**Advanced Instruction and Management of Middle/High School Science Classrooms**
**(3 credits)**
**Mason EDCI 797 (Thompson Hall, Room 2020)**
**W&M EDUC V63 (SOE, Room 2030)**
**VCU TEDU 681-902: Invt and Trds: VISTA Science II (Oliver Hall, Room 3090)**

**Instructor Information:**
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**Course Description:**
This is the second course in a two-part sequence of courses for beginning science teachers.  It is a field and university-based course designed to provide teachers with an opportunity to reflectively apply their skills and knowledge about teaching science. The course is designed to build on the fundamentals of curriculum design and teaching from the first course and focus on refinement and revision of participants' ideas about teaching, using technology for students to investigate science, and adapting instruction for the diverse needs of learners.  Teachers will design and implement science lessons that demonstrate proficiency in the use of educational technology for instruction as well as adaptations for diverse learners, including limited English proficient students, gifted and talented students, and students with disabling conditions, in order to promote student academic progress and provide effective preparation for the Standards of Learning assessments. The course will build upon skills from the previous course for using evaluation of pupil performance to refine instruction. Additionally, teachers will learn about age-appropriate classroom management techniques that address diverse approaches based upon behavioral, cognitive, affective, social and ecological theory and practice in order to support professionally appropriate practices that promote positive redirection of behavior as well as development of social skills and self-discipline. Field experience (classroom teaching) is a required part of this course.

**Goals**:
Teachers will:
- Demonstrate the use of technology in teaching science;
- Develop inquiry-based lessons for students to use technology to conduct science experiments, to research science issues, to analyze science data, and to communicate findings;
- Construct, critique, and adapt standards-based lessons including assessment and hands-on experiences for the diverse needs of learners including gender equity, cultural diversity, English language learners, high and low achievement, and the physically, socially, and emotionally challenged;

- Build a repertoire of science teaching and assessment strategies using technology to help students become scientifically literate, think critically and creatively, and see relationships among STEM areas (science, technology, engineering, math);
- Design a hands-on, inquiry-based PBL unit;
- Develop leadership skills;
- Work collaboratively with peers to conduct classroom research on student learning; and
- Reflect regularly on their progress.

**Relationship to Program Goals and Professional Organizations:**
The second in a series of two courses, this class focuses on the teaching of science as called for by the state and national science standards and as outlined by the National Council for Accreditation of Teacher Education (NCATE), the National Science Teachers Association (NSTA), and the Interstate New Teacher Assessment and Support Consortium (INTASC). This course builds a repertoire of science teaching and assessment strategies to facilitate student learning.

**Readings and Resources:**

### Provided Texts
- Liu, X. (2010). *Essentials of science classroom assessment*. Washington, DC: Sage Publications.
- Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms, 2nd edition.* Upper Saddle River, NJ: Pearson.
- VISTA PBL Manual (2013).

### Online
- Virginia Science Standards of Learning (2010). http://www.doe.virginia.gov/testing/sol/standards_docs/science/index.shtml
- Next General Science Standards (National Research Council)
  - *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. (2011) http://www.nap.edu/catalog.php?record_id=13165
  - *The Next Generation Science Standards*. (2013) http://www.nextgenscience.org
- *Engineering in K-12 Education: Understanding the Status and Improving the Prospects.* http://books.nap.edu/catalog.php?record_id=12635
- ExploreLearning – Gizmos (www.explorelearning.com)
- National Science Teachers Association (www.nsta.org)
- Virginia Association of Science Teachers (www.vast.org)
- Readings and other resource materials in SharePoint.

**Nature of Course Delivery:**
This course employs seminars and presentations as tools to develop skills in teacher leadership, content expertise, and collaboration. Seminars are interactive sessions with all participants actively participating in cooperative or collaborative group activities. Advanced preparation for each seminar through planning, practicing, reading, writing, and reflecting contributes to the

success of the session and shows respect for your classmates. The sessions are an opportunity to share your knowledge and learn from others.

