"Educator as Critically Reflective Practitioner"

School of Education Adjunct Faculty Handbook

2016-2017

Electronic copy available on the
School of Education Adjunct Faculty Google Drive website
https://goo.gl/vFPBwo
Table of Contents

I. Introduction

The role of an adjunct faculty member is a vital one in providing the best teaching and learning experiences for the students in the School of Education. Adjunct faculty members contribute specific expertise, a depth and breadth of experiential background, and a heightened diversity to the programs within the School.

This Adjunct Faculty Handbook has been prepared to provide helpful information regarding programs, policies, and contact information for the School of Education. For further information, clarification or suggestions for improving communication links with adjunct faculty, please contact Dr. Diane Simon, Associate Dean for Student Affairs at
dsimon@vcu.edu
or at 828-3382.

We value your contributions and have instituted the following initiatives to support you:
- Lists adjuncts on the School of Education website;
- Hold an adjunct orientation meeting each semester;
- Maintain a Google docs site explicitly for adjunct faculty which includes the Handbook and other information from the Adjunct Orientation meeting, PowerPoint presentations of guest speakers, Blackboard training dates, and other pertinent information.

We look forward to the academic year and continued work with you. For additional helpful information, please consult Appendix I for an explanation of University services provided for adjunct faculty. You are an important part of the faculty team. Welcome!

II. General Contact Information

School of Education   **Phone: (804) 828-3382**
Oliver Hall, P. O. Box 842020
1015 West Main Street, Richmond, VA 23284-2020

Dean's Office		**(804) 828-3382**
Andrew Daire	Dean	(804) 828-3382 apdaire@vcu.edu
James McMillan	Associate Dean for Academic Affairs	(804) 827-2620 jhmcmill@vcu.edu
Diane Simon	Senior Associate Dean for Student Affairs	(804)-828-3840 dsimon@vcu.edu
Debbie Speece	Associate Dean for Research and Faculty Development	(804) 827-9337 dlspeece@vcu.edu
Geri McInerney	Assistant to the Dean	(804) 828-1309 gmmcinerney@vcu.edu
Ashley Pleasants	Administrative Assistant	(804) 828-8574 pleasantsab2@vcu.edu
Ed Kardos	Senior Director for External Relations/Development	(804) 828-4692 egkardos@vcu.edu
Jessa Nelson	Annual Giving and Alumni Relations Manager	(804) 828-3382 nelson@vcu.edu
Diana Burkett	Director of Communications	(804) 827-2614 dburkett@vcu.edu
Tom Myrick	Web Communications Manager	(804) 827-4770 myrickte@vcu.edu

Business Services		
Susan Younce	Executive Director of Finance and Administration	(804) 827-4303 syounce@vcu.edu
Samantha Tansey	Grants Fiscal Administrator	(804) 828-1315 sytansey@vcu.edu
Dana Byrd	Fiscal Assistant	(804) 828-7824 ddbyrd@vcu.edu

Human Resources		
Terri Dickerson	Director of Human Resources	(804) 827-2602 tcdickerson@vcu.edu
Vacant	Human Resources Coordinator	(804) 827-8413 TBD

Office of Research and Faculty Development		
Jose Alcaine	Research Coordinator	(804) 828-2009 jgalcaine@vcu.edu
Danise Harmon	Office Manager	(804) 828-2655 djharmon@vcu.edu

Office of Graduate Studies **(804) 827-2657**

Kathleen Cauley	Interim Director	(804) 827-2633
		kmcauley@vcu.edu
Sandra Mazzoli	Coordinator of Graduate Programs	(804) 828-7764
		sjmazzoli@vcu.edu
Kelly Winn	Graduate Office Assistant	(804) 828-4728
		winnkb@vcu.edu

Student Services Center **(804) 827-2670**

Jewell Davis	Director	(804) 828-7133
		jwdavis@vcu.edu
June Jones	Clinical Placements & Licensure Specialist	(804) 827-2669
		jbjones1@vcu.edu
Ivan Orr	Teacher Preparation Admissions Specialist	(804) 828-1967
		orrie@vcu.edu
Courtney Walker	Practica Placement Specialist and Data Coordinator	(804) 827-2668
		cewalker@vcu.edu

Office of Assessment **(804) 827-1567**

Angela Wetzel	Director of Assessment	(804) 828-8673
		apwetzel@vcu.edu
David Spivey	Data and Assessment Analyst	(804) 827-1567
		dwspivey@vcu.edu

Information Technology **(804) 828-2604**

| Pamela Moorehead | Director of SOE Information Technology Services | (804) 828-1432 |
| | | pbmoorehead@vcu.edu |

Office of Continuing and Professional Education (OCPE) **(804) 828-1322**

Michael Huffman	Director	(804) 828-1322
Becky Aycock	Human Resources and Operations Administrator	(804) 827-6412
Christina Draper	Program Manager and School Liaison	(804) 828-8831
Edward Howard	Director of Operations	(804) 828-8819
Nancy Lowe	Administrative Coordinator	(804) 828-1322
Ashley Murphy	Operations Coordinator	(804) 828-1322
Lynn Myers	Director of program and partnership development	(804) 827-2067

DEPARTMENTS

Counseling and Special Education   **(804) 828-1332**

Colleen Thoma	Chair	(804) 827-2651
		cathoma@vcu.edu
Reggie Brown	Administrative Assistant and Office Manager	(804) 828-3738
		rrbrown@vcu.edu
Lauren Mortensen	Education Program Coordinator	(804) 827-4309
		lcmortensent@vcu.edu

Educational Leadership   **(804)828-8736**

Whitney S. Newcomb	Interim Chair	(804) 828-1940
		wsnewcomb@vcu.edu
Suzanne Furman	Administrative Staff Assistant	(804) 828-8736
		srfurman@vcu.edu

Foundations of Education   **(804) 828-1332**

Lisa Abrams	Interim Chair	(804) 827-2627
		lmabrams@vcu.edu
Reggie Brown	Administrative Assistant and Office Manager	(804) 828-3738
		rrbrown@vcu.edu
Lauren Mortensen	Education Program Coordinator	(804) 827-4309
		lcmortensen@vcu.edu

Teaching and Learning   **(804) 828-1305**

Julie Gorlewski	Chair	(804) 828-1305
		jagorlewski@vcu.edu
Karen Williams	Administrative Assistant	(804) 828-1305
		krwillia@vcu.edu
Karen Mullins	Educational Program Coordinator	(804) 827-6847
		mullinskl@vcu.edu

CENTERS

Center for School Community Collaboration   **(804) 827-2610**

| Michelle Schmidt | Executive Director | (804) 827-2670 |
| | | mmschmit@vcu.edu |

Center for Sport Leadership   **(804) 828-7821**

Carrie LeCrom	Executive Director	(804) 828-6443
		cwlecrom@vcu.edu
Vacant	Business Manager	(804) 828-6278
Maggie McFadden	Academic Coordinator	(804) 828-7821
		mcfaddenmd@vcu.edu

Center for Teacher Leadership

| Terry Dozier | Director | (804) 827-6847 |
| | | tdozier@vcu.edu |

Child Development Center   **(804) 828-7377**

Alyson Williams	Director	(804) 828-5862
		aewilliams@vcu.edu
Kellie Holmes	Assistant Director	(804) 828-7464
		khholmes@vcu.edu

Metropolitan Educational Research Consortium   **(804) 828-0478**

Vacant	Director	
Jesse Senechal	Associate Director	(804) 282-1332
		senechaljt@vcu.edu

Partnership for People with Disabilities   **(804) 828-8244**

Donna Gilles	Executive Director	(804) 828-8244
		(804) 828-6561
		dlgilles@vcu.edu

Rehabilitation Research and Training Center   **(804) 828-1851**

Paul Wehman	Director	(804) 828-1851
		pwehman@vcu.edu
John Kregel	Associate Director	(804) 828-1872
		jkregel@vcu.edu

The Literacy Institute at VCU   **(804) 828-6561**

Barbara Gibson	Co-Director	(804) 827-2636
		begibson@vcu.edu
Cindy Hutchinson	Co-Director	(804) 828-6661
		cwhutchinson@vcu.edu

IMPORTANT UNIVERSITY NUMBERS

Inclement Weather Hotline   **(804) 278-1727**

VCU Police Non-Emergency   **(804) 828-1196**

VCU Police Emergency   **(804) 828-1234**

Campus Police Escort Services   **(804) 828-WALK (9255)**

III. Benefits and Faculty Development

1. Adjunct faculty are eligible for a tuition waiver for ONE class (1 – 3 credit hours) for every 9 credit hours of adjunct teaching. The adjunct faculty tuition waiver must be used within the three semester period immediately following the completion of teaching the nine credit hours. The summer semester counts as a semester. A new adjunct tuition waiver may be earned upon completion of teaching an additional nine credit hours. The adjunct tuition waiver form and instructions are found online at https://www.hr.vcu.edu/media/hr/documents/Tuition_Waiver_Form_Adjunct.pdf. Please return the form to Terri Dickerson (827-2602).
2. Listing in VCU Bulletins as adjunct faculty when such bulletins resume carrying that information.
3. Library privileges.
4. Compensation at prevailing university rates distributed over 8 pays during the semester.
5. Open invitation to attend Department meetings (typically on the third Tuesday of each month from 12:30-1:45; occasionally moved depending on circumstances).
6. Opportunity to participate in program planning sessions and to attend program meetings.
7. Opportunity to obtain a computer account at Cabell Library.

IV. Inclement Weather Policy

Inclement Weather Hotline   (804) VCU-OPEN / (828-6736)

Courses on-campus meet during inclement weather unless specifically cancelled by the Provost and Vice-President of Academic Affairs. Announcements are made in the media and on the VCU Inclement Weather Hotline. We do not necessarily follow the weather directive announcements from the Governor's office in the State of Virginia. Please be sure to check the VCU decision on the hotline or on the VCU website.

Courses taught off-campus and clinical experiences in the schools follow the practice of the school division. Thus if school division X is closed because of inclement weather on a Wednesday, any VCU course to be taught in that school division that Wednesday afternoon or evening is also canceled.

V. VCU ID Card and VCU Email Account

You must obtain the VCUCard--an identification card which allows access to buildings and enables you to check materials out of the library. The VCUCard Office is located in the Technology Administration Building, 701 W. Broad St. (827-CARD/827-2273)

VCU Email Account

Faculty are strongly encouraged to secure a VCU e-mail account to facilitate the posting of grades, to request reimbursement through Chrome Travel, Human Resources, and communications with students, including interns/student teachers and cooperating teachers. Having a VCU email address identifies you as an employee of the University and all employees are expected to use VCU email for work-related communications. Also, please know that email communications could be requested under FOIA and, if you do not use University email, your personal email would be requested under FOIA. If you do not have a VCU email account, we urge you to obtain one by applying on-line https://www.ts.vcu.edu/askit/email/ or by calling 828-2227 (Help Desk).

VI. Textbooks

Discuss the textbook selection with the Department Chair or program head. If a textbook has not already been ordered, you may order the approved text through the VCU Bookstore either in person (1111 W. Broad Street 828-1678) or online at vcu.bncollege.com/.

VII. Students Requiring Special Accommodation

Students requiring special accommodation must inform you of their need and provide the appropriate documentation from Disability Support Services (828-2253). Their office is also available to assist you with providing the accommodation. Please remember the students must inform you and provide the documentation *prior to* any accommodation made. (**see Appendix E for information types of accommodations and faculty responsibilities**)

VIII. Class Meetings

It is expected that you will meet with the class as scheduled. Please arrange to have a backup person or persons who can substitute for you should a last minute emergency arise. Canceling class is **NOT** an acceptable way to handle an emergency. If you must miss a class, you are to call the Department Chair prior to the class to discuss your arrangements for covering the class. If you need assistance in finding an appropriate substitute, please feel free to call the Department Chair or your program coordinator.

IX. Emergency Procedures

VCU has a responsibility to provide a safe and healthful environment (http://www.vcu.edu/oehs/). Faculty are responsible for the safety of the students, staff, and faculty members under their direction. The words "safety and health" encompass routine and emergency situations. Each new class of students **must** be informed of procedures for reporting emergencies, evacuation plans, and exit routes from buildings. In addition, faculty also must be aware of any student with special needs and determine if they require special assistance in emergency situations. The VCU Alert (http://www.vcu.edu/alert/) status is posted on the University's Web site and is updated frequently in the event of an emergency.

Emergency Response Office of Environmental Health & Safety (http://www.vcu.edu/oehs/)
Throughout VCU, thousands of students attend classes over the course of a day. Many times, especially in the evenings, classroom instructors are the only VCU staff on the scene when emergencies occur. It is, therefore, critical that faculty be aware of and comfortable with their role in such situations.

Like any effective plan for dealing with emergencies, preparations taken in advance of the emergency are the key to minimizing danger and loss. Each new class of students MUST be informed of procedures for reporting emergencies, evacuation plans, and exit routes from buildings. This includes pointing out locations of emergency phones, fire alarm pull stations, and fire extinguishers.

Assessing Risk
In addition to being aware of emergency procedures and informing students of emergency plans at the beginning of each term, faculty must also be aware of any students with special needs.

Instructors need to assess their classes to determine if any students will require special assistance in emergency situations. Again, planning in advance will help prevent confusion and chaos once emergencies occur.

Students requiring assistance during emergencies include anyone with conditions that affect the ability to detect alarms, identify exit routes, or evacuate by established exit paths. Once identified, students requiring assistance can be informed of the plan of action they will follow during emergencies.

