**Advanced Instruction & Management of Middle/High School Science Classrooms**
**(3 credits)**
**Mason EDCI 797 (Thompson Hall, Room 1020)**
**VCU TEDU 681-902: Invt and Trds: VISTA Science II (Oliver Hall, Room 3090)**
**VT EDCI 5774 (War Memorial Hall, 220L)**
**W&M EDUC V63 (SOE, Room 2030)**

**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.
- Pinto, L.E. (2013). *From discipline to culturally responsive engagement: 45 classroom management strategies*. Thousand Oaks, CA: Corwin Press.
- VISTA PBL Manual (2013).
- Wormeli, R. (2007). *Differentiation: From planning to practice grades 6-12*. Portland, ME: Stenhouse Publishers.

### 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.

**Attendance and 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. Because this course is part of a research grant, you are allowed to miss a maximum of 7.5 hours of class before your stipend and continued participation in VISTA are affected. Please make sure to notify your instructor of any unavoidable absences in a timely manner and complete all make-up work within the designated time frame.

Since this is a graduate level course, high quality work is expected.  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 800 points available on the assignments. Course grades will be determined as follows:

> A = 720 – 800 points
> B = 640 – 719 points
> C = 560 – 639 points
> F = less than 560 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.      *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.)

2.      *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.

3.      *VAST PDI Presentation* (50 points) – You and your classmates will conduct a session at the VAST PDI conference in Roanoke this fall. Your grade will be based upon your effort in planning and presenting as well as the effectiveness of the presentation.

|  | Target | Satisfactory | Needs Work |
|---|---|---|---|
| **Participation (10 points)** | | Actively participates in the planning and presentation | Does not actively participate in the planning and/or presentation |
| **Content (20 points)** | Content is practical, appropriate for the audience, and exemplifies VISTA | Content is practical and appropriate for the audience | Content is not practical, inappropriate for the audience AND/OR does not exemplify VISTA |
| **Presentation (20 points)** | Presentation is well prepared, has seamless transitions, and actively engages participants | Presentation is adequately prepared, has smooth transitions, and actively engages participants | Presentation is poorly prepared, has rough transitions, AND/OR does not actively engage participants |

4.      *Student Work Assessment/Analysis* (50 points each, 100 points total) – As noted in the course schedule, bring samples of student work to class. The importance of using data to drive instruction will be discussed and participants will follow a structured process of determining students' understanding of the SOL concepts being taught and implications for future instruction.

**First Student Work Analysis**

|  | Target | Satisfactory | Needs Work |
|---|---|---|---|
| **Student Work Samples (10 points)** | | Representative samples brought to class and used for analysis | No samples or missing samples of three levels of student work |
| **Analysis using Protocol (10 points)** | 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 within and across student work samples (15 points)** | Thoughtful and thorough contributions to the discussion of individual student work samples and across the class | Some contributions to the discussion of individual student and class level patterns | Limited or no sharing of patterns within or across the class |
| **Discussion of how to improve student understanding based on identified patterns (15 points)** | 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 | Satisfactory | Needs Work |
|---|---|---|---|
| **Item analysis (10 points)** | All aspects of the item analysis are completed correctly | No more than one aspect of the item analysis is missing or incomplete | More than one aspect of the item analysis is missing or incomplete |
| **Discussion of results (10 points)** | Rich and concise discussion of the results, including SOL correlation of low scoring items | Adequate discussion of results, including SOL correlation of low scoring items | Superficial discussion of results OR SOL correlation of low scoring items is missing |
| **Students' misconceptions identified (10 points)** | | Complete list of student misconceptions | Incomplete list of student misconceptions |
| **Plan for Re-teaching (15 points)** | 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 (5 points)** | | Effective, well prepared report | Confusing or ill-prepared presentations |

Effective Science Teaching and Management

5.      ***Technology Project*** (100 points) – For this assignment you will have an opportunity to either work with a technology mentor to learn about science instructional technology or select a specific technology you would like implement in your classroom and conduct a mini action research project on its effectiveness.