**Grading:**
This class is all about helping you become a more effective teacher, so students are expected to complete all assignments, attend all classes, and participate fully. Since this is a graduate level course, high quality work is expected. All assignments are graded; mini assignments are assessed on participation/completion. Assignments are due at the beginning of class on the day they are due (see the Course Schedule). Graded assignments that are late will automatically receive a 25% point reduction. There are a total of 1000 points available on the assignments. Course grades will be determined as follows:

A = 900 – 1000 points
B = 800 – 899 points
C = 700 – 799 points
F = less than 700 points

**Assignments**:
All written assignments are to be word-processed. On the cover page include your name, course title, project title, date, and where appropriate describe the target student population including the grade level, subject, and unit of study. If submitting a hard copy, please staple all pages in one assignment together. If submitting online, please create one file for the entire assignment and use the following naming format: YOUR LAST NAME.ASSIGNMENT NAME. Whenever possible, make the project something that you can actually use during teaching. Below is a description of major assignments; please see the end of the syllabus for the rubrics. If no rubric is given, full credit will be given for complete assignments, half credit will be given for partially complete assignments, and no credit will be given for missing assignments. Additional in-class assignments may also be required and graded for completion. Unless otherwise noted, all assignments should be posted to the appropriate SharePoint folder. The assignments have been grouped into two categories to emphasize their purpose.

Reflective Professional Learning Community
1.      ***Class Participation*** (100 points)

2.      ***Membership in VAST*** – As part of your participation in this, you are required to join the Virginia Association of Science Teachers (VAST). Your VAST membership and registration at the Professional Development Institute (PDI) will be paid by VISTA. Travel support to the PDI is also included. You are highly encouraged to join the National Science Teachers Association (NSTA, http://www.nsta.org) as well. Both NSTA and VAST* provide journals, newsletters and access to information on their websites.
(*VAST is in need of volunteers, and volunteering provides a way for you to help out while getting to know VAST members. For information on the PDI and an electronic registration form, go to http://www.vast.org. To thank VAST for partnering with VISTA, it is recommended that you sign up to volunteer on the registration form.)

3.      ***Resources to Share*** – Throughout the semester, please share relevant resources with your instructor and classmates by uploading relevant files and/or links to the class' SharePoint site.

4.    ***VAST PDI Conference Reflection*** (50 points) – Upload a ~500 word reflection on what you learned at the conference focusing on strategies, etc. that you intend to implement in your classroom to the appropriate folder in SharePoint.

5.    ***Student Work Assessment/Analysis*** (75 points each, 150 points total) – As noted in the course schedule, bring samples of student work representative of the top, middle, and bottom third of the class. The importance of using data to drive instruction with a focus on student work will be discussed. Participants will then follow a structured process of determining students' understanding of the SOL concepts being taught and implications for future instruction. See the rubric at the end of this syllabus for details regarding what should be submitted.

Effective Science Teaching and Management

6.    ***Unit Plan*** (300 points) – Develop a 2- to 3-week-long (~15 hours of instruction) series of learning events focused on a science topic. Your goal is to design enough lessons to completely teach a topic. *You may share ideas, materials, and resources with your classmates; the final submitted module is yours alone.* Safety considerations, learning cycle approach, nature of science, hands-on, inquiry, and "connectivity" are a must. These learning events/lessons must be connected and integrated – connecting each lesson to the next and connecting across multiple areas of science at your chosen grade level. You can adapt and/or create the activities done by students.  Your module should be developed in sufficient detail (including student and teacher support materials) that a substitute teacher could implement it. This should be a product that you will teach between mid-November and mid-January. While teaching the module, you will critique the effectiveness of the learning experiences for your students and assess their understanding.  Pieces of this assignment are due at various times. Please refer to the Course Schedule for due dates. All written parts of this assignment should be posted in the appropriate folder on SharePoint. The final copy of your assignment will include the following:

a.    Title Page – Include your name, unit title, targeted subject and grade level(s), and date.
b.    Schedule – Include a one-page overview/list showing the science content being studied each day. This could be in the form of a calendar.
c.    PBL Scenario – A description of the relevant, real-world scenario and associated problem students are solving during the unit (see PBL manual for examples).
d.    Question Map – A graphic organizer that shows all unit questions (see PBL manual for examples).
e.    Detailed Lesson Plans – Utilize the daily lesson plan template posted in SharePoint or the one required by your school division.
f.    Supporting Materials – Include everything necessary to carry out the lesson plans including the assessments (e.g., handouts, readings, rubrics, quizzes, etc.).
g.    Reflection – After you teach your unit, you will write an approximately 500-word summary of the unit's overall strengths, weaknesses, and improvements. Honest forthright reflection is what is important. You will share your analysis in class.
h.    References – Appropriately cite your sources.

There are a few sub-components of this assignment which will serve as "progress checks".

Technology Integration Lesson Example – On the day indicated on the schedule, bring a lesson plan in which you integrated instructional technology for a peer review. After teaching the lesson, write a reflection on what worked, what didn't work, and what you'd improve the next time you teach this lesson.

Differentiation Lesson Example – On the day indicated on the schedule, bring a lesson plan in which you differentiated for one or more category of students with special needs (e.g., LD, ED, ELL, GT) for a peer review. After teaching the lesson, write a reflection on what worked, what didn't work, and what you'd improve the next time you teach this lesson.

Videotape Analysis – Videotape a lesson from your unit that you feel exemplifies what you have learned in VISTA. You will then make a 10 minute presentation that includes supporting segments from the videotape and discuss (1) what went well, (2) what issues/concerns you had, and (3) how you would improve the lesson next time. Submit a 300 word reflection the discussion points above and the big take-aways for you as a teacher. Your coach is available to help you with the videotaping.

7.  ***Differentiation Case Study*** (200 points) – For this assignment you will chose one of your classes and do a mini action research project to determine how to successfully differentiate instruction for them. There are several steps to this assignment:

a.  Student Information Survey – Develop and administer a survey to the selected class in order to determine strengths, weakness, preferences, etc. Analyze the results for resources and needs.

b.  Additional Information – Gather additional information about how the students in the selected class learn/behave and differentiation strategies that will maximize their learning. Suggested sources include:

(1) Observe, record, and analyze classroom interactions (teacher-student and student-student).
(2) Talk to specialists (special education teacher, school psychologist, school social worker, etc.).
(3) Examine relevant IEPs and 504 Plans.
(4) Read books and articles that offer ideas for differentiation.

c.  Action Research – Choose 2-3 strategies, try them, and gather data on their effectiveness (student attendance, attitudes, grades, etc.).

d.  Case Study Report – Make a presentation that includes (a) a profile of the class (from the survey, etc.), (b) a description of the differentiation strategies implemented, (c) a summary of the data and results, and (d) a discussion of whether or not the strategies were effective and what you will try next.

8. ***The Cultural Bump*** (100 points) – This is your opportunity to apply what you are learning about yourself and the cultural identity and expectations of yourself and others in the context of your experiences as a teacher. There are main three parts to this assignment:

    a.    Document your cultural bump via a written submission using the seven steps of a cultural bump and including a response to the questions at the end of the Archer article.

    b.    Prepare a 5-minute presentation for your colleagues across sites, present your bump, and guide the group in a short (5 minute maximum) discussion of your bump. You can use a rap, a drawing, a poem, a Prezi – be creative!

    c.    After your presentation, submit a reflection on the cultural bump process.

9. ***Technology Mentor*** (100 points) – Submit a one-page summary of (1) what you accomplished with your tech mentor, (2) what was useful to help you implement instructional technology in your classroom, and (3) what additional instruction/support related to technology you would like. You will also demonstrate how to integrate one piece of new-to-you technology into the science classroom on the specified day.