Emergency Assistance for Disabled Persons
Disabled persons should be instructed to proceed to the nearest exit or stairwell. They should be instructed to remain in the stairwell while help is summoned. A volunteer may stay as long as possible or until assistance arrives. Faculty should note the exact floor level where the disabled person is left waiting, and should personally locate Richmond Bureau of Fire or VCU Police personnel immediately upon leaving the building. Fire or police personnel should be notified of the exact stairwell and floor level where the disabled person is waiting.

Uniformed fire personnel respond to every fire alarm on campus. Once notified, fire personnel will make immediate efforts to reach the disabled individual. Please be sure that once in the stairwell, disabled persons are not blocking traffic in the stairwell. In addition, the stairwell doors must be shut. If the disabled persons cannot be taken to a stairwell, or if leaving them there creates a traffic jam, they should be instructed to proceed to the closest room to the stairwell. They should be instructed to remain in the classroom with the door closed. The exact room number needs to be given to fire personnel immediately upon exiting the building.

Always reassure the disabled person that help is being summoned and should arrive as soon as possible.

Emergency Reporting Telephone System
The Emergency Reporting Telephone Service (https://police.vcu.edu/stay-safe/emergency-phones/) is a set of special yellow call-box telephones placed at various Monroe Park and MCV campus locations for emergency and non-emergency use. These phones operate as an enhanced 911 system when activated. The VCU Police can identify the location of the activated phone even if the caller is unable to speak. Once the phone is activated, an officer will survey the area unless the caller informs the dispatcher otherwise. These phones can also be used to request non-emergency assistance and information; however, these phones can be used only to contact VCU Police. Callers cannot be transferred to outside lines. These phones have been installed for the benefit of the VCU community, and are there to enhance its members' security.

Power Failures
In cases of power failure where the building must be evacuated, disabled persons should be instructed to proceed to the nearest exit or stairwell. They should be instructed to remain in the stairwell while help is summoned. A volunteer may stay as long as possible or until assistance arrives. Faculty should note the exact floor level where the disabled person is left waiting, and should personally contact the VCU Police by emergency telephone. The VCU Police should be notified of the exact stairwell and floor level where the disabled person is waiting. Always

reassure the disabled person that help is being summoned and should arrive as soon as possible. Remember, planning in advance for such contingencies will greatly reduce risk.

University/Office Policy on Closing Due to Inclement Weather
The complexity of Virginia Commonwealth University's operations requires certain essential services to be provided in times of inclement weather and emergency conditions. This policy allows supervisors and managers to designate personnel to work when the University is closed officially and provides a uniform method of handling employee absences and pay continuity during this time.

State government closing and late opening announcements do not apply to Virginia Commonwealth University. A separate announcement will be made about any changes in VCU's normal operating status for the Monroe Park Campus and the MCV Campus. Employees of the VCU Health System follow a separate inclement weather procedure.

The decision to close the University for inclement weather is made by university administration. Emergency closing announcements are (1) reported on major area radio and/or television stations; (2) recorded on the Inclement Weather line at VCU-OPEN (828-6736); and (3) posted on VCU's inclement weather Web site (https://alert.vcu.edu/safe/weather.php) and the VCU Alert Web site (http://www.vcu.edu/alert/).

VCU/Campus Police
The VCU Police (http://www.vcu.edu/police/) Department has law enforcement jurisdiction at the University. The force consists of sworn police officers and security personnel. The core of trained professional law enforcement officers is supported and supplemented by a full- and part-time security force. VCU Police cars are identifiable by gold reflective stripes on white. Services are available 24 hours a day, seven days a week.

VCU Police officers encourage faculty, staff, and students to notify the department if suspicious activity is seen. All incidents are investigated promptly. To report any incidents, emergencies or fire, call 828-1234.

Several special services, including the Victim/Witness Program, Campus on Watch and Personal Safety Awareness, are available to all VCU students and employees. The assistance of the Victim/Witness Program coordinator is available to VCU community members who are victims of or witnesses to crimes either on or off campus.

VCU Police also offers a special packet of materials on protecting valuable property. Services include bicycle registration for campus residents.

Emergency Preparedness Plan
The Emergency Preparedness Plan (EPP) is a University-level plan intended to establish policies, procedures, and organizational structure for response to emergencies that are of sufficient magnitude to cause a significant disruption of the functioning of all or portions of Virginia Commonwealth University. The plan describes the roles and responsibilities of departments, units, and personnel during emergency situations. The EPP addresses each type of emergency on

an individual basis, providing guidelines for the containment of the incident. For more information, please contact VCU Facilities Management, Office of Planning and Design at 828-9647 or see http://www.fmd.vcu.edu/planningdesign/index.html.

X. Teaching A Course On-Campus

1. **Mail and Messages.** A mailbox will be assigned to you in room 4043h. Please consult with the department chair or department administrative support regarding the access code/key. We will place appropriate information in your box periodically, and we ask that you check it at least once a week. (If that is inconvenient, please call the office once a week and arrange with the administrative assistant to obtain the materials.)

2. **E-mail.** If you have an e-mail address, please give it to us so we may forward any electronic messages we believe would be pertinent to you. In fact, if you do not have an e-mail address, we urge you to obtain one by applying on-line https://www.ts.vcu.edu/askit/email/ or by calling 828-2227 (Help Desk). This is one of your benefits. You will be able to access the email account from the Computer Lab in Oliver Hall, 3108, from other campus locations, or at home if you have an Internet Service Provider.

3. **Oliver Hall Access.** The Oliver Hall Education Building will be opened automatically by magnetic closure Monday - Friday, opening at 7:00 a.m. and closing at 10:30 p.m. each day.

   Only Full-time faculty and staff may gain entry after hours and on the weekend by use of their VCU ID cards. Courses held over the weekend will be included on the weekly security report to the VCU Police to automatically open exterior doors and for special events reserved by the Facilities Manager.

4. **Letters of Agreement.** Typically, the Dean's Office issues contracts when all adjunct assignments are made. In some instances, such assignments may not be completed until the second week of the semester. We expedite the process as much as we can, but do let the Department Chair know if you have problems getting your adjunct contract.

5. **Word Processing.** Items for courses may be word processed by our staff. Please allow at least one week, and give requests to the program support staff for your department.

6. **Photocopying.** We will be pleased to photocopy course syllabi and schedules. Course handouts, however, should be done in Course Packets through the VCU Bookstore. The Bookstore can help with material that is copyrighted. Please contact the administrative staff in your department at least 48 hours in advance to request assistance with copies.

7. **Instructional Technology Center Services (ITS).** Oliver Hall, Room 3108, 828-1432. You may want to introduce yourself as an adjunct faculty member to the staff in the Instructional Technology Center so that they will know who you are when you make requests related to photocopying or equipment.

8. **Audio-visual equipment.** If you have need of any television monitors, VCRs or projectors, call the ITC (828-1432) as far in advance as possible to make arrangements. There are limited numbers of such items, and they are available to faculty on a first-reserved basis. Normally the equipment should not be taken from Oliver Hall, even if one is teaching in another building. (The ITC has no other equipment for class use.) Reservations make everyone's life easier.

Classroom Technology Changes
>   Per VCU's Technology Services, the following classroom equipment is no longer supported:
> - Overhead Projectors
> - Slide Projectors
> - VCRs

Faculty whose lectures make use of this equipment are encouraged to migrate their non-copyrighted instructional materials to newer formats in the coming months. Among the University resources available to assist you:
- Media Support Services can perform VHS to DVD conversions (828-1098)
- Cabell Library's Media and Reserve Services and Tompkins-McCaw's Instructional Media Workshop provide self-use media workstations for converting slides, transparencies, and documents to electronic format.

Overhead Projectors, Slide Projectors, and VCRs will still be available for temporary checkout on a first-come, first-served basis from the MSS offices in Cabell Library Room B-40 and Sanger Hall Room B1-018.

Screens are available in most classrooms. Please discuss with the ITC staff procedures for dealing with equipment in Oliver Hall that fails; for equipment in other buildings, let us know and we'll try to help get that word to the right person (unfortunately, if equipment fails during a night class, there is little likelihood it can be repaired that evening).

In the Summer the ITC closes at 5:00 p.m. If you teach an evening class, return the equipment to the Adjunct Office (Rm. 4043h). You may get a key/code from your department.

If you need other equipment, you must make arrangements with Audio Visual Services (828-1098) in Cabell Library. With budget cuts, there is no longer a delivery and pickup service. Therefore, you must make arrangements to reserve the equipment, pick it up before class, and return it after class. We regret this inconvenience, but it is the same problem full-time faculty face.

The ITC also maintains a **Computer Laboratory,** which is available to students, faculty, and staff as long as a terminal is unoccupied during the hours the ITC is open. If you have an email account, you may access it from a terminal in this lab. If you have software that you wish to use in class, you must provide a copy for the ITC staff to use in loading on one computer. For additional information, please see Pam Moorehead or contact her at pbmoorehead@vcu.edu or 828-1432.

9. **Blackboard**. You are strongly urged to utilize Blackboard (http://blackboard.vcu.edu\), the University's web based option for providing course information as well as communicating with students. It is easy to learn, and allows you to post all course information online; communicate with any or all students through e-mail; reduce your copying, as well as make course changes from any location where you can access the web, including your home computer. Please consult Appendix H for information on obtaining access to Blackboard. **All faculty are urged to place all courses on Blackboard and to post as much information as possible on course Blackboard sites rather than providing hard copies of course information to students.** Regular training sessions are provided. Consults the VCU Training website (http://training.vcu.edu/) for a schedule of training classes.

XI. Teaching a Course Off-Campus

Teaching a course off-campus involves working with appropriate program faculty and the Office of Continuing and Professional Education (OCPE). Expectations for courses taught off-campus are the same as for those on campus in rigor, requirements, meeting times/duration, and evaluation. Please refer to sections I and II for information regarding who to contact, scope and sequence, course expectations, providing copies of course syllabi and examinations in advance to the faculty contact, and for department files, etc. The Office of Continuing and Professional Education will provide the following information:

- Course Description and the Off-Campus Instructor Packet
- Registration Information
- Travel Reimbursement Information
- Technology/Media, VCUCard, and Other Service Information
- Inclement Weather Procedures
- Library Resource Information

XII. Teaching and Instructional Guidelines

Syllabus Development
Faculty teaching courses should use the appropriate course syllabus. It is imperative the course addresses the expectations associated with qualifying and comprehensive examinations, where applicable, and with the program competencies. **Please follow the "Common Syllabus Format" and guidance found in <u>Appendix C</u>.**

A master set of current course **syllabi** is maintained in each Department office. Adjunct faculty teaching courses should use the appropriate course syllabus, modifying it only in consultation with a faculty member who typically teaches the course and in consultation with the department chair. M.S. and doctoral programs require <u>comprehensive examinations</u>. You will want to find out more about where the course you teach fits into this program and how central it is to the examination. It is imperative the course address the expectations associated with the comprehensive examination and with the program competencies. It is also important to avoid redundancy with other program courses. **Please follow the "Common Syllabus Format" found in <u>Appendix C</u>.**

You may obtain a copy of the syllabus from the faculty member or by asking the program support staff to make a copy for you. Please prepare and submit copies of your syllabus and each course examination to the contact person at least one week before distributing or administering them. We must keep a copy of your syllabus on file not only for program purposes, but also for examination by visiting teams from the National Council for Accreditation of Teacher Education, the Virginia Department of Education, SACS, and other accrediting agencies.

Program faculty members have developed a conceptual framework or knowledge base for each program. For NCATE accredited programs, the theme of the conceptual framework is **"Educator as Critically Reflective Practitioner".** It is vitally important that each course

syllabus comply with specific accreditation policies. Please consult the appropriate department chair regarding accreditation policies associated with course syllabus development.

Assessing Student Learning
Student assessments should be linked directly to course objectives. Performance may be assessed in a variety of ways, including the use of tests and papers. Other "authentic assessments" of the roles for which our students are being prepared are also valued.

Many SOE programs have assessment maps that specify some assessments that must be completed by designated timelines. These assessments are a part of our accreditation guidelines and also provide critical information on candidate performance and progress and information important to the evaluation of our academic programs. Faculty teaching a course with an embedded program assessment MUST complete the program assessment and record it utilizing our web-based unit assessment system. The Office of Assessment will give explicit directions as we are currently transitioning from rGrade to the TK20 system. **For more information on assessment, please contact the <u>Office of Assessment</u>.**

Students requiring special accommodation <u>must</u> inform you of their need and provide the appropriate documentation from the Disability Support Services (828-2253). Their office is also available to assist you with providing the accommodation. Please remember the students must inform you and provide the documentation *prior to* any accommodation made. (**See <u>Appendix E</u> for information on types of accommodations and faculty responsibilities.**)

Course Evaluations
Evaluation of <u>all</u> faculty is an expectation of our accrediting agencies. You are expected to have your course evaluated by the students utilizing the University form. During the latter part of the semester, students will receive an email announcing the opening of the course evaluation period with a link to the evaluation form. Students may only submit course evaluations during the open period. Please encourage students to follow the link to the evaluation form as soon as it is available and follow the instructions provided. The summative data becomes a part of your faculty file. Faculty may supplement the university form with mid-semester evaluations and additional end-of-semester questions. If enrollment is low, less than five (5) students, the online course evaluation process is not available to students. If that is the case, it is the faculty member's responsibility to make arrangements to collect the same course evaluation information.

Some faculty find it helpful to invite faculty colleagues to observe their classes. This is an option available to you and written documentation by the faculty observer may be included in promotion and tenure documentation. Occasionally, the Department Chair may visit your class to observe your teaching.