**Tech Mentor**

| Component | Target (33 pts) | Satisfactory (15 pts) | Needs Work (0 pts) |
|---|---|---|---|
| **Collaboration with Mentor** | Attends and actively participates in all sessions | Attends and participates in all sessions | Does not attend all sessions OR does not participate in the sessions |
| **Reflection** | Summarizes what was accomplished with the tech mentor, what technology will be implemented in your classroom, what additional technology instruction/ support is needed, and cites specific examples | Summarizes what was accomplished with the tech mentor, what technology will be implemented in your classroom, and what additional technology instruction/ support is needed | One or more of the components is missing |
| **Presentation** | Creative, effective, well-prepared presentation that includes a demonstration of a technology | Effective, well-prepared presentation that includes a demonstration of a technology | Confusing or ill-prepared presentation OR does not demonstrate a technology |

**Action Research**

| Component | Target (25 pts) | Satisfactory (12 pts) | Needs Work (0 pts) |
|---|---|---|---|
| **Technology Description** | Comprehensive overview of technology implemented | General overview of technology implemented | Cursory overview of technology implemented |
| **Data and Results** | Comprehensive data are clearly presented and appropriately analyzed | Adequate data are clearly presented and appropriately analyzed | Inadequate data are collected, are not clearly presented, AND/OR are not appropriately analyzed |
| **Reflection** | Comprehensive overview of | General overview of whether | Cursory overview of whether |

| | whether the technology was effective and your next steps | the technology was effective and your next steps | the technology was effective and your next steps |
|---|---|---|---|
| **Presentation** | Creative, effective, well-prepared presentation that includes a demonstration of a technology | Effective, well-prepared presentation that includes a demonstration of a technology | Confusing or ill-prepared presentation OR does not demonstrate a technology |

6.    *Culture 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.

| Component | Target (20 pts) | Satisfactory (10 pts) | Needs Work (0 pts) |
|---|---|---|---|
| **Description of Cultural Bump** | 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** | 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 references are present. Professional appearance. | Few grammatical, spelling or usage errors. All references are present. | Many grammatical errors, misspellings, or missing references. |
| **Presentation and Discussion** | Very clear and creative presentation. Effective leading questions AND the discussion is well facilitated. | Effective, well-prepared presentation. Effective leading questions AND the discussion is facilitated | Confusing or ill-prepared presentation. Poor leading questions OR the discussion not facilitated. |
| **Reflection*** | 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.

7.    *Differentiation Case Study* (100 points) – For this assignment you will chose one of your classes and do an action research project to determine how to successfully differentiate instruction for them. There are several steps to this assignment:

   a.    <u>Student Information Survey</u> – 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. <u>Additional Information</u> – 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. <u>Action Research</u> – Choose 2-3 strategies, try them, and gather data on their effectiveness (student attendance, attitudes, grades, etc.).

d. <u>Case Study Report</u> – 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.

| 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** | 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** | 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** | 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** | Creative, effective, well-prepared presentation | Effective, well-prepared presentation | Confusing or ill-prepared presentation |

8.     *Unit Plan* (350 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. <u>This should be a product that you will teach between mid-November and mid-January.</u> 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.     <u>Title Page</u> – Include your name, unit title, targeted subject and grade level(s), and date.

b.     <u>Self-Checklist</u> – A completed checklist (which will be provided) indicating all unit plan components are included.

c.     <u>Schedule</u> – Include a one-page overview/list showing the science content being studied each day. This could be in the form of a calendar.

c.     <u>PBL Scenario</u> – A description of the relevant, real-world scenario and associated problem students are solving during the unit (see PBL manual for examples).

d.     <u>Question Map</u> – A graphic organizer that shows all unit questions (see PBL manual for examples).

e.     <u>Annotated Lesson Plans</u> – Utilize the daily lesson plan template posted in SharePoint or the one required by your school division. Annotate your lesson plans to indicate where hands-on, inquiry, NOS, connectivity, and differentiation are addressed.

f.     <u>Supporting Materials</u> – Include everything necessary to carry out the lesson plans including the assessments (e.g., handouts, readings, rubrics, quizzes, etc.).

g.     <u>Videotape Analysis</u> – 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. Your coach is available to help you with the videotaping.

h.     <u>Reflection</u> – 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.

i.     <u>References</u> – Appropriately cite your sources.

| Component (points) | Target | Satisfactory | Needs Work |
|---|---|---|---|
| **General Components** | | | |
| **• Self Checklist (15)** | | The checklist is completed | The checklist is not completed |
| **• Schedule (15)** | | One-page overview of daily activities | Multiple pages OR no schedule provided |
| **• PBL Scenario (15)** | | 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 (20)** | 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 ghic is provided. |
| **• Support Materials (25)** | | All support materials are provided and are professional quality | Some support materials are missing OR they are not professional quality |
| **• Video Analysis (25)** | | Presentation is ~10 minutes, includes pros/cons/ | Presentation is <<10 minutes, does not include pros/cons/ |