**Course Schedule:**

| VCU and Mason* | W&M* | Topic(s) | Activities | Readings and Assignments Due |
|---|---|---|---|---|
| VCU = Aug 17†<br>Mason = Aug 19† | Aug 29† | Course Overview | 1. Setting the stage for a successful year<br>2. UDL overview<br>3. Cultural exploration activity<br>4. Cultural bump assignment<br>5. Course overview | • Cultural Bump readings<br>• *Teacher as Warm Demander* |
| | Sept 12 | NGSS and Engineering | 1. Survey draft review/case study overview<br>2. Review hands-on, inquiry, NOS<br>3. Next Generation Science Standards<br>4. Engineering and design briefs | • Survey draft<br>• *Inquiry by Design Briefs* |
| Sept 9 | Sept 26 | PBL | 1. Survey analysis and discussion<br>2. Developing PBL units and question maps | • Survey results<br>• review PBL manual |
| Sept 23 | Oct 10 | Assessment | 1. Assessment<br>2. Analysis of student work<br>3. Work on VAST presentation | • Liu, chapters 1 & 2 (including on-line self-assessments)<br>• Student work |
| Oct 7 | Oct 19 | Technology & Differentiation for Students with Special Needs | 1. Understanding special needs students<br>2. Overview of science instructional technology<br>3. Introduction to adaptive technology<br>4. Introduction to working with tech mentors | • draft of PBL components |
| | Oct 19 | Technology | [with tech mentors] | |
| Oct 21 | Oct 24 | Technology | [with tech mentors] | |

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| Nov 4 | Nov 7 | | 1. Work on VAST presentation | • VAST presentation draft |
| November 14 – 16: VAST PDI (Norfolk, VA) | | | | |
| Nov 16 – 17 (Norfolk, VA) | | | 1. VAST debrief 2. Cultural Bump Presentation/ Discussion | |
| Nov 18 | | Technology | [with tech mentors] | |
| Dec 2 | Nov 21 | Differentiation | 1. Case study presentations/discussion | • Case study • Tomlinson text |
| Dec 16 | Dec 5 | Technology Differentiation | 1. Debrief on tech mentor experience 2. Unit plan review (peer review for hands-on/inquiry/NOS/PBL/tech/ differentiation/assessment) | • Tech mentor reflection • Tech presentation • Unit plan draft |
| Jan 13 | Dec 12 | Technology Assessment | 1. Technology less peer review 2. Analysis of student work 3. Review personal goals | • Technology lesson plan • Student work |
| Jan 27 | Jan 9 | Differentiation | 1. Differentiation lesson peer review 2. Review inquiry/hands-on/NOS | • Differentiation lesson plan |
| Feb 10 | Jan 23 | Assessment | 1. Assessment 2. Analyze student work | • Liu, chapters 4 & 8 (including on-line self-assessments) • Student work |
| Feb 15† | Feb 6† Feb 13† | Summary | 1. Videotape reflection share out 2. Reflect on the semester | • Unit Plans due |

Note: Instructors may add other activities, readings, and assignments. *Class Meeting Times: VCU = Saturdays, 9am – 3pm and Mondays, 7 – 9:40pm; Mason = Monday/Saturday, 9am – 3pm and Mondays, 7:20 – 10pm; W&M = Saturday, 9:30am – 3:30pm and Thursdays, 7:20 – 10pm †Coaches will be invited to attend these class sessions.

## Assignment Rubrics:

## Unit Plan

| Component | Target (10 pts) | Satisfactory (5 pts) | Needs Work (0 pts) |
|---|---|---|---|
| **General Components** | | | |
| • **Title Page** | | All components are present. | Some components are missing. |
| • **Schedule** | | One-page overview of daily activities. | Multiple pages OR no schedule provided. |
| • **PBL Scenario (x4)** | | The scenario describes a relevant, real-world problem with multiple solutions. | The scenario describes a problem that is not realistic or has only one solution. |
| • **Question Map (x2)** | Graphic shows all questions addressed in the unit AND cites the SOL each question covers. | Graphic shows all questions addressed in the unit. | Graphic shows only a few questions addressed in the unit OR no graphic is provided. |
| • **Support Materials (x4)** | | All support materials are provided and are professional quality. | Some support materials are missing OR they are not professional quality. |
| • **Reflection** | Summarizes the major | Summarizes the major | One or more of the |