Grades
All final grades are input from within Banner eServices (the same site that you use to check your pay stub). To access Banner eServices, go to *my*VCU Portal and login using your eID and eID password. Grades must be entered by the instructor of record. (**See <u>Appendix K</u> for instruction on how to input grades into Banner.**)

Grade Review
Undergraduate and graduate students may appeal course grades they feel were assigned unfairly or without regard to the requirements outlined in the course syllabi. **(See <u>Appendix H</u> for the Grade Review Procedures.)**

VCU Honor System
On August 12, 2015, this <u>Interim VCU Honor System</u> was approved for use during the 2015/16 academic year. Please contact the Office of Student Conduct and Academic Integrity if you have questions regarding a matter that occurred under the prior VCU Honor System or to retrieve a copy of the former policy.

Virginia Commonwealth University is committed to: the intellectual and academic success of a diverse student body; research and discovery that advances knowledge, inspires creativity, and improves human health; and the global engagement of students, faculty, and staff that transforms lives and communities. In pursuit of these goals, the university's core values are accountability, achievement, collaboration, freedom, innovation, service, diversity, and integrity. More information is available at http://www.students.vcu.edu/studentconduct/vcu-honor-system/.

On-Campus Resources
1. **Mail and Messages.** A mailbox will be assigned to you in your respective department. Please consult with the department chair or department administrative support personnel regarding the location of mailboxes.

2. **E-mail.** Email is the preferred mode of communication. Please note email issued to you by VCU is the email address of record and as such should be used by you and your students during the period of instruction. If you are having problems accessing your VCU email please contact the Technology Services help desk by calling 828-2227 (Help Desk).

3. **Oliver Hall Access.** Timer and magnetic closure will open the Oliver Hall Education Building automatically Monday - Thursday, opening at 7:00 a.m. and closing at 10:30 p.m., and on Friday, opening at 7:00 a.m. and closing at 6:00 p.m. If you need access before or after these hours, contact the Emergency Communications Center at (804) 828-1196, 24 hours/7 days a week.

4. **SOE Information Technology Center (ITC).** Oliver Hall, Room 3108, (804) 828-1432. You may want to introduce yourself as a faculty member to the staff in the Instructional Technology Center so that they will know who you are when you make requests related to photocopying or equipment.

5. **Service Requests.** Beginning October 1, 2015, all SOE and Center faculty and staff will use LANDesk to request IT services. This procedure will help prevent "dropped" email, phone, chat, and hallway requests, as well as track issues as they arise, and will provide systematic documentation of all requests. LANDesk is accessed by going to the university LANDesk website (https://servicedesk.vcu.edu), logging in, and then choosing School of Education in the left column.

NOTE: If there is a critical situation, lost Internet connection, a dead computer or phone, or some other crisis that prevents you from being able to work, contact Pam Moorehead or SOE ITC (Information Technology Center) staff immediately by phone or email at pbmoorehead@vcu.edu or (804) 828-1432, or in person. The ticket will be created by the staff after the crisis is resolved.

6. **Audio-Visual Equipment.** If you have need of any television monitors or projectors, call the ITC (804) 827-2604 as far in advance as possible to make arrangements. There are limited numbers of such items, and they are available to faculty on a first-reserved basis. Normally the equipment should not be taken from Oliver Hall, even if one is teaching in another building. (The ITC has no other equipment for class use.) Reservations make everyone's life easier.

7. **Classroom Technology**. Screens are available in most classrooms. Please discuss with the ITC staff procedures for dealing with equipment in Oliver Hall that fails; for equipment in other buildings, let us know and we'll try to help get that word to the right person (unfortunately, if equipment fails during a night class, there is little likelihood it can be repaired that evening).

    In the Summer the ITC closes at 5:00. If you teach an evening class, return the equipment to the ITC as soon as available.

    If you need other equipment, you must make arrangements with Audio Visual Services (804) 828-1098 in Cabell Library. With budget cuts, there is no longer a delivery and pickup service. Therefore, you must make arrangements to reserve the equipment, pick it up before class, and return it after class.

    The ITC also maintains a **Computer Laboratory,** which is available to students, faculty and staff as long as a terminal is unoccupied during the hours the ITC is open. If you have an email account, you may access it from a terminal in this lab. If you have software that you wish to use in class, you must provide a copy for the ITC staff to use in loading on one computer. For additional information, please see Pam Moorehead or contact her at pbmoorehead@vcu.edu or (804) 828-1432.

8. **Blackboard**. Blackboard, the University's web-based option for providing course information as well as communicating with students, is available for faculty use. It is easy to learn, and allows you to post all course information online; communicate with any or all students through e-mail; reduce your copying, as well as make course changes from any location where you can access the web, including your home computer. Please consult Appendix H for information on obtaining access to Blackboard. **All faculty are expected to place all courses on Blackboard and to post as much information as possible on course Blackboard sites rather than providing hard copies of course information to students.** Regular training sessions are provided. Check training availability by searching the "Course Management" category on the VCU Training website, http://training.vcu.edu.

9. **Other Technology and Software Resources for Faculty**. SOE has resources and software available for faculty use. Available licenses and titles may vary by demand and changing needs. See below for titles available through SOE ITC or VCU Technology Services. If you have specific needs please contact Jim McMillan, Associate Dean for Academic Affairs, or your Department Chair with your request.

   a. SOE ITC currently has the following titles available for faculty:
     1. Atlas ti – Qualitative analysis software (50 licenses available)
     2. Mplus – Latent variable modeling program (Limited number of licenses available, please contact ITC for availability, Oliver Hall, Room 3108, 828-1432)

   b. VCU Technology Services has software available for faculty use. Visit http://www.ts.vcu.edu/software-center/ for instructions on how to obtain licenses and for software installation. These widely used titles are available through this service:
     1. SPSS – Statistical analysis software
     2. SAS – Statistical analysis software
     3. Stata – Statistical Analysis Software

   c. VCU Technology Services also offers the App2Go server service with access to software applications. The App2Go is a terminal emulation, server-based environment. For more information on this service visit http://www.ts.vcu.edu/askit/research/technology-services-research-servers/app2go-citrix-server/.

On-Line Resources
Online@VCU, http://online.vcu.edu, is the portal for on-line classes at VCU. Faculty interested in on-line instruction should refer to departmental guidelines for course and program availability and course development.

Off-Campus Resources
Teaching a course off-campus involves working with appropriate program faculty and where applicable, Office of Continuing and Professional Education (OCPE) staff. Expectations for courses taught off-campus are the same as for those on campus in rigor, requirements, meeting times/duration, and evaluation. OCPE includes more than 3,200 instructional faculty and adjunct instructors and can assist in making learning opportunities available to nontraditional adult learners.

OCPE can assist in providing the following services:
• Comprehensive logistical support for continuing education and professional development activities for the college and schools at VCU and VCU Health System, achieving sustainable growth over time
• Educational opportunities that further personal, professional, and organizational growth
• Customized solutions and mediation services to our partners in the marketplace
• Lifelong learning opportunities for VCU alumni

APPENDIX A
School of Education Vision Statement


School of Education
2010-2011

Vision Statement

To improve the human condition, the School of Education will strengthen its transformational role in local, national, and international spheres. We will promote learning-centered, innovative practice across the lifespan and in all aspects of development. Our plurality of perspectives and collaborative spirit will inspire our generative approaches to interdisciplinary research, teaching, and service.

Strategic Priorities

- Conduct rigorous scholarship with a national and international impact.

- Build a faculty committed to generative approaches to teaching, research and service.

- Recruit and prepare students of high quality committed to improving the human condition.

- Create and promote interdisciplinary programs, partnerships, and research.

- Secure funding for 21st century infrastructure and tools for advancing knowledge.

- Foster relationships among ourselves, local schools, and other organizations.

- Prepare leaders for innovative, learning-centered education.

APPENDIX B
Conceptual Framework Statement:
Educator as Critically Reflective Practitioner
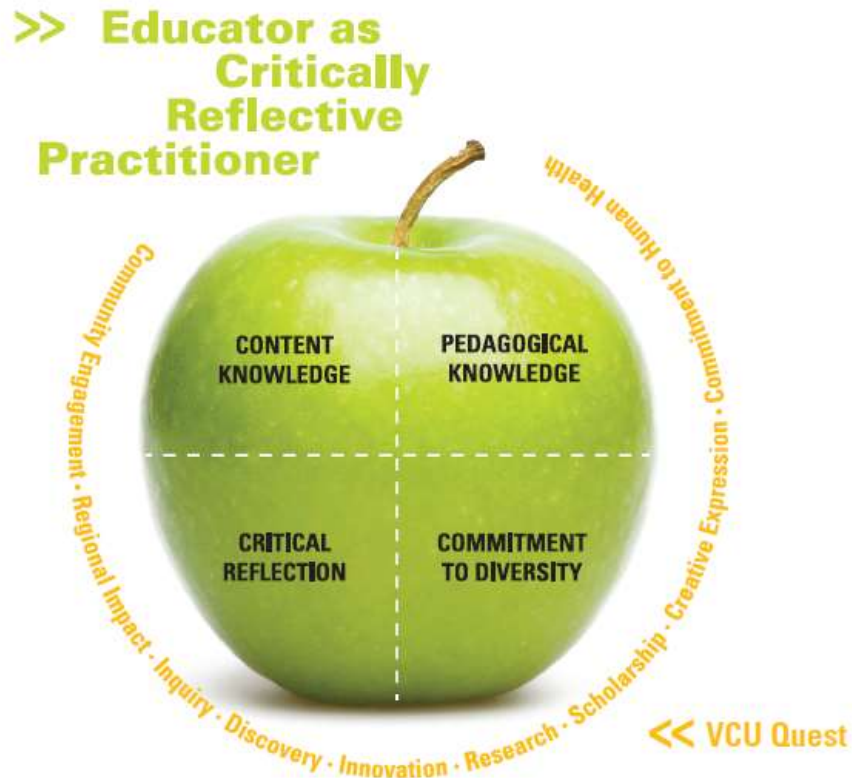
Introduction and History

After the NCATE accreditation visit in 2001, we revisited our conceptual framework, *Teacher as Decision Maker,* in order to incorporate our work with a broad range of school personnel. Together with members of the larger educational community (including P-12 classroom teachers, professional school counselors and administrators, professors and deans from the School of the Arts and the College of Humanities and Sciences, alumni, and candidates) we began to read and discuss where we have been and where we wanted to go; and we realized that we could still subscribe to much of our previous thinking. We also concluded that we wanted to change the language of the conceptual framework to more accurately reflect our work with people involved with education as teachers, professional school counselors, administrators, and policy developers.

Teacher as Decision Maker was built on the works of David Berliner and Lee Shulman, among others. The faculty and our larger educational community still agreed with the precept that candidates who make informed and reasoned decisions are more likely to be effective. We believe that informed decisions are based on knowledge of the social context of schooling, subject matter knowledge, pedagogical knowledge, knowledge

about how people learn, the applications of data-driven knowledge, and knowledge of differing cultures. Then, as now, virtually all program courses and field experiences either implicitly or explicitly prepare candidates with an appropriate knowledge base on which educational decisions may be made.

However, what we had come to notice was that the logic-driven *Teacher as Decision Maker* model failed to take into account what Dewey (1933, 1938) refers to as the holistic nature of true reflection. The holistic view encompasses the objective and personalized knowledge bases as well as the influence of intuition, emotion, and even passion (Greene, 1986).

From that point, the unit collaboratively refined our conceptual framework so that it now encompasses not only decision making, but the reflective qualities we see as prerequisite for quality judgments across the spectrum of education. The ideal that guided our thinking became the metaphor of the *Educator as Critically Reflective Practitioner.*

Philosophical and Pedagogical Underpinnings of the Educator as Critically Reflective Practitioner
We believe that people come into education programs with a personalized knowledge base from their experiences in schools and leave, minimally, with an objective set of professional principles. When combined, these two forms of knowledge can assist in making informed professional judgments. Because we understand the complex nature of schooling, we value the idea that we are not teacher trainers, but teacher educators. As such, we are less concerned with "the correct definition of procedures for teachers to follow than the development of teachers' capacities to make complex judgments based on deep understandings of students and subjects" (Darling-Hammond, 1994, p. 5). Similarly, we support critical thinking in our work with all candidates across all of our professional school programs.

However eclectic, the research and literature underpinning our programs support the faculty's overriding purpose: the improvement of the academic, personal, and social education of all people. Inherent in this purpose is a commitment to the deeply held conviction that all children can learn. We recognize the necessity of educating caring and competent educational leaders, teachers, and professional school counselors who are able to sustain the viability of this belief. The diversity of our philosophical and pedagogical foundation reflects the diversity of the faculty and of the programs we offer to professional educators. Our programs find grounding in the well-established works of Bruner, Dewey, Piaget, Vygotsky, and others and in the work of more recent scholars such as Berliner, Darling-Hammond, Fullan, Griffith, Hargreaves, Ladson-Billings, Lambert, Knapp, Noddings, Noguera, Oakes and Lipton, Ravitch, Sergiovanni, Shulman, Tozer, Zeichner, and Liston. .

Pedagogically, we believe it is important to create environments that support active learning. Though methods may vary both within and among classes from lecture, to cooperative learning, to case-based learning, to a Socratic interaction, to mock lessons, to technological demonstration, efforts are made to establish problem-based, contextual,

real-life learning. Several field experiences are linked to pre-service programs and programs for in-service candidates to incorporate on-site projects. The intent is to provide experiences for the conscious construction of knowledge in meaningful contexts.

Critical Reflection
"The function of reflection is to make meaning: to formulate the 'relationships and continuities' (Dewey, 1933, 1938) among elements of an experience, between that experience and other experiences, between that experience and the knowledge that one carries, and between that knowledge and the knowledge produced by thinkers other than oneself" (Rogers, 2002, p. 848).