| | | | |
|---|---|---|---|
| | | improvements, AND utilizes clips from the taped classroom lesson | improvements, AND/OR does not utilize clips from the taped classroom lesson |
| • **Reflection (45)** | Summarizes the major strengths, weaknesses, and improvements AND cites specific examples | Summarizes the major strengths, weaknesses, and improvements | One or more of the components is missing |
| **Lesson Plans** | | | |
| • **Annotation (10)** | | Lesson plans are annotated to indicate where hands-on, inquiry, NOS, connectivity, and differentiation are addressed | Lesson plans are not annotated to indicate where hands-on, inquiry, NOS, connectivity, and/or differentiation are addressed |
| • **Content (30)** | The unit is standards-based and works through the content in a connected, appropriate sequence | The unit is standards-based and worked through the content in an appropriate sequence | The unit is not standards-based AND/OR does not work through the content in an appropriate sequence |
| • **Differentiation (30)** | Appropriate differentiation strategies are implemented for all students | Appropriate differentiation strategies are implemented for most students | Appropriate differentiation strategies are implemented for few students OR the strategies are inappropriate |
| • **Hands-On – Amount (10)** | ~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 |
| • **Hands-On – Quality (30)** | Meaningful, appropriate hands-on lesson are utilized | Appropriate hands-on lessons are utilized | Hands-on lessons are inappropriate |
| • **Inquiry – Amount (10)** | 100% of the activities are inquiry-based | At least 50% of the lessons are inquiry-based | Less than 50% of the lessons are inquiry-based |
| • **Inquiry – Quality (30)** | A variety of inquiry levels are utilized appropriately | A few levels of inquiry are utilized appropriately | Only one level of inquiry is utilized appropriately |
| • **NOS – Amount (10)** | NOS reflection occurs regularly | NOS reflection occurs occasionally | NOS reflection occurs minimally OR not at all |
| • **NOS – Quality (30)** | Both the teacher and students explicitly reflect on NOS | Only the teacher explicitly reflects on NOS | Reflection on NOS is implicit |

## Course Schedule:

| Date* | | | | Topic(s)/Activities | Readings/Assignments Due |
|---|---|---|---|---|---|
| **GMU** | **VCU** | **VT** | **WM** | | |
| Online Summer Assignments | | | | • UDL overview<br>• NGSS overview<br>• survey draft peer review | • *Teacher as Warm Demander* |
| Aug 16[†] | Aug 16[†] | Aug 16[†] | Aug 7[†] | • UVA Perceptions Survey, Registration<br>• Goal Setting<br>• Intro to PBL<br>• Review hands-on, inquiry, NOS<br>• Tech Fair<br>• PBL planning | • survey draft<br>• unit/topic to turn into PBL<br>• PBL manual |
| Sep 8 | Sep 10 | Sep 11 | Aug 8 | • PBL components draft discussion<br>• Assessment (POE/rubrics)<br>• Analysis of student work<br>• PBL assessment planning | • PBL components draft<br>• Liu, chapter 2 & 6<br>• student work |
| Sep 22 | Sep 24 | Sep 25 | | • NGSS discussion<br>• Engineering and design briefs | • *Inquiry by Design Briefs* |

| | | | | • Engineering in PBL planning | |
|---|---|---|---|---|---|
| Oct 6 | Oct 8 | Oct 2 | Sep 19 | • Engineering in PBL unit discussion<br>• Survey analysis and discussion<br>• Culture bump/exploration<br>• PBL Planning | • PBL components w/ design brief<br>• survey results<br>• culture bump readings |
| Oct 20 | Oct 22 | Oct 11 | Oct 10 | • UDL/culture discussion<br>• Differentiation<br>• Tech project introduction<br>• PBL planning (technology and differentiation lesson)<br>• VAST presentation | |
| Nov 3 | Nov 5 | | Oct 24 | • Differentiation lesson draft review<br>• VAST presentation | • Differentiation lesson draft<br>• VAST presentation draft |
| Nov 17 | Nov 19 | Nov 13 | Nov 7 | [tech project] | |
| VAST (Nov 23) | | | | • VAST PDI debrief<br>• TPACK game<br>• culture bump presentations | • culture bump presentation |
| Dec 1 | Dec 3 | Dec 4 | Dec 5 | • VAST debrief<br>• Review of hands-on, inquiry, NOS<br>• Unit plan peer review for PBL, hands-on, inquiry, NOS, differentiation | • VAST PDI reflection<br>• unit plan draft |
| Dec 15 | Dec 17 | Dec 18 | Dec 12 | [tech project] | |
| Jan 12 | Jan 14 | Jan 8 | Jan 9 | • Tech project presentations<br>• Review of personal goals | • tech presentation<br>• personal goals |
| Jan 26 | Jan 28 | Jan 22 | Jan 23 | • Case study presentations | • case study presentation |
| Feb 9 | Feb 11 | Feb 12 | Feb 6 | • Assessment (item analysis)<br>• Analysis of student work<br>• Modifications to unit based on analysis | • Liu, chapter 8<br>• student work samples |
| Feb 7[†] | Feb 14[†] | Feb 14[†] | Feb 14[†] | • Video presentations<br>• PBL unit gallery walk<br>• UVA survey<br>• VISTA survey | • video presentation<br>• unit plan |