| (x3) | strengths, weaknesses, and improvements AND cites specific examples. | strengths, weaknesses, and improvements. | components is missing. |
|---|---|---|---|
| • References | | All sources are appropriately cited. | Some sources are not appropriately cited or are missing. |
| • Video Analysis (x2) | | Presentation is ~10 minutes, includes pros/cons/improvements, AND utilizes clips from the taped classroom lesson. | Presentation is <<10 minutes, does not include pros/cons/ improvements, OR does not utilize clips from the taped classroom lesson. |
| **Technology Lesson Reflection** | | | |
| • Integration | | Lesson appropriately incorporates technology | Lesson does not appropriately incorporate technology. |
| • What Worked | Comprehensive summary, including examples, of what worked. | Summary of what worked. | No summary provided of what worked. |
| • What Didn't Work | Comprehensive summary, including examples, of what didn't work. | Summary of what didn't work. | No summary provided of what didn't work. |
| • Plans for Improvement | Comprehensive summary, including examples, of plans to improve the lesson. | Summary of plans to improve the lesson. | No summary provided of plans to improve the lesson. |
| **Differentiation Lesson Reflection** | | | |
| • Integration | | Lesson appropriately incorporates differentiation. | Lesson does not appropriately incorporate differentiation. |
| • What Worked | Comprehensive summary, including examples, of what worked. | Summary of what worked. | No summary provided of what worked. |
| • What Didn't Work | Comprehensive summary, including examples, of what didn't work. | Summary of what didn't work. | No summary provided of what didn't work. |
| • Plans for Improvement | Comprehensive summary, including examples, of plans to improve the lesson. | Summary of plans to improve the lesson. | No summary provided of plans to improve the lesson. |
| **Lesson Plans** | | | |
| • Length | | ~15 hours of lessons. | Significantly <15 hours of lessons. |
| • Template (x4) | | All sections are completed for all lessons. | Some sections are not completed for some lessons. |
| • Hands-On (x3) | ~50% of the lessons meet the VISTA definition. | At least 25% of the lessons meet the VISTA definition. | Less than 25% of the lessons meet the VISTA definition. |
| • Inquiry | 100% of the activities are | At least 50% of the lessons | Less than 50% of the |

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|---|---|---|---|
| **(x3)** | inquiry-based and a variety of inquiry levels are utilized. | are inquiry-based AND/OR only a few levels of inquiry are utilized. | lessons are inquiry-based AND/OR only one level of inquiry is utilized. |
| **• NOS (x3)** | Both the teacher and students explicitly reflect on NOS throughout the unit. | Only the teacher explicitly reflects on NOS throughout the unit OR both the teacher and students explicitly reflect on NOS a few times during the unit. | Reflection on NOS is implicit or missing. |

## Differentiation Case Study Report

| Component | Target (20 pts) | Satisfactory (10 pts) | Needs Work (0 pts) |
|---|---|---|---|
| **Class Profile** | Comprehensive overview of classes' strengths, needs, and preferences | General overview of classes' strengths, needs, and preferences | Cursory overview of classes' strengths, needs, and preferences |
| **Differentiation Strategies (x3)** | Suitable, research-based strategies are appropriately implemented | Suitable strategies are appropriately implemented | Strategies are not suitable for the class OR are not appropriately implemented |
| **Data and Results (x2)** | Comprehensive data are clearly presented and appropriately analyzed | Adequate data are clearly presented and appropriately analyzed | Inadequate data are collected, are not clearly presented, OR are not appropriately analyzed |
| **Discussion (x2)** | Comprehensive overview of whether the strategies were effective and your next steps | General overview of whether the strategies were effective and your next steps | Cursory overview of whether the strategies were effective and your next steps |
| **Presentation (x2)** | Creative, effective, well-prepared presentation | Effective, well-prepared presentation | Confusing or ill-prepared presentation |