Critical reflection examines one's work in education with scrutiny and takes into account the values, assumptions and beliefs that influence how problems and solutions are framed (Zeichner & Liston, 1996). Furthermore, critical reflection looks to the consequences of decisions for the long term (Dewey, 1933), is aware of situational context, and advocates for democratic values in schools (Oakes & Lipton, 1999). The complexities of working with students are such that unless we support the development of critical reflection, life long learning and professional growth will suffer. We recognize that our candidates will generate a wealth of knowledge from their own professional experiences and believe that a habit of critical reflection may serve them more than any other single trait.

The term "Reflective Practitioner" may be used interchangeably with the notion of critical reflection in VCU documents. Since the last NCATE review, we have built a culture of critical reflection among faculty and students by incorporating reflective processes into our work. These processes create a feedback loop that includes the analysis of a problem, the formation of a plan of action, the action itself, and a reflection on the results of that action. We recognize that valuable reflection may be focused on planning the next steps, or while interacting with students, whether as their teachers, professional school counselors, or administrators (See Schon, 1983; Griffith & Frieden, 2000).

Zeichner and Liston (1996) delineate five dimensions of reflection. **Generic Reflection** as a dimension notes that all thinking about our work with students is vital. The **Academic Reflection** tradition is primarily concerned with issues of curriculum content and instruction. The **Social Efficiency Reflection** emphasis is on improving instruction through the application of research based models. The **Developmentalist Reflection** strand highlights knowledge of the students' readiness, abilities, interests, and cultural and linguistic backgrounds. Issues of equity, social justice, and democracy are the focus of reflection in the **Social Reconstructionist Reflection** dimension. Finally, as a sixth type, we have devised the category of **Data-Driven Reflection,** which takes into account various sources of information related to student, school, and district assessments.

Whatever the focus, when reflection is cognizant of taking the perspective of another, is rigorously involved in reframing issues from several vantage points, and strives to inform situations holistically, we consider it to be critical reflection.

We recognize that one's own values, assumptions, and beliefs color judgments, for better or worse. We concur with Rogers (2002) in underscoring that "reflection that is guided by wholeheartedness, directness, open-mindedness, and responsibility, though more difficult, stands a much better chance of broadening one's field of knowledge and awareness" (p. 858).

Building on the work of Dewey's holistic reflection (1933), Schon's reflection-in-action and reflection-on-action (1983), and Zeichner and Liston's writing on teachers' theory and practice (1996), **Critical Reflection** emerges as the ideal for effective reflection, whatever the educator's analytical framework.

Coherence
The coherence of the principles set forth in the Conceptual Framework was assured through several processes. First, coherence was sought through the involvement of all faculty and representatives from the broader educational community in the drafting of the document. Secondly, coherence was strengthened by asking faculty across the unit to reflect specifically about the Outcomes and Goals section in relation to course syllabi and national SPA principles. Third, Program Groups were asked to discuss how the Conceptual Framework was aligned with and actualized within their programs. The Shared Vision statement was collaboratively constructed by the faculty with the Conceptual Framework in mind. On a unit level, we changed the unit's leadership committee from the Teacher Education Coordinating Council to the Professional Education Coordinating Council and thereby assured attention to all levels of professional educators. Finally, rubrics were designed for Practica, Clinical Evaluations, Lesson Plans, and Dispositions that were based on a combination of the outcomes and goals of the Conceptual Framework, the School of Education Shared Vision statement, SPA Standards, and Program objectives.

The Shared Vision
Led by a committee of faculty, we then revisited the School of Education Mission Statement. The following statement was officially adopted in 2005 and is clearly aligned with our Conceptual Framework.

School of Education Values Statement
The Virginia Commonwealth University School of Education is dedicated to the preparation of professional educators and clinicians, the ideals of academic scholarship, and the worthiness of service. Through our work in these areas, we recognize our responsibilities to students, university colleagues, the community at large, and professional organizations. While all of us share common values, the statements below intentionally allow for a variety of interpretations that may be influenced by our assignments, our experiences, and other philosophical principles within programs and across the School of Education.

We demonstrate our belief in the value of **high quality programs** by:
- Attracting high quality students;
- Being responsive to the external standards of accrediting and professional organizations;
- Providing meaningful clinical placements;

- Continually evaluating, assessing, and improving programs and services.

We demonstrate our belief in the value of **high quality teaching** by:
- Creating an environment that supports student success;
- Demonstrating a variety of effective teaching strategies, including technology integration, universal design for learning, and student-centered instruction;
- Fostering curriculum development that ensures familiarity with best practice across all disciplines.

We demonstrate our belief in the value of **diversity** by:
- Preparing students to work in culturally and linguistically diverse settings;
- Accommodating students with special learning needs;
- Promoting a diverse student and faculty community;
- Supporting intellectual curiosity;
- Modeling and promoting social justice.

We demonstrate our belief in the value of **high quality scholarship, and, in particular, the value of a research culture** by:
- Conducting relevant, high quality research that is responsive to the metropolitan community and contributes to the disciplines;
- Encouraging collaborative research with colleagues, practitioners, and students;
- Supporting the creation, interpretation and dissemination of knowledge;
- Integrating current research into teaching.

We demonstrate our belief in the value of **collaboration and partnerships** by:
- Serving as a resource for the development of policy, curriculum, instructional practice, and professional standards;
- Providing leadership and professional outreach to organizations, the university, and the community at large;
- Maintaining partnerships and shared responsibility for professional preparation.

We demonstrate our belief in the value of **critical reflection** by:
- Observing ethical practice and professional honesty;
- Encouraging students to exhibit dispositions consistent with accepted professional practice;
- Fostering a trusting, safe community of scholars;
- Engaging in ongoing professional development;
- Examining professional practices.

Professional Commitments, Dispositions, and Outcomes
In alignment with our unit, School, and department missions and values, programs endeavor to enhance candidates' understanding of and commitment to the concepts of social justice and social responsibility in ways that support democratic ideals and enhance

the human condition. To this end, we are openly committed to valuing diversity, collaboration, dialogue, and equity. Consequently, we search for ways to stay abreast of and engage in cutting edge scholarship that informs these philosophies and assist in guiding their practical application.

Candidates are expected to be able to utilize technology with students in whatever ways are appropriate to their roles. As evidenced in class syllabi, most coursework within programs has technological components or assignments and several classes are offered in part or wholly online. Technology is also viewed as an important tool in ensuring the support of diverse student learning and as a mechanism for motivating learning for all students.

The importance of attending to diversity begins early in foundations courses and continues throughout programs. We recognize ethnicity, race, students with disabilities, linguistically diverse students, gifted students, learning styles, multiple intelligences, gender, and socioeconomic class as major issues of diversity in education (Tozer, et al, 2002; Hargreaves, 2003).

Programs attempt to include a variety of school contexts in field experiences. Applications of the ideals of universal design that support the development of all learners across all school contexts are encouraged. Again, as evidenced by class syllabi, several courses have specific requirements related to attending to diverse students' backgrounds and learning needs.

Overview of Professional Outcomes, Standards, and Goals

The following professional outcomes are expectations for all candidates, though the degrees to which they attend to some of them may differ depending on the focus of their work with students. Program reports discern these differences of degree in their assessment strategies and rubrics.

I.   Candidates demonstrate content knowledge in their disciplines by
1. (Skills) Explaining major concepts and structures of inquiry of the disciplines and fields of study.
2. (Knowledge) Recognizing state and national content standards and/or professional standards appropriate to their roles.
3. (Dispositions) Exhibiting a commitment to professional standards associated with their areas of expertise.

II. Candidates demonstrate pedagogical content knowledge by
1. (Skills) Creating and conducting lessons that align goals, objectives, instruction, and assessment and /or creating positive learning environments that are responsive to state and national content standards, student needs, and best practice research.
2. (Knowledge) Using multiple assessments to inform their work and enhance student learning; understanding the appropriate use of information garnered from various assessments.
3. (Skills) Creating positive and safe learning environments, including organizing for effective classroom instruction and classroom management; linking theory to practice.
4. (Skills) Supporting student motivation to learn and student efficacy through selecting meaningful and developmentally appropriate materials and methodology and experiences.
5. (Dispositions) Committing to informing themselves about students to create supportive learning environments that encourage the academic, social, and personal growth of all students.

III. Candidates demonstrate commitment to diversity by
1. (Knowledge) Analyzing student abilities and disabilities, readiness, interests, cultural and linguistic backgrounds.
2. (Skills) Utilizing the principles of universal design for learning to enhance instruction for all learners, including the use of technology.
3. (Dispositions) Recognizing the importance of the social context of schooling.
4. (Dispositions) Collaborating with parents and other relevant parties.
5. (Dispositions) Holding realistically high expectations for all students.

IV. Candidates demonstrate critical reflection by
1. (Skills) Utilizing critical thinking in framing and solving educational problems.
2. (Dispositions) Taking other perspectives into account.
3. (Dispositions) Committing to engage in reflective practice.
4. (Dispositions) Adhering to a professional code of ethics in decision-making.

Assessment

Key programs assessments are aligned with the Conceptual Framework, CAEP, and professional standards as well as other state and national standards. Broadly, assessments that relate directly to the Conceptual Framework are evidenced throughout the various programs. Data on these assessments are collected and aggregated using the SOE's assessment system which allows programs to track candidate growth and development on the knowledge, skills, and dispositions articulated in the Conceptual Framework. Programs can use these data to monitor candidate performance and program-level outcomes. Below is a statement of various methods we utilize to develop a habit of Critical Reflection throughout our courses.

Incorporating Critical Reflection into University Classes

We believe Critical Reflection is being developed, supported, examined, and/or practiced whenever candidates are asked to:
1. Reflect on their experiences with learners utilizing an Academic, Social Efficiency, Developmentalist, Data-Driven, and/or Social Reconstructionist emphasis.
2. Take the perspective of another or analyze multiple perspectives while examining educational issues.
3. Analyze case studies and evaluate in-case decisions regarding curricula, instruction, classroom management, instructional leadership, and/or administrative leadership, including the social organization of schools.
4. Examine, judge, analyze, assess, defend, or evaluate topics, issues, or procedures that frame problems in educational contexts.
5. Practice constructivist views of teaching and learning by being attentive to active student engagement.
6. Articulate their own values, assumptions, and beliefs about teaching and learning, their students, their subject matter, and the nature of schooling.
7. Advocate for students.
8. Broaden their work with parents, the community, and educational policy arenas.

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APPENDIX C
Common Syllabus Format

Course Prefix, Number, Title
    Example: TEDU 6XX Writing As A Way of Learning

Semester: meeting days, times, location
    Example: Fall 2008   Wednesdays 7-9:40 PM   Oliver Hall 2119

Instructor: _____

Office Location: _____

Voicemail: _____

Email: _____

Department Phone:_____

Office Hours (days and times): _____

Course Text(s) including ISBN number
    Any other course resources to be purchased

I.   Course Description
        Either repeat that which is in the bulletin or write a more specific amplification

II.   Course Goals
        For some faculty this may be a statement of underlying philosophy, why the
        student will be given particular assignments, or why the course is constructed in a
        particular manner; or perhaps an explanation of the instructional and learning
        strategies employed; it should also comment on HOW the course addresses the
        program theme of "Educator as Critically Reflective Practitioner" if in NCATE
        accredited programs.

        In programs not governed by NCATE accreditation, statements that allude to
        program accreditation or program guidelines/standards should be addressed.

III.   Course Requirements
        Attendance, Participation, Deadlines – Policies, Expectations and Consequences

IV.   Evaluation and Assessment Explanation
        As appropriate, grading scale, point values.

V.   Textbooks - A list of all required texts, including ISBN number, author(s), title, and publisher as well as where the book can be purchased.

VI.   VCU Policies:

Statements for Syllabi and Blackboard Pages
(Last Updated December 2013)

The topics are:
1. VCU Email Policy
2. VCU Honor System: Upholding Academic Integrity
3. Student Conduct in the Classroom
4. Students with Disabilities
5. Statement on Military Short-Term Training or Deployment
6. Excused Absences for Students Representing the University
7. Campus Emergency Information
8. Important Dates
9. VCU Mobile
10. Class Registration Required for Attendance
11. Withdrawal from Classes
12. Student Financial Responsibility

Email Policy

Electronic mail or "email" is considered an official method for communication at VCU because it delivers information in a convenient, timely, cost effective, and environmentally aware manner. Students are expected to check their official VCU email on a frequent and consistent basis in order to remain informed of university-related communications. The university recommends checking email daily. Students are responsible for the consequences of not reading, in a timely fashion, university-related communications sent to their official VCU student email account. This policy ensures that all students have access to this important form of communication. It ensures students can be reached through a standardized channel by faculty and other staff of the university as needed. Mail sent to the VCU email address may include notification of university-related actions, including disciplinary action. Please read the policy in its entirety: http://www.ts.vcu.edu/kb/3407.html

VCU Honor System: Upholding Academic Integrity

The VCU Honor System policy describes the responsibilities of students, faculty, and administration in upholding academic integrity, while at the same time respecting the rights of individuals to the due process offered by administrative hearings and appeals. According to this policy, "Members of the academic community are required to conduct themselves in accordance with the highest standards of academic honesty and integrity." In addition, "All members of the VCU community are presumed to have an understanding of the VCU Honor System and are required to:

- Agree to be bound by the Honor System policy and its procedures;
- Report suspicion or knowledge of possible violations of the Honor System;

- Support an environment that reflects a commitment to academic integrity;
- Answer truthfully when called upon to do so regarding Honor System cases, and,
- Maintain confidentiality regarding specific information in Honor System cases."

The Honor System in its entirety can be reviewed on the Web at http://www.students.vcu.edu/studentconduct/vcu-honor-system/. More information can also be found on the Division of Student Affairs website at http://www.students.vcu.edu/.