Note: Instructors may add other activities, readings, and assignments. *Class Meeting Times: Mason = Saturdays, 9:30am – 4:30pm and Mondays, 7:20 – 10pm; VCU = Saturdays, 9am – 4pm and Wednesdays, 7 – 9:40pm; VT = Saturdays, 9:30am – 4:30pm and Thursdays, 7 – 9:40pm; W&M = August 7-8 & February 14, 9:30am – 4:30pm and Fridays, 7:20 – 10pm. †Coaches will be invited to attend these class sessions.

o   HO, inquiry, NOS review – Anne/Elizabeth/Molli

## 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/](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](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 other designated 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/

**Virginia Tech Policies:**
• **Social Justice Policy -** Virginia Polytechnic & State University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national

origin. Any suggestions as to how to further a positive and open environment in this class will be appreciated and given serious consideration.

• **Disabilities -** If you have a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with Disability Services (Phone: 540.231.3788/TTY: 540.231.1740) at 150 Henderson Hall (0255), Blacksburg, VA 24061. Email: **ssd@vt.edu** Website: **http://www.ssd.vt.edu**

• **Honor Code -** In this course the Honor Code will be strictly enforced. All aspects of the coursework you participate in are covered by the Honor System. Any suspected violations of the Honor Code will be promptly reported to the Honor System. According to the Constitution of the Virginia Tech Honor System "The fundamental beliefs underlying and reflected in the Honor Code are: (1) that trust in a person is a positive force in making that person worthy of trust, (2) that every student has the right to live in an academic environment that is free from the injustices caused by any form of intellectual dishonesty, and (3) that the honesty and integrity of all members of the university community contribute to its quest for Truth."

The following is the Honor Code written verbatim from the VT Honor System Constitution:
The Honor Code is the University policy that expressly forbids the following academic violations:

　　　1. Cheating -- Cheating includes the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of any unfair advantage on any form of academic work, or attempts thereof.

　　　2. Plagiarism -- Plagiarism includes the copying of the language, structure, ideas and/or thoughts of another and passing off same as one's own, original work, or attempts thereof.

　　　3. Falsification -- Falsification includes the statement of any untruth, either verbally or in writing, with respect to any circumstances relevant to one's academic work, or attempts thereof. Such acts include, but are not limited to, the forgery of official signatures, tampering with official records, fraudulently adding or deleting information on academic documents such as add/drop requests, or fraudulently changing an examination or other academic work after the testing period or due date of the assignment.

• **Course Materials – Intellectual Properties Statement -** This course, in its entirety (the design, content, strategies, structure, web pages and their content, any/all instructional materials, and all other associated elements), is the intellectual and tangible copyrighted property of the instructor. Use of any part or elements of this course without the expressed written consent of the instructor is an infringement of this copyright. Any copying of the language, design, content, structure, strategies, web content, instructional materials, ideas and/or thoughts, and all other associated elements of this course and passing off same as one's own, original work, or attempts thereof, is plagiarism as defined above.

• **Virginia Tech Principles of Community -** Virginia Tech is a public land-grant university, committed to teaching and learning, research, and outreach to the Commonwealth of Virginia, the nation, and the world community. Learning from the experiences that shape Virginia Tech as an institution, we acknowledge those aspects of our legacy that reflected bias and exclusion. Therefore, we adopt and practice the following principles as fundamental to our on-going efforts to increase access and inclusion and to create a community that nurtures learning and growth for all of its members:

- We affirm the inherent dignity and value of every person and strive to maintain a climate for work and learning based on mutual respect and understanding.

- We affirm the right of each person to express thoughts and opinions freely. We encourage open expression within a climate of civility, sensitivity, and mutual respect.
- We affirm the value of human diversity because it enriches our lives and the University. We acknowledge and respect our differences while affirming our common humanity.
- We reject all forms of prejudice and discrimination, including those based on age, color, disability, gender, national origin, political affiliation, race, religion, sexual orientation, and veteran status. We take individual and collective responsibility for helping to eliminate bias and discrimination and for increasing our own understanding of these issues through education, training, and interaction with others.
- We pledge our collective commitment to these principles in the spirit of the Virginia Tech motto of Ut Prosim (That I May Serve).

from http://www.vt.edu/diversity/principles-of-community.html