## Cultural Bump

| Component | Target (10 pts) | Satisfactory (5 pts) | Needs Work (0 pts) |
|---|---|---|---|
| **Description of Cultural Bump (x2)** | Rich and concise contextual description, no steps are missing. | Some contextual description AND only 1-2 of the 7 steps are missing or unclear. | Very little contextual description OR 3-6 of the 7 steps are missing or unclear. |
| **Questions 2-5 (x2)** | In-depth and concise response with multiple sources cited. All questions are addressed. | A partial response is given. All questions are addressed. Citations are limited. | Responses are unclear and/or not fully developed. |
| **Submission** | No grammatical or spelling errors. All | Few grammatical, spelling or usage errors. All | Many grammatical errors, misspellings, or missing |

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|---|---|---|---|
| | references are present. Professional appearance. | references are present. | references. |
| **Presentation (x2)** | Very clear and creative presentation. | Effective, well-prepared presentation. | Confusing or ill-prepared presentation. |
| **Discussion** | Effective leading questions AND the discussion is well facilitated. | Effective leading questions AND the discussion is facilitated | Poor leading questions OR the discussion not facilitated. |
| **Reflection\* (x2)** | Careful and thoughtful consideration of self-awareness and impact of assignment. | Consideration of the full assignment and self-awareness noted. | Lacks thoughtful consideration of the full assignment. |

*The reflection is due one week after the class presentations.

## Assessing Student Work

First Student Work Analysis

| | **Target (17 pts)** | **Satisfactory (7 pts)** | **Needs Work (0 pts)** |
|---|---|---|---|
| **Student Work Samples** | | Representative samples brought to class and used for analysis. | No samples or missing samples of three levels of student work. |
| **Analysis using Protocol** | Thorough analysis of student samples using the protocol worksheets. | Some analysis of student samples using the protocol worksheets. | No or limited analysis using the protocol worksheets. |
| **Discussion of patterns in personal student work** | Thoughtful sharing of patterns seen in student work providing insight into student learning. | Share one or two patterns. Patterns do not show deep thought about student learning. | Limited or no sharing of patterns from personal student work. |
| **Discussion of patterns across the classes student work samples** | Thoughtful and thorough contributions to the discussion of student work samples across the class. | Some contributions to the discussion of class level patterns. | Limited or no sharing of patterns across the class. |
| **Discussion of how to improve student understanding based on identified patterns** | Thoughtful and thorough contributions to improve student understanding based on identified patterns | Some contributions to improve student understanding based on identified patterns | Limited or no sharing of how to improve student understanding based on identified patterns. |

Second Student Work Analysis

| | **Target (13 pts)** | **Satisfactory (8 pts)** | **Needs Work (0 pts)** |
|---|---|---|---|
| **Mean, Median and Mode** | All three measures are complete and correct. | Two of three measures completed and correct. | Not included or missing more than one measure. |
| **Discussion of results** | Rich and concise discussion of the results. | Some discussion of results. | Unclear discussion or missing key ideas not |

| | | | discussed. |
|---|---|---|---|
| **Discussion of incorrect items** | Rich and concise discussion of the results. | Some discussion of results. | Unclear discussion or missing key ideas not discussed. |
| **Incorrect items correlation with SOLs** | | Correlation is complete. | Incomplete or missing SOLs in the correlation. |
| **Students' misconceptions identified** | | Misconceptions complete. | Incomplete or missing key misconceptions. |
| **Plan for Re-teaching** | Thoughtful and thorough planning for re-teaching. | Some consideration of how to reteach concepts to students. | No consideration or weak consideration of how to reteach. |
| **Report is professionally prepared** | | Effective, well prepared report. | Confusing or ill-prepared presentations. |

**College of William & Mary Policies:**
- The College of William & Mary has explicit policies at the undergraduate and graduate levels for incompletes. Incompletes are granted only at the discretion of the professor. Refer to the W & M School of Education Graduate Program information on Incompletes can be found at Http://www.wm.edu/education.
- Please note that academic standards for graduate students state the successful graduate student must have a GPA of at least 3.0 in the program of studies. Credit is only granted for course grades at "C-" or better. Refer to the W & M Graduate Programs Handbook for more information on Academic Standards.
- Honor Code: You are expected to be familiar with and abide by the College of William and Mary honor code.