Student Conduct in the Classroom

According to the *Faculty Guide to Student Conduct in Instructional Settings* (http://www.policy.vcu.edu/policies/education-student-life). "The university is a community of learners. Students, as well as faculty, have a responsibility for creating and maintaining an environment that supports effective instruction. In order for faculty members (including graduate teaching assistants) to provide and students to receive effective instruction in classrooms, laboratories, studios, online courses, and other learning areas, the university expects students to conduct themselves in an orderly and cooperative manner." Among other things, cell phones and beepers should be turned off while in the classroom. Also, the university Rules and Procedures prohibit anyone from having "in his possession any firearm, other weapon, or explosive, regardless of whether a license to possess the same has been issued, without the written authorization of the President of the university..." For more information, visit the VCU Insider online at https://docs.google.com/a/vcu.edu/file/d/0B7z3ZniSHWXVU1ZmcFpIQ1J2UXM/edit?pli=1.

Students with Disabilities

SECTION 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended require that VCU provides "academic adjustments" or "reasonable accommodations" to any student who has a physical or mental impairment that substantially limits a major life activity. To receive accommodations, students must request them by contacting the Disability Support Services Office on the Monroe Park Campus (828-2253) or the Division for Academic Success on the MCV campus (828-9782). More information is available at the Disability Support Services webpage: http://www.students.vcu.edu/dss/ or the Division for Academic Success webpage at http://das.vcu.edu/.

Any student who has a disability that requires an academic accommodation should schedule a meeting with the instructor at the student's earliest convenience. Additionally, if coursework requires the student to work in a lab environment, the student should advise the instructor or a department chairperson of any concerns that the student may have regarding safety issues related to a disability. Students should follow this procedure for all courses in the academic semester.

Statement on Military Short-Term Training or Deployment

If military students receive orders for short-term training or deployment, they should inform and present their orders to Military Student Services and to their professor(s). For further information on policies and procedures contact Military Services at 828-5993 or access the corresponding policies at http://www.militaryservices.vcu.edu/resources/.

Excused Absences for Students Representing the University

Students who represent the university (athletes and others) do not choose their schedules. Student athletes are required to attend games and/or meets. All student athletes should provide their schedules to their instructors at the beginning of the semester. The Intercollegiate Athletic Council strongly encourages faculty to treat missed classes or exams (because of a scheduling conflict) as excused absences and urges faculty to work with the students to make up the work or exam.

Campus Emergency information
What to Know and 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. Within the classroom, the professor will keep his or her phone on to receive any emergency transmissions.
- 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. Within the classroom, follow your professor's instructions.
- 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.
- Keep your permanent address and emergency contact information current in eServices.

Important Dates
Important dates for the Spring 2014 semester are available at:
http://academiccalendars.vcu.edu/ac_fullViewAll.asp?term=Spring+2014

VCU Mobile
The VCU Mobile application is a valuable tool to get the latest VCU information on the go. The application contains helpful information including the VCU directory, events, course schedules, campus maps, athletics and general VCU news, emergency information, library resources, Blackboard and more. To download the application on your smartphone or for more information, please visit http://m.vcu.edu.

Class Registration Required for Attendance
Students may attend only those classes for which they have registered. Faculty may not add students to class rosters. Therefore, if students are attending a class for which they have not registered, they must stop attending.

Withdrawal from Classes
Before withdrawing from classes, students should consult their instructor as well as other appropriate university offices. Withdrawing from classes may negatively impact a student's financial aid award and his or her semester charges. To discuss financial aid and the student bill, visit the Student Services Center at 1015 Harris Hall or contact a financial aid counselor at http://www.enrollment.vcu.edu/finaid/contact.html

Student Financial Responsibility

Students assume the responsibility of full payment of tuition and fees generated from their registration and all charges for housing and dining services, and other applicable miscellaneous charges.

VII.   VCU Emergencies: What to Know and Do To Be Prepared for Emergencies at VCU

1. Sign up to receive VCU text messaging alerts (http://www.vcu.edu/alert/notify). Keep your information up-to-date.
2. Know the safe evacuation route from each of your classrooms. Emergency evacuation routes are posted in on-campus classrooms.
3. Listen for and follow instructions from VCU or other designated authorities.
4. Know where to go for additional emergency information (http://www.vcu.edu/alert).
5. Know the emergency phone number for the VCU Police (828-1234). Report suspicious activities and objects.

VIII.   Class Schedule
- Meeting dates, course topics, course assignments
- A class schedule should accompany all course syllabi

IX.   Any other information the instructor wishes to include such information may include any applicable references to matters that will enhance the understanding by students and readers for learned societies (folios) or accrediting agencies.

APPENDIX D
Assessment

Office of Assessment and Technology Services

The Office of Assessment and Technology Services (OATS) is a new unit configured by merging the Office of Assessment with the Office of Technology Services. This has allowed the School of Education to better integrate technology into our assessment processes and to streamline how we collect assessment data.

Assessment is a key element in evaluating our programs and operations, and communicating the competencies of our graduates to accrediting and employing agencies. Programs have identified core competencies that graduates should have and have developed assessment maps for each of the SOE's programs. Program competencies are addressed in courses and activities that make up the programs. It is critical that faculty know what core competencies are intended to be covered in classes they teach, so that they can structure their classes appropriately to ensure that the competencies are both taught and assessed. Information about required competencies is available from the departments and is typically outlined on core syllabi. If you do not have a copy of the core syllabus, or have not aligned your course to the core competencies, please make sure to address this when you meet with your departmental faculty.

OAS Staff:

Dr. Angela Wetzel, Director of Assessment
(804) 828-8673
apwetzel@vcu.edu

Mr. David Spivey, Data and Assessment Specialist
(804) 827-1567
dwspivey@vcu.edu

APPENDIX E
Students Requiring Special Accommodations

Disability Support Services

907 Floyd Avenue
Room 102
Disability Support Services

Responsibilities

Office of Disability Support Services Responsibilities:
- Determine eligibility for services.
- Authorize appropriate academic accommodations.
- Assist faculty with regard to disability specific issues.
- Answer faculty questions.
- Help faculty resolve disability related disputes.

All students who identify themselves to faculty as a student with a disability or suspect they have a disability should be encouraged to identify themselves to the Coordinator of Disability Support Services (DSS) on their campus. Faculty should not provide any accommodation without first receiving accommodation letters from the Disability Support Services office.

Student Responsibilities for Requesting Accommodations:
- Register with Disability Support Services.
- Provide current documentation of the disability to the DSS Coordinator.
- Discuss accommodation needs with the DSS Coordinator.
- Give accommodation letters to professors.
- Monitor effectiveness of accommodations.

Faculty Responsibilities:

- Provide the accommodations that are listed on the student's accommodation letter.
- If a student with an invisible disability requests an accommodation without the DSS accommodation letter, have the student contact the DSS office to obtain appropriate accommodations.
- If a student with a visible disability requests an accommodation that appears appropriate (such as allowing a student to sit in the front of the classroom or providing large print materials), the faculty/staff should have the student contact the DSS office. In the meantime, faculty/staff should provide the accommodation, however also contact the DSS office to see if the accommodation request is appropriate.
- Respect student's privacy.

Questions about Appropriateness of Accommodations
If you have questions about accommodations, please contact the DSS office for clarification. In the meantime, continue to provide the accommodation listed on the student's accommodation letter until the issue has been resolved.

Official Identification and Certification of Disabilities

Identification
Students are responsible for self-identification.
- Students may elect to contact the Coordinator of Disability Support Services for formal identification at any time during their enrollment at VCU. Students are strongly encouraged to request accommodations at least four weeks prior to the first day of classes. Accommodations may not be available on the first day of instruction for students who do not request them at least four weeks prior to the first day of classes.
- Accommodations begin at the point that the professor receives the accommodation letter. Accommodations are not retroactive and hence will not apply to the part of the semester in which the letter was not received.

Certification
- Students with visible impairments may be required to present documentation upon request of the Coordinator. Reports from physicians or other medical professionals must be presented to the Coordinator, and are used for official identification and the determination of appropriate academic accommodations.
- Students with hidden disabilities such as learning or psychological disabilities or mental impairments may be required to present extensive and current documentation of their disability to the Coordinator for official identification. Examples of documentation could include psychiatric reports, psychological reports, and/or educational assessments.

Types of Academic Accommodations
The Coordinator of Disability Support Services will provide assistance to insure access to classes, programs, and activities, as necessary. Academic accommodations are determined on a case–by–case basis. Examples are:

Exam Modifications

Student Responsibility
Students who require exam modifications such as extended time, auxiliary aids, readers, scribes, proctors, interpreters, or print enlargers should make arrangements for those modifications through the Office of Disability Support Services on both campuses. Notification should be made at least one week prior to the exam date so that appropriate arrangements can be made.

Faculty Responsibility
It is the responsibility of the student to make arrangements with the DSS office a minimum of 1 week prior to the exam.

It is the responsibility of the faculty member to ensure that the exam is sent to the DSS Office prior to the testing date.

Exams can be mailed, delivered in person, emailed, or faxed to the DSS Office. If a faculty member is administering an exam, the following procedures should be kept in mind:

The student should be given the accommodation(s) as stated in their accommodation letter. This may involve:

- Providing a space where the possibility of any disturbances are minimal.
- Repeating the question a number of times to allow the student to process the information. The test administrator, to ensure accuracy, should repeat the answer given by the student.
- If the test is multiple–choice and administered orally, the test administrator may be asked to read the question and pair it with every possible answer.

The Academic Integrity Policy will apply in all examination modifications.
Priority Registration

Students may participate in priority registration by contacting the Coordinator of the Disability Support Services Office on the Monroe Park Campus only. The Coordinator can help the student with the process in situations that are appropriate.

Auxiliary Aids
The DSS Coordinator will assist in securing auxiliary aids for use by students with disabilities when the aforementioned is determined as essential for the provision of an equal opportunity to participate in VCU's programs, services, and activities. Auxiliary aids are services, equipment, and procedures that allow students with disabilities access to learning and activities in and out of the classroom. They include but are not limited to: sign language interpreters, real time captioning, adaptive technology, alternative media (Braille, tapes, scanned text, enlarged print), exam accommodations, etc.

Interpreters
The DSS Coordinator will secure oral or sign language interpreters when requested by students who are deaf or hard of hearing. A reasonable amount of time, such as 4 weeks prior to the first day of instruction, is strongly recommended. The University cannot guarantee that these services will be available on the first day of classes for those students who do not request them at least 4 weeks prior to the first day.

Library Assistance
The James Branch Cabell Library on the Monroe Park Campus and the Tompkins–McCaw Library on the MCV Campus offer accessible services to all students. The VCU Library staff will provide individualized orientations and assistance with library research and equipment. VCU students, faculty, and staff are encouraged to call or make an appointment at the Cabell Library Research and Reference Desk, (804) 828–1101, or Tompkins–McCaw Library Service Desk, (804) 828–0636.

Specialized equipment for accessing Library resources is available. Large screen computer monitors with screen enlarging and synthesized voice software, print scanning and reading equipment, and Closed Circuit Television (CCTV) machines for enlarging printed text, etc. For additional information, please go to http://www.library.vcu.edu/services/disability.html

Textbooks
Upon request, the DSS Coordinator will order textbooks in alternate format from Recordings for the Blind and Dyslexic for students with visual impairments and/or students with disabilities who have difficulty reading printed materials.

The DSS Coordinator will contact other sources for textbooks and other course–related materials not available from Recording for the Blind and Dyslexic. Students are strongly encouraged to request textbook and other course materials at least four weeks prior to the first day of instruction.

Tutoring
Monroe Park Campus: Students with disabilities who request tutoring services should be directed to the Coordinator of Tutoring Services housed in the Campus Learning Center, 109 N. Harrison Street.

MCV Campus: The Coordinator assists in securing peer tutors. Identifying tutors is not always easy or possible, so please give ample time for the search. Students are urged to contact the Coordinator in the Office of Disability Support Services, 1000 E. Marshall Street, Suite 301.

Note Takers
Students have the following options:
- Locating note takers on their own before involving the instructors or requesting assistance from their instructors in locating a note taker.
- Students must present the instructor with a letter that requests his/her assistance in locating a peer note taker in the class.
- If students or instructors are unable to find a note taker in the class, the student and/or instructor should inform the appropriate DSS Office so that they can attempt to locate a note taker or make other arrangements.
- If overhead displays are used, students may request paper copies from instructors.

Academic Requirement Accommodations Course Substitutions
Graduate and Undergraduate Students with Disabilities – Monroe Park Campus
Course requirements for degrees granted by Virginia Commonwealth University (VCU) are designed to provide a comprehensive education in both general education and in the student's major field of study. In awarding a degree, VCU recognizes the satisfactory completion of courses essential for the practice of the students' chosen profession or continued field of study and research. All admitted students are regarded as "otherwise qualified" to participate in any academic program with or without accommodations. Therefore, students with disabilities are not excused from degree requirements.

In certain limited instances where a student has a disability that is so profound that it precludes his/her ability to meet a course requirement, the student may petition for a course substitution. Course substitutions will only be granted in cases where failure to meet the graduation requirement(s) does not constitute a fundamental alteration in the nature of the university program or when the academic requirement(s) is not essential to the program of study or to meet licensing or certification requirements. Course substitution petitions are evaluated on a case–by–case basis.

Students with disabilities on the Monroe Park Campus, who wish to request a course substitution, will need to visit the DSS office for additional information. Students who are granted course substitutions will be required to replace the substituted course with one that teaches comparable skills and/or information. Therefore, students are strongly encouraged to request course substitutions as early as possible prior to their graduation date.

