu/studentSection.asp?page=lab>

Fairfax campus computer labs (support by the Academics Computer Labs Office) support George Mason University students with 2 computing lab locations and a variety of services. Computer labs on the Fairfax campus are located in the Johnson Center and Innovation Hall with various hours of operation. These labs provide the technology resources needed for preparing assignments, conducting research and other academic related services. There are Lab Consultants available in the computer labs to assist students with computer related issues.

Location: Thompson Hall, Room L018

Web site: <http://cehd.gmu.edu/ots/labs/>

The College of Education and Human Development (CEHD) has funded and maintains and supports six computer labs on the Fairfax Campus for the exclusive use of CEHD faculty, staff, and students. CEHD classes are usually scheduled Monday through Thursday from 4:30-10:00 pm. If there is not a class or other event scheduled during these times or other normal staffing hours, then Room L018 may be used by CEHD faculty, staff, students or alumni for “open lab time.”

Hours: Monday-Friday 10:00 am to 10:00 pm

Saturday 10:00am to 4:00 pm

These times are subject to change as meetings, classes, speakers and events are occasionally scheduled in one or both of these labs.

Technical assistance for the labs is available via drop in (Thompson L025), email ([bmeuller@gmu.edu](mailto:bmeuller@gmu.edu)), or phone (703-993-2036 or 703-993-5654) during the following hours:

Monday-Thursday 9:00 am to 10:00 pm

Friday 9:00 am to 6:00 pm

Saturday 10:00 am to 4:00 pm

Sunday: closed

## **Libraries**

Fenwick Library Location: Fairfax campus

General Information Line: (703) 993-2250

Circulation Desk: (703) 993-2240

Periodicals Desk: (703) 993-2202

Reference Desk: (703) 993-2210

Reserves Services: (703) 993-8358

Web site: <http://library.gmu.edu/>

Fenwick Library, the main research library in the GMU Library System, houses most of the libraries' print collections in all disciplines including journals and maps. In addition to the print collections, the library offers resources in microform and electronic format. Departments located in Fenwick are: Periodicals/Microforms, Document Acquisition and Delivery (Interlibrary loan), Circulation, Collection Management and Development and Library Administration.

Johnson Center Library Location: Fairfax campus

Information Desk: (703) 993-9000

Media/Reserves Desk: (703) 993-9060

Web site: <http://library.gmu.edu/>

The Johnson Center Library (JCL) located in the George W. Johnson Center is an electronic gateway library that supports the informational and instructional needs of students, faculty, and staff. The JCL provides access to library resources through the world-wide-web and Mason libraries local area network of resources. The JCL emphasizes teaching library users to use electronic resources. A variety of drop-in instructional classes on library research skills and in using electronic resources are offered.

## **Photo IDs**

Location: Fairfax campus, Student Union Building (SUB) I, Room 1203 Phone: (703) 993-1004

Web Site: <http://masonid.gmu.edu/photoid/>. Any student who does not have a Mason ID must have an ID made. Some form of picture identification is required to have your photo taken for the Mason ID.

Hours: Monday-Friday 8:30am to 5:00 pm

## **Parking Services**

Location: Fairfax campus, located next to Shenandoah Parking Deck on York River Road.

Phone: (703) 993-2710 Web site: [www.gmu.edu/univserv/parking](http://www.gmu.edu/univserv/parking)

*Parking is enforced at the Fairfax campus and a valid George Mason parking sticker is required of all faculty, staff, and students. Three parking garages are available for visitor parking on the Fairfax campus. For your information, George Mason Fairfax parking decals are honored at the Prince William Campus and vice versa. Arlington parking decals will also be honored at the Prince William campus and Fairfax campus, but the Prince William campus and Fairfax campus parking decals CANNOT be honored at the Arlington campus. Parking Services sells decals on-line. Decals may be purchased on line at: [www.gmu.edu/univserv/parking](http://www.gmu.edu/univserv/parking).*

## **Parking 101: Some Tips to Help Get You Started**

1. Parking lots fill up fast. Allow extra time, especially the 1st few weeks of class to find a space. Tuesdays and Thursdays (including the evenings) are the busiest days on campus.
2. On the busiest of days, it is recommended that those arriving to campus later in the morning park at the Field House as the lots on east campus will often fill – a 15 minute walk to the Johnson Center. ***Also, don't forget that general student lots permits are valid on Levels 1-2 of Rappahannock River Deck.***
3. There's even a free shuttle that will take you from West Campus Lot & the Field House to east campus. Check out <http://shuttle.gmu.edu> for info on the shuttle's hours of operation.
4. Parking permits are required to park in any lot on Mason property. Always read the signs to know if a lot or area is restricted to a certain type of permit. Don't ever park in reserved, service/repair, state vehicle and administrative spaces.
5. Parking lots are enforced all year round, including the 1st week of classes and even when classes are not in session. Don't believe the myths and rumors about a grace period.
6. Check the parking website <http://parking.gmu.edu> for the latest information regarding hours of enforcement and other important news affecting parking on campus and even when classes are not in session.
7. Pay attention to your Mason email as students are often emailed about temporary lot closures.
8. Information about online permit sales and online citation appeals and payment options is available at <http://parking.gmu.edu>.
9. Find out where the next shuttle is at any stop using the new NextBus system-you'll never have to ask where the bus is again! Visit <http://www.nextbus.com> .
10. Always contact Parking Services if you have questions or concerns! They are located in the Parking Services building next to the Shenandoah Parking Deck. You can also call them at 703-993-2710 or email them at [parking@gmu.edu](mailto:parking@gmu.edu) .

## **Police**

Emergency or Medical Assistance     **Dial 911 from any campus phone to reach University police**  
Non-Emergency Assistance             (703) 993-2810  
Visit Mason's Police Department Website for additional information. <http://police.gmu.edu/>