**Virginia Commonwealth University Policies:**
- *Last* Add/Drop date is Wednesday Aug 29. Last day to withdraw from any university course is Friday November 2.
- **Policy on Incompletes**. If circumstances warrant, a written request for an incomplete must be provided to the instructor for approval prior to the course final examination date. Requests are accepted at the instructor's discretion, provided your reasons are justified and that a *majo*r percentage of your work has already been completed. Your written request should be regarded as a contract between you and the instructor and must specify the date for completion of work. This date must be at least two weeks prior to the university deadline for changing incompletes to letter grades.
- **Academic Integrity**. Please read the details of the VCU Honor System. Specifications of the VCU Honor System can be found in the University Resource Guide and can be located online at www.students.vcu.edu/rg/
- *One reality for the classroom teacher is finding, modifying, and utilizing great teaching ideas and materials from the Internet as well as from printed sources. Hopefully you will also find these sources as great places for ideas and activities. Be sure to properly credit these sources and not "copy and paste" ideas and activities altered or unaltered as your own. This is called plagiarism. All applicable written work will be checked for*

*plagiarism using SafeAssign.*

- **Inclement Weather**. During times of inclement weather (snow, ice, fog, etc), you can find out if VCU is open for classes by calling the Inclement Weather Hotline at 278-1727 or check the VCU website.
- **Academic Adjustments**. The Americans with Disabilities Act of 1990 requires Virginia Commonwealth University to provide a "reasonable accommodation" to any individual who advises us of a physical or mental disability.  If you have a physical or mental limitation that requires an accommodation or an academic adjustment, contact the VCU Office of Disability Support Services and please arrange a meeting with me early in the semester**.**
- **Disruptive Student Policy**. Please read the details of the Disruptive Student Policy on VCU's website.   I encourage you to familiarize yourself with this document and carefully consider your role in promoting a culture of mutual respect. Also familiarize yourself with amendments to the Rules and Procedures policy under Section I. Application and Section III.C. Rights and Prohibited Conduct.  A complete copy of the Rules and Procedures policy is available at:
- http://www.students.vcu.edu/rg/pdf/ResourceGuide2005-Policies.pdf
- **Cell phones and beepers should be turned off while in the classroom. Texting and surfing on your laptop  in class is considered a distraction.**
- **Religious Holiday Policy**. It is the policy of the Virginia Commonwealth University to accord students, on an individual basis, the opportunity to observe their traditional religious holidays. Students desiring to observe a religious holiday of special importance must provide advance written notification to each instructor by the end of the second week of class.
- **Accommodation Policy**. VCU does not discriminate on the basis of race, gender, age, or disability.  Students with a disability should identify themselves to the instructor and arrange a brief meeting within the first two weeks of class to discuss the need for any reasonable accommodation or academic adjustment.
- **What to Know and To Do To Be Prepared for Emergencies at VCU**
- Sign up to receive VCU text messaging alerts(http://www.vcu.edu/alert/notify).  Keep your information up-to-date.
- Know the safe evacuation route from each of your classrooms. Emergency evacuation routes are posted in on-campus classrooms.
- Listen for and follow instructions from VCU or otherdesignated authorities.
- Know where to go for additional emergency information (http://www.vcu.edu/alert).
- Know the emergency phone number for the VCU Police (828-1234).
- Report suspicious activities and objects.

**George Mason University College of Education and Human Development Statements:**
- Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honor-code/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and

check It regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

- Professional Dispositions: Students are expected to exhibit professional behaviors and dispositions at all times.

- Core Values Commitment: The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.
http://cehd.gmu.edu/values/