APPENDIX F
Faculty Guide to Student Conduct in
Instructional Settings Policy Statement and Purpose

The University is a community of learners. Students, as well as faculty, have a responsibility for creating and maintaining an environment that supports effective instruction. In order for faculty members (including graduate teaching assistants) to provide and students to receive effective instruction in classrooms, laboratories, studios, online courses, and other learning areas, the University expects students to conduct themselves in an orderly and cooperative manner. Occasionally, faculty members find that they cannot provide effective instruction because of disruptions which may result from such conduct as loud or prolonged side conversations; exaggerated movement of papers, books or other materials; excessive displays of affection; disruptions in online conversations; and unnecessary or repetitive questions or comments which seek to delay the normal instructional process.

Recognizing that part of the University's mission is to provide instruction through classroom and online teaching, the following faculty guidelines are intended to supplement existing University policies and to suggest alternative methods of addressing student conduct in the classroom setting or in online courses or discussions. Because both University instruction and human behavior vary greatly, these guidelines are not intended to be exclusive. Accordingly, faculty members may and should exercise their best judgment in setting standards of conduct for their classes and taking a reasonable approach in responding to any disruptive situation that confronts them.

Procedures

Instructional Setting Management Strategies

A faculty member may wish to include in a course syllabus, and/or describe in an introductory lecture, expected standards for class conduct. The following are some suggested strategies for class management:

1. Indicate that University students are entitled to receive instruction free from interference by other members of the class, a premise which supports an expectation that courtesy and consideration will be extended to one's fellow students and the instructor. A faculty member may also find it useful to specify that particular conduct is likely to be disturbing and thus inappropriate in the instructional setting, e.g., side conversations or leaving one's seat during a lecture.
2. Designate the last row of classroom seats (or some other area) as the available space for late arrivals and early departures. While students are expected to attend classes during assigned times, a faculty member may wish to encourage use of designated seats when variation is necessary. If unusual attendance circumstances exist, students may be encouraged to discuss alternative arrangements with the instructor in advance.
3. Distribute, post, or place in the course syllabus, the section titled "Student Conduct in the Classroom" which appears in the Undergraduate Bulletin.

4. Incorporate in course syllabi a statement that invites students with disabilities to self-identify.
5. Explain procedures that the faculty member intends to follow if class disruption occurs.
6. Designate in the syllabus that participation is a course requirement, and that students may be penalized by a lowering of the participation grade for disruptive behavior (see Other Considerations).

Options for Responding to Disruptive Students

1. Discussion with the student: An obvious initial approach in dealing with a disruptive student is discussion with the student about the behavior causing the disruption. This discussion should not be conducted in public. Should a discussion with a student reveal or signal to a faculty member that substance abuse or psychological disturbance may be a factor in the student's behavior, the faculty member may refer the student to the University Counseling Services (UCS). If circumstances warrant, the faculty member may call and arrange an appointment for the student at UCS or accompany the student to the Counseling Center. Faculty members are encouraged to document the date and nature of conversations with students regarding unacceptable class behavior.

   Should discussions with a student indicate that disruptive behavior might be related to a disability, faculty may
   a. call the Coordinator for Services for Students with Disabilities;
   b. refer disruptive students to University Counseling Services and/or the Academic Success Center; and refer to A Handbook on Educational Access: A Faculty Guide to Reasonable Accommodations and Academic Adjustments for Students with Disabilities for further information.

2. Consultation with departmental chairperson or other resource personnel: if conversation with a disruptive student does not produce a change in behavior, or if an initial disruptive incident is severe, a faculty member may discuss the situation with his or her departmental chairperson. For other assistance in dealing with the student, the faculty member may contact the Assistant Dean of the school or college, Director of the University Counseling Services, or the Dean of Student Affairs. If appropriate, a staff member from one of these offices may attend a class to observe the disruptive behavior in question. Or, in the case of online courses or discussions, be invited to read the e-mails in question.

3. Provision of written warning: if disruptive class behavior by a student is repetitive or severe, a faculty member may provide a written warning to the student regarding the unacceptable conduct. Generally, a written warning is most effective if it includes the following:
   a. the nature of the unacceptable behavior;
   b. the detrimental impact of the behavior on the class and the instructor; and
   c. possible consequences if the behavior continues.

A written warning is not required as a prerequisite to filing formal charges against a student pursuant to the University's Rules and Procedures.

4. Options in the event of extreme disruption: Several options are available to faculty members in the event the nature of the student disruption is so severe as to make continuation of effective instruction impossible under the circumstances. In such instances, a faculty member may:
   a. direct that a student leave the class for the remainder of the class period. In issuing a directive to leave, the faculty member is the sole judge to whether a student's conduct is sufficiently disruptive to warrant dismissal from the classroom;
   b. recess the class and contact the University Counseling Services for assistance. This action is generally appropriate if the behavior of the student appears to indicate substance abuse or psychological disturbance;
   c. recess the class and contact the VCU Campus Police for assistance. This action is generally appropriate if a disruptive student refuses to leave the class and assistance is required in order to remove the offending student from the classroom;
   d. adjourn the class and seek such assistance as the faculty member deems necessary.

5. In the case of online classes and discussions:
   a. set expectations for online discussions and enforce them. Delete inappropriate e-mail discussions and notify the student sending that their posting was inappropriate. For issues not directly related to the class but of interest to class members establish an online location, such as the "water cooler" or "parking lot;"
   b. diffuse inappropriate e-mails privately;
   c. confront disruptive students directly, either in person or by phone. E-mail is a written record available for grievance;
   d. direct the student sending inappropriate messages to post assignments to only the faculty member;
   e. limit the student's access for sending electronic messages to other students.

6. Submission of formal charges: The University's Rules and Procedures apply to all members of the University community, including students. Section III(A) (5) of the document provides that [n]o person, either singly or in concert with others, shall willfully: a. Disrupt or prevent the peaceful or orderly conduct of classes, lectures, meetings or other university functions, or interfere with the lawful freedom of other persons, including invited speakers, to express their views. If a faculty member believes that a student has violated Section III (A) (5), a charge in this regard may be filed against the student by submitting a written statement to the Dean of Student Affairs of the appropriate campus. Section V of the Rules and Procedures describes in detail the procedures by which a charge under that document is processed and resolved within the University. (Faculty members are reminded that the Rules and Procedures also provide a mechanism for filing charges against students for their behavior on campus, but outside of the classroom.)

Other Considerations

1. Based on the assumption that the course grade should be a reflection of the student's mastery of the subject matter in the course, the faculty member may not penalize disruptive behavior by lowering the course grade, unless class conduct has been identified on the syllabus as a course requirement.

2. Although a student's behavior may cause a temporary disruption in a class, this does not justify action on the part of the instructor that is retaliatory or vindictive in nature.

VCU Honor System
Policy Statement and Purpose

Section I: Introduction

Virginia Commonwealth University recognizes that honesty, truth and integrity are values central to its mission as an institution of higher education. In a community devoted to learning, a foundation of honor must exist if that community is to thrive with respect and harmony. Therefore, members of the academic community are required to conduct themselves in accordance with the highest standards of academic honesty and integrity. The Honor System Pledge is "On my honor, I have neither given nor received aid on this assignment, and I pledge that I am in compliance with the VCU Honor System". Neither the presence nor the absence of a signed pledge statement, however, shall prevent a student from being charged with a possible violation or from being held to the standards of the Honor System.

Section II: Rights and Responsibilities of the VCU Community:

All members of the VCU community are presumed to have an understanding of the VCU Honor System and are required to:
- Agree to be bound by the Honor System policy and its procedures;
- Report suspicion or knowledge of possible violations of the Honor System;
- Support an environment that reflects a commitment to academic integrity;
- Answer truthfully when called upon to do so regarding Honor System cases, and;
- Maintain confidentiality regarding specific information in Honor System cases.

However, facts, principles, and problems raised by cases, the knowledge of which benefit the Honor System and Honor Education, may be discussed with appropriate faculty and administrative representatives.

VCU Students: All VCU students are presumed upon enrollment to have acquainted themselves with and have an understanding of the Honor System. Therefore, it is a student's responsibility to ask course instructors to clarify expectations for each assignment in order to be in compliance with the Honor System.

VCU Instructors: To reinforce the terms and importance of the Honor System, all VCU instructors are expected to discuss the Honor System at the beginning of a course, to include a section on the Honor System in course syllabi and to assess academic work on the specific assignment/exam as if there were no violations of the Honor System, until and unless otherwise determined by the Honor System.

Section III: Possible Violations

Academic dishonesty jeopardizes the quality of education and depreciates the genuine achievements of others. Academic dishonesty by a student will not be tolerated and will be treated in accordance with the procedures as outlined in the Honor System. If a student violates

the Honor System, that student will suffer consequences. However, appropriate opportunities to remediate the situation and for the student to learn and to grow from the mistake will be considered. The categories of academic dishonesty include, but are not limited to, any deliberate and dishonest act that results in, or could result in, a student receiving an unfair advantage in an academic matter:

- **Plagiarism:** Representing the words, ideas, facts, opinions, theories, illustrations, tables or any part of another's work as one's own on academic assignment without customary and proper acknowledgment of the source;
- **Cheating:** Receiving, giving and attempting to receive or give unauthorized assistance, such as materials, devices, information, notes or sources, on academic matters;
- **Lying:** Transferring, transmitting or communicating any false statements concerning academic matters;
- **Stealing:** Taking or making academic materials inaccessible, thereby temporarily or permanently depriving others of its use or possession, and;
- **Facilitation:** Helping or soliciting another person to commit an act of academic dishonesty.

Section IV: Sanctions

All proven cases of Honor System violations will be sanctioned appropriately under the relevant circumstances. Sanctions assigned by the Honor System are intended to address specific violations. In some cases, however, the assignment of a sanction may result in the lowering of the accused's cumulative grade point average, the accused's loss of a graduate assistantship or the accused's dismissal from further enrollment in a program. Although the Honor System can consider and assign other sanctions, the recommended sanction for a student's first violation is an 'F' for an assigned course grade. Although the Honor System can consider and assign other sanctions, the recommended sanction for a subsequent determination of an honors violation is Suspension for at least three semesters.

Any student found guilty of an Honor System violation shall be subject to one or more of the following sanctions:

Honor Probation - Honor Probation is a written warning that indicates that a subsequent determination of an honors violation may result in a sanction of Suspension and/or Expulsion.

Other Relevant Sanction - The Honor Council may assign other relevant sanctions, including, but not limited to, restitution, community service, special projects and special educational requirements. A student who fails to complete these sanctions, fails to provide documentation of completion of the sanctions, or who commits an honor violation while completing these sanctions, shall be required to appear before an Honor Council. At that time, the student shall be considered under the recommendation for a subsequent violation.

Assignment of Grade on a Test/Paper/Assignment - A grade of "0" can be assigned for a test/paper/assignment. The grade shall be factored into the course grade.

Assignment of Course Grade - A course grade of 'F' can be assigned for the course in which the accused committed the violation. Grades assigned by the Honor System may not be voided by withdrawal from a course, withdrawal from the University, by use of the Repeat Course Option or through the Grade Appeal Procedure. A transcript notation shall be placed for this sanction. This sanction is a University disciplinary action that may be reported to external agencies upon request.

Suspension - Suspension is a separation from the University for a specified period of time, not to exceed two years. After the suspension has been served, a student may be permitted to resume classes. A transcript notation shall be placed for this sanction. This sanction is a University disciplinary action that may be reported to external agencies upon request.

Expulsion - Expulsion is a separation from the University for an unspecified period of time. After five years, a student who has been expelled may petition the Honor Council for permission to make application for readmission to the University. An expelled student who is permitted to apply shall meet all other University admission requirements and will be judged competitively with other applicants. A transcript notation shall be placed for this sanction. This sanction is a University disciplinary action that may be reported to external agencies upon request.

Revocation - When a violation invalidates a major piece of work required for a degree, then the sanction may include a recommendation to the University President for rejection of a thesis or dissertation or revocation of a degree or certificate. A transcript notation shall be placed for this sanction. This sanction is a University disciplinary action that will be reported to external agencies upon request.

Section V: Rights and Responsibilities Arising From Possible Violations:

Accused
In all cases, the accused shall be accorded and informed of the following rights:
- To a status of good standing at the University and a presumption of innocence until otherwise determined by the Honor System based upon clear and convincing evidence to support a finding of guilt;
- To remain silent at any meeting or hearing;
- To refrain from admitting self guilt at any time;
- To a reasonable time frame, at least seven days after receiving notification of the possible violation excluding weekends and official University holidays, within which to prepare a response to the possible violation;
- To request that the case be referred to an Honor Council hearing after an initial investigation and determination;
- To appeal, upon request within the specified time frame, any decision until final determination by the President, and;
- To procure and to utilize an advisor (not an attorney).

Accused and the Accuser
In all cases, the accused and the accuser shall be accorded and informed of the following rights and responsibilities:

Rights
- To obtain a current copy of the Honor System;
- To obtain a list of Honor Council members;
- To a reasonable written notice of facts and information underlying the possible violation, including but not limited to, a statement of the possible violation, the accuser's identity and the sanctions to which the accused may be subject if found guilty;
- To obtain, present, question and refute evidence utilized as part of an investigation or determination;
- To a meeting or hearing at which both the accuser and the accused may be represented and the accuracy of the possible violation determined;
- To an investigation of a possible violation, to be conducted promptly, insofar as possible, and in a manner that minimizes public disclosure of either's identity;
- To a reasonable written notice of an Honor Council hearing, if arranged, that would be held no sooner than five days, excluding weekends, holidays and official University holidays, and no later than 20 days, excluding weekends and official University holidays, from the date of receipt of written notification of the hearing;
- The right to a closed hearing, if requested, except for observers to be chosen by the accuser, the accused, the Honor System Administrator, or the Executive Board;
- To request a reasonable delay, for cause, before or after an Honor Council hearing is scheduled;
- To appeal, upon request within the specified time frame, the pre-hearing determination and/or the sanction, and;
- To participate in a meeting, upon request, with the Academic Integrity Officer or the Chair of the Honor Council hearing to discuss the rationale behind the determination and/or sanction.

Responsibilities:
- To read and to respond promptly to all communication regarding the Honor System;
- To make truthful statements during an investigation, meeting or hearing;
- To refrain from harassing, pressuring or intimidating the accuser, the accused and other relevant parties involved in the case, and;
- To report any harassment, pressure or intimidation arising from an Honor System case.

Section VI: Executive Board

The Executive Board shall be comprised of four graduate/professional students, four undergraduate students, six faculty members and the Honor System Administrator. Faculty and students will be drawn from the Honor Council membership. The Executive Board shall serve for one year and may be re-appointed. The Executive Board responsibilities shall include, but are not limited to, assisting with orienting Honor Council members to the Honor System, including issues of confidentiality and review of procedures, surveying each accuser and accused from the previous year to determine their level of satisfaction with the Honor System, and reviewing annually the Honor System procedures and recommending changes if needed.

Section VII: Honor System Administrator

The Provost and Vice President for Academic Affairs shall designate an Honor System Administrator and an alternate Administrator. In the absence of the Administrator, the alternate will serve. The Administrator and alternate shall be responsible for, but not be limited to:

- Orienting Honor Council members to the Honor System;
- Assigning the Academic Integrity Officer to investigate possible violations;
- As needed, assigning an investigator other than the Academic Integrity Office to investigate possible violations. This may be at the request of the accused or accuser if there appears a bias or conflict of interest or to ensure that an investigation and determination is completed within the timeframe specified by this document;
- Coordinating Executive Board meetings and Honor Council hearings;
- Providing direction when there are questions regarding policy and procedures;
- Reviewing findings and determinations regarding policy and procedures;
- Maintaining case records;
- Submitting annually to the University community a report on honor violations and sanctions, omitting any identifying information from the cases, and;
- Responding to requests for information, when permissible by law or by the relevant parties, from internal and external sources.

Section VIII: Academic Integrity Officer

Under the direction of the Honor System Administrator or alternate Administrator, an Academic Integrity Officer will have responsibility for:

- Investigating all Honor System allegations;
- Completing the investigation and issuing a determination within 30 calendar days of being assigned a case;
- Assigning sanctions or referring the case to the Honor System;
- Presenting the facts in regard to the investigation, determination and evidence at Honor System hearings, and;
- Preparing and keeping a deidentified record of pertinent facts on each case.

Section IX: Honor Council

Honor Council members shall be current VCU students and faculty who are elected, selected, or appointed. Faculty appointments will take into account the diversity of the VCU faculty and input from the Faculty Senate. Student appointments will take into account the diversity of the student body and input from the Student Government Associations. In order to serve, students must be in good academic and disciplinary standing, not have a pending honors violation and not have been found guilty previously of an honors violation. All Honor Council members shall receive training prior to acting officially in any Honor System capacity.

Section X: Procedure

Filing of possible violation: If a member of the VCU community identifies a possible violation, an initial description of the possible violation must be filed in writing with the Honor System Administrator within 30 calendar days of discovery. Discovery occurs only when the accuser

possesses sufficient proof of a possible violation. At any point after a case has been filed, it may be withdrawn. A possible violation that is filed after the 30-day deadline will not be considered.

The accused, the accuser and the course instructor shall be notified in writing via VCU email, the U.S. Postal Service and/or other appropriate means of communication that a notice of a possible violation has been filed and that an investigation will occur. The accused and the accuser shall each be assigned and/or shall select an Honor Council member who may serve as an advisor. Additionally, the accused and the accuser each have the right to select someone other than an Honor Council member, not an attorney, to be an advisor. The accused and the accuser will each be encouraged to meet with an advisor to review the Honor System and his/her rights and responsibilities. The Academic Integrity Officer shall also inform the accused and accuser of all rights and responsibilities. The accused shall be informed that the University will not issue a degree to any student accused of a possible violation of the Honor System until a case has been investigated and adjudicated completely, including appeals.

Investigation of possible violation: The Academic Integrity Officer will undertake an investigation and issue a determination. The investigation may include, but is not limited to, meeting with and taking statements from the accuser and the accused, seeking information from other students, faculty or staff, reviewing the accused's transcript, exams, papers and other relevant material, and conducting other actions as appropriate. All parties involved in the investigation shall maintain confidentiality regarding information and all documents shall be maintained in a secure file.

Determination of possible violation: Within 30 calendar days of being assigned a case the Academic Integrity Officer shall complete an investigation and issue a determination. The 30-day deadline can be extended by the Honor System Administrator in special circumstances when parties required for completion of the investigation are unavailable during that time period. The determination shall include a finding as to whether the student is innocent or guilty of an honor violation and, if found guilty, assign a sanction. The accused, the accuser and the course instructor shall be notified of the determination within five days, excluding weekends and University holidays.

A case will be referred to the Honor Council if the accused is on Honor Probation, there are multiple possible violations or if the Academic Integrity Officer determines that the possible violation could warrant a sanction of Suspension, Expulsion, or Revocation. In these cases, an Honor Council hearing shall be convened to determine whether the student is innocent or guilty of an honor violation and, if found guilty, assign a sanction.

If it is determined that the accused has not violated the Honor System, and there is no appeal by the accused or the accuser, the case shall be finalized. All documents related to the case shall be returned to the original sources and/or destroyed. The accused, the accuser and the course instructor shall be notified in writing of the determination within five days, excluding weekends and University holidays.
If it is determined that the accused has violated the Honor System, and there is no appeal by the accused or the accuser, the case shall be finalized. The accused, the accuser and the course instructor shall be notified in writing of the determination within five days, excluding weekends

and University holidays. Sanctions assigned by the Honor System shall go into effect when the case becomes final.

Appeals of Academic Integrity Officer determination: The accused and the accuser have the right to request that the determination of the Academic Integrity Officer be appealed to the Honor Council. The request must be filed with the Honor System Administrator within five days of receipt of the determination notification, excluding weekends and University holidays. Upon receipt of an appeal, an Honor Council hearing shall be convened.

Section XI: Hearings

An Honor Council hearing panel shall consist of five members: three students, two faculty, and one non-voting Chair. An Executive Board student member shall serve as the non-voting Chair. The Administrator or alternate shall attend the hearing to assist the Chair. The required number of Honor Council members must be present in order to hold the hearing.

The three student members shall be of the same classification as the accused (i.e., undergraduate or graduate/professional). One of the student members shall be, if possible, from the accused's school. Honor Council members shall disqualify themselves from a hearing in which they have a conflict of interest with either the accuser or the accused. In these instances, an alternate member shall be assigned.

Honor Council hearings shall be flexible enough to provide for the consideration of all information. If the accused does not appear for a hearing either through refusal to attend, failure to locate following a good-faith attempt to do so, or by withdrawal from the University, the hearing shall proceed without the accused.

The following general format used for Honor Council hearings shall include, but is not limited to:
- Introduction of Honor Council members and participants in the case;
- Statement of the date, time, and location of the hearing;
- Brief summary of the possible violation;
- Reminder to the accused and the accuser of all afforded rights and responsibilities;
- Reminder to the accused that it is an honor violation to make knowingly false statements to the Honor Council;
- Reminder that the accused is considered not in violation of the Honor System unless there is clear and convincing evidence. Clear and convincing evidence requires that the evidence presented by the accuser must convince the Honor Council that it is substantially more likely than not that the accused has violated the Honor System;
- Reminder that the University community considers violations of the Honor System to be serious infractions;
- Reminder that the Honor System exists to protect honest students and alumni from those who gain, or seek to gain, an unfair advantage in an academic setting;
- Reminder that the hearing, but not the deliberations, is being recorded;
- Questions by the Honor Council, accused or accuser at any time;
- Presentation of evidence and witnesses by the accuser;

- Presentation of the investigation, the determination, and evidence by the Academic Integrity Officer;
- Presentation of evidence or witnesses by the accused or accused's advisor;
- Closing statement by the accuser, and;
- Closing statement by the accused or accused's advisor.

Section XII: Honor Council Deliberations

After the hearing, the Honor Council goes into closed-session deliberations. The Administrator or designee shall not be present for the deliberations. The purposes of the deliberations are to apply the standard of clear and convincing evidence to determine if the accused is guilty of violating the Honor System and, if there has been a violation, to assess a sanction. If there are multiple possible violations, the members shall determine if the accused is guilty on each possible violation. Members will state their opinions on each possible violation. Four of the five members must concur to determine that the accused is in violation of the Honor System. When there is a determination that a violation has been committed, there shall be a discussion of the sanction.

Members shall state their opinions and rationale regarding the sanction. Three of the five voting members must concur to determine the sanction. The Chair shall notify the Administrator or designee of the Honor Council's determination. The decision shall be to the accused, the accuser, the course instructor, and the dean of the accused's school within five days, excluding weekends and University holidays.

Section XIII: Appeal of Honor Council Finding

If the accused is determined by an Honor Council hearing to have violated the Honor System, the accused may request, within five days of receipt of notification, excluding weekends and University holidays, that the case be sent to the University Appeal Board.
A University Appeal Board hearing shall be convened and all parties shall be notified.
The Chair shall represent the Honor Council before the Appeal Board and the accused and accuser may be accompanied by an advisor, not a lawyer serving as legal counsel, who may participate in the appeal hearing.

In considering an appeal, the University Appeal Board shall consider only the following issues:
- Whether the Honor Council's process was conducted fairly and in accordance with prescribed procedures;
- Whether there is new evidence or relevant information not available at the time of the Honor Council hearing that, if consequential, may result in a remanding of the case to an Honor Council;
- Whether the original decision was supported by substantial evidence;
- Whether the Honor System was improperly interpreted or misapplied by the Honor Council, or;
- Whether the sanction imposed was proportionate to the gravity of the violation.

The University Appeal Board can recommend dismissal of some or all of the possible violation, assignment of the same or different sanction, remanding the case to the Honor Council, and/or affirm the Honor Council's decision. The University Appeal Board cannot recommend imposition of a higher sanction than was assigned by the Honor Council. The University Appeal Board's recommendation and the case material shall be submitted to the President, or designee, for review and action. The decision of the President is final. If the President upholds the finding of guilt and the sanction, the sanction shall take effect retroactive to the initial determination of being in violation of the Honor System.

Section XIV: Records

All Honor System records shall be maintained with sufficient safeguards to ensure confidentiality. An annual summary report of all cases, with all identifying information removed, shall be made available to the VCU Board of Visitors. The summary report may be made available upon request to internal or external sources at the University's discretion. With respect for confidentiality and regardless of the finding of guilt or innocence, the Academic Integrity Officer or the Honor System Administrator shall prepare and keep a record of pertinent facts on each case. Deidentified cases and composite data will serve the purpose of honor education for the University community.

All records of Honor System violations and sanctions assessed not involving Suspension or Expulsion shall be kept at least until completion of the academic program in which the student is enrolled at the time of the violation or three academic years following the violation, whichever is longer. A transcript notation that is assigned by the Honor System will remain on the student's transcript. No earlier than five years from the date the sanction was assessed, a student may request removal of transcript notations except those for Suspension, Expulsion or Revocation. All records of violations and sanctions involving Suspension, Expulsion, or Revocation shall be maintained permanently by the Provost and Vice President for Academic Affairs, or designee, with sufficient safeguards to ensure confidentiality.

Section XV: Amendments

The Executive Board shall review annually all procedures and may make recommended changes to the Provost and Vice President for Academic Affairs. The Provost and Vice President for Academic Affairs may appoint a committee to conduct a complete review of the Honor System at any time, but at least every five years. The Provost and Vice President for Academic Affairs shall forward all proposed revisions to the Honor System to the University community, including the Faculty Senate and the Monroe Park Campus and MCV Campus Student Government Associations, for review and comment. Final revisions shall be submitted to the University Council for action in accordance with its normal procedures. Revisions as approved by the University Council shall be forwarded to the Board of Visitors for final approval and will become effective as soon as practical following BOV approval.
Approved by University Council: October 19, 2006
Approved by Board of Visitors: November 16, 2006
Effective: Fall 2007

WHO SHOULD READ THIS POLICY:
- All Students
- All Faculty
- All Administrators

CONTACTS:
General and specific questions about this policy can be answered by the Provost and Vice President for Academic Affairs.

APPENDIX H
Grade Review Policy

Undergraduate and graduate students of Virginia Commonwealth University have a right to appeal course grades they consider to have been arbitrarily or capriciously assigned or assigned without regard for the criteria, requirements and procedures of the course stated in the syllabus or guidelines for assignments. Grades determined by actions under authority of the Virginia Commonwealth University Honor System may not be appealed through this procedure, nor may dismissals that have occurred as a result of correctly derived course grades.

Though the faculty has the responsibility for assigning grades on the basis of academic criteria, such grade designations can sometimes raise conflicts. Thus, while affirming the importance of maintaining standards of excellence and the integrity of the teaching/learning process, the University and its faculty also recognize that, on occasion, grades may be inappropriately assigned. Should such conflicts occur, students have a right to be fairly heard. When discrepancies occur concerning the grading process, the welfare and integrity of both faculty and students are equally important. This document is in no way intended to compromise the work of the faculty.

The faculty member (or members, in the case of a jointly taught course) bear the responsibility for specifying in writing at the beginning of each class section the formal requirements of the course and the weights that will be employed in determining the final course grade. The faculty member(s) shall apply relevant grading criteria uniformly to all members of the class.

I. Initiating an Appeal

When a student has evidence that a final grade has not been assigned in accordance with the stated criteria, the student shall discuss it first with the faculty member. The faculty member will explain how the final grade was determined. If the student continues to feel that the grade was incorrectly assigned, a written appeal may be submitted to the chair of the department in which the course was taught. Students appealing grades assume the burden of proof. The appeal shall state and support with all available evidence the reasons why the student believes the grade should be changed.

For grades awarded for the fall semester, the written appeal must be submitted no later than 14 calendar days after the beginning of the spring semester. For grades awarded for the spring semester or summer sessions, the written appeal must be submitted no later than 14 days after the first day of the fall semester. For schools that have a summer session or other less common sessions, school policies may specify other deadlines to ensure a timely appeal. Appeals submitted after the deadline will be heard only in exceptional cases, as determined by the appropriate vice-president.

The grade issued by the faculty member shall remain in effect throughout the appeal procedure. With some exceptions, students shall be permitted to register for any course for which they are otherwise qualified and for which a prerequisite is successful completion of the course that is being appealed. If the committee upholds a failing grade in the prerequisite course, the student

shall be dropped from the course without financial penalty. If academic suspension then results from the grade which was upheld, it shall be carried out at the end of the grade appeal procedure. In instances in which the failing grade is in a prerequisite course in which safety or well-being of clients, patients or the public is involved, the student shall not be allowed to enroll in the subsequent courses in which safety and well-being may be at issue until and unless the appeal is resolved in the student's favor. In these cases, the student who wishes to appeal is advised to do so as soon as possible and it is the responsibility of the school to move the appeal process expeditiously.

II. Mediation

The chair of the department shall attempt to mediate an amicable solution within two weeks of receipt of the written appeal. If the complaint is not resolved, the chair shall forward the student's appeal to the dean (or appropriate associate/assistant dean) of the school in which the course was taught. The chair shall also submit to the dean in writing the recommendation made to the two parties regarding the appropriateness of the grade. If the grade being appealed was assigned by the chair of the department, the dean shall assume the mediation responsibility. If the grade being appealed was assigned by the dean, the mediation responsibility will fall to the appropriate vice president.

III. The Grade Review Committee

The dean shall form a Grade Review Committee and designate the chair. The committee has the option of either raising the grade or leaving the grade unchanged.

The committee shall consist of one non-voting faculty chair, two faculty members, and two students selected by the dean from disciplines whose methods and techniques of teaching and testing are as similar as possible to those of the discipline of the course in question. If the course is multi-disciplinary and the instructor(s) whose grade is being appealed does not belong administratively in the school in which the course was taught, the committee shall have at least one of the faculty members from the instructor's school. Either party may challenge the committee's membership for cause within a week of being informed of the membership. The dean shall determine if there is sufficient cause to remove the challenged committee member.

The committee shall meet initially to examine the written appeal and the department chair's recommendation. It can require the faculty member(s) to turn over to the committee grade records for that class or section and any tests, papers, and examinations by students of that class which they may possess. The committee may require the student bringing the appeal to turn over all tests, papers, or other evaluations that have been returned and all existing evidence that an improper grade was awarded. The committee shall disregard any claim that a test or paper that has been returned to a student was unjustly graded unless that test or paper is produced for the committee's inspection.

After examining the materials, the committee may, by a majority vote, decline to hear an appeal that it judges to be patently without merit. Otherwise, the committee will authorize its chair to

arrange a date for a hearing. The chair of the committee shall meet with each party prior to the hearing to explain the rules and procedures of the hearing.

IV. The Grade Review Hearing

Grade appeal hearings will be open, closed, or partially open (i.e., a few close associates of each party may attend) by agreement of the appealing student and the faculty member(s) and the chair of the committee of the appealing student. In case of disagreement, the committee shall decide. The chair has the option to declare closed an open or partially open hearing in cases of disruption or in order to ensure necessary confidentiality.

Both parties may have with them an advisor of their choice (who may not be an attorney), with whom they may consult but who will not participate in the questioning of witnesses and presentation of evidence unless the opposing party and chair agree to it. The committee shall ask any member of the VCU community whose testimony it deems relevant to be available at an agreed-upon time to give testimony.

Either party may present additional witnesses as long as they remain within their allotted time and their testimony is directly relevant to the course at issue. Performance in other courses is not relevant. Witnesses other than the appealing student and the faculty member(s) shall be excluded from the hearing except when testifying.

A hearing shall begin with the student outlining the reasons for the appeal and all evidence that exists of an improper grade. The faculty member(s) shall then explain the criteria used for the original grade assigned. Each party will have a time period not to exceed two hours in which to present a position.

The committee shall determine in executive session whether the grade was justified according to the course in which the grade was given. If the evidence is that the grade was determined according to the stated objectives, criteria and grading procedures of the course, the committee shall uphold the grade. The committee should also take into account that purposes, methods, requirements, and grading criteria differ from course to course and that difference is a legitimate characteristic of a university and its faculty. Further, the grade in some courses may be partly or solely determined by a faculty member's professional judgment, which in itself cannot be overturned without evidence that the judgment was arbitrarily or capriciously rendered. The committee shall consider (a) whether the faculty member(s) articulated the criteria to be used (some criteria may be implicit within the discipline), (b) whether those criteria were actually used to determine the final grade, and (c) whether the results of the evaluation were communicated to the student.

No grade may be changed except by a vote of at least three out of four voting members. When the committee has reached a decision, the committee chair shall submit to the dean in writing the decision and the reasons for it. The dean shall communicate in writing the decision of the committee to the appealing student, faculty member(s), and the department chair. If the grade has been changed, the dean shall also notify the registrar.

The evidence, proceedings, and the final decision of the committee shall remain confidential. All documents shall be held in a confidential file by the dean for one year. The party from whom a document was obtained may request that it be returned at the end of the year. All documentation not returned shall be destroyed by the dean one year later.

* In instances in which the dean of the school chooses for the appropriate associate/assistant dean to manage the grade appeal, the term "associate/assistant dean" may be substituted for the term "dean" throughout this document.

Approved by the University Assembly December 3, 1981. Effective February 15, 1982.
Revised September 1996. Effective August 15, 1997.

Please note: Any student who has questions about initiating an appeal using the Grade Review Procedure should call the office of the dean of his/her school or college.

APPENDIX I
University Services for Adjunct Faculty

Adjunct faculty provide important instruction in a variety of disciplines. As an adjunct faculty member, you have access to many services through your employment with VCU. Some of those services are listed below.

Human Resources (*http://www.hr.vcu.edu/*)
>   1000 E. Marshall St. and 600 W. Franklin St.)
>   Human Resource (HR) Services (225-4196)

HR Services staff assist with new employee paperwork and general HR and University programs, benefits, services and materials. Adjunct faculty are eligible to participate in the university sponsored Tax Deferred Annuity and Deferred Compensation programs.

Work/Life Resources (828-1533, worklife@vcu.edu**)**

This office offers information, support and assistance needed to balance work and home life responsibilities. Services include:

- Relocation information (real estate, schools, etc.) to aid in transition to the Richmond area. Also provided is employment and referral information for the spouses/partners of candidates and new hires.

- Child and adult resource and referral for care options in the surrounding area and across the country.

- Employee discounts for services such as child care centers, health and fitness centers, house cleaning, pet needs, etc., as well as recreational discounts for entertainment such as theme parks, warehouse clubs, and dining clubs.

- Referral list of individuals within the University community who can sit with children or adults.

- Lunchtime seminars, newsletter, support/information groups, and resource library.

Employee Relations (828-1510, emprel@vcu.edu**)**

Employee Relations specialists are available to consult with adjunct faculty on work-related issues and to discuss the University's employment policy guidelines including appointment, reassignment, resignation, and non-renewal/non-continuation of appointment. The Employee Relations office also administers the University's mediation programs in which trained mediators assist parties in conflict in discussing issues and developing solutions for a problem.

Workers' Compensation (828-1533)

Adjunct faculty are eligible for health and income benefits for occupational injuries or illnesses that arise out of and in the course of their employment with VCU. Accident and physician selection forms are available on the HR website or through the Workers' Compensation office.

Employee Health Services (West Hospital, 1st floor, 828-0584)

In addition to providing evaluation and treatment of occupational injuries and illnesses, Employee Health services include:

- Annual preventive flu shots on both campuses;

- Administration of medication provided by the employee for maintenance allergy shots or other injected medications;

- Blood pressure checks for employees on blood pressure medication;

- Referrals to other physicians and sub-specialists within the VCU Medical Center.

VCU Human Resource Division Revised December 2004 (9/00)

Technology Services (Help Desk – 828-2227)
http://www.ts.vcu.edu/it-support-center/
Academic Campus - Cabell Library, Room B-9
MCV Campus - Sanger Hall, Room B3-015

Adjunct faculty may setup their Blackboard/e-mail account online http://www.ts.vcu.edu/askit/knowledge-base/blackboard/ If assistance is need, call the IT Help Desk or visit one of the locations shown above.

To learn more about the services offered by Technology Services, visit the IT website at http://www.ts.vcu.edu/, or visit one of the campus locations.

Business Services (*http://www.bsv.vcu.edu*)

Dining Services (1111 W. Broad St, 828-1148, *http://www.bsv.vcu.edu/vcufood/*)

The Dining Services webpage provides information for residential/retail campus dining locations, menus, dining plans, catering, vending, and program events. Additional information may be obtained by calling Dining Services at 828-1148 or by emailing dining@vcu.edu.

Office of Parking and Transportation *(http://www.parking.vcu.edu/)*
Academic Campus – 1108 A West Broad Street, 828-PARK (7275)
MCV Campus – 659 N. 8th Street, 828-PARK (7275)

Parking for adjunct faculty is available on both campuses of Virginia Commonwealth University and may be obtained by purchasing adjunct or evening decals at either Parking Office. Parking applications also may be obtained by visiting our website or by visiting or calling either campus location.

University Bookstores – Barnes and Noble (*vcu.bncollege.com/*)
 Academic Campus - W. Broad St. Parking Deck: 828-1678

Campus Police (828-1234 emergencies, 828-1196 information,
(*http://www.vcu.edu/police/index.html*)

The Campus Police assist employees in reporting crime on campus and respond to inquiries about safety issues. Other services include:

- Security escort service provides a safe ride or walk to locations within the University's service area from 5 p.m. to 7 a.m. seven days a week upon presentation of a valid VCUCard; call 828-WALK (9255).

- Victim witness program offers help to any victims or witnesses of crime occurring on or off campus through support, assistance with emergency housing, guidance in negotiating the court systems, and referral to counseling when needed.

- Rape Aggression Defense (RAD) classes are taught by trained police officers to provide skills for self-defense and escape. More information is available by calling 828-8730.

Please discuss your needs with store staff so we can better serve your students.
VCU Human Resource Division Revised December 2004 (9/00) VCU Human Resource Division Revised December 2004 (9/00)

Recreational Sports (827-1100, (*http://www.recsports.vcu.edu/*)
Adjunct faculty are eligible to purchase membership to Recreational Sports facilities and programs while employed at VCU. The annual membership fee is $120 and is prorated for each semester unless the faculty member verifies University employment for the year. Facilities include the Stuart C. Siegel Center, Cary Street Recreation Complex, the MCV Campus Recreation and Aquatic Center, and the Franklin Street Pool. Programs include Outdoor Adventure, fitness, aquatics, informal recreation, and intramural activities.
For additional information or to request a copy of the Program guide available at the beginning of each semester, please call 827-1100.

VCUCard (828-8385, (*https://vcucard.vcu.edu/*)
Your employment identification card is called the VCUCard. The VCUCard provides you access to a variety of services such as library checkout, VCU Shuttle Bus service, and building access. Additional optional services offered to holders of the VCUCard include debit accounts for convenient purchase of food and bookstore items on campus, purchases at some off campus retailers, vending accounts for copying and printing, and long distance calling card services.

VCU Center for Psychological Services and Development (828-8069)
The VCU Center for Psychological Services and Development is a mental health training center that provides a range of counseling and career services to University employees and other consumers in the greater metropolitan area. Services include individual, couples, and family counseling for adults, adolescents, and children. The Center also provides career counseling and career assessment. In conjunction with the Center's Workplace Initiatives Program, training and consultation services are offered in the workplace. Call for an appointment or for additional information. The Center is located at 612 N Lombardy St, Richmond, VA 23284.

VCU Libraries (*http://www.library.vcu.edu*)
> Academic Campus – Cabell Library, 901 Park Avenue, 828-1111
>
> MCV Campus – Tompkins-McCaw Library, 509 N. 12th Street, 828-0636

The VCU Libraries offers a full complement of instruction and outreach services to facilitate the effective use of library resources and collections. Designed to meet the informational and research needs of VCU students, faculty, and staff, instruction and outreach services are free and available both on-site and via the web.

The VCU Libraries is the 3rd largest research library in Virginia, advancing teaching, learning and research at VCU with a comprehensive collection of digital and print materials and outstanding physical facilities and computer resources for individual or group study. Many services and a rich array of library materials, including scholarly research journals, databases, catalogs, and electronic reserves, are available via the Web.

School and Department-Specific Services

In addition to the services listed above, you may have access to other school- or department-specific services and programs. For example, many schools offer tuition waiver benefits for courses taken at VCU allowing you to continue your education while providing educational service to others. Please contact your dean's office for additional information on tuition waiver and other services.

APPENDIX J
Technology Services and Blackboard Access Information

Helpful Websites -

http://www.ts.vcu.edu/helpdesk/

http://www.ts.vcu.edu/kb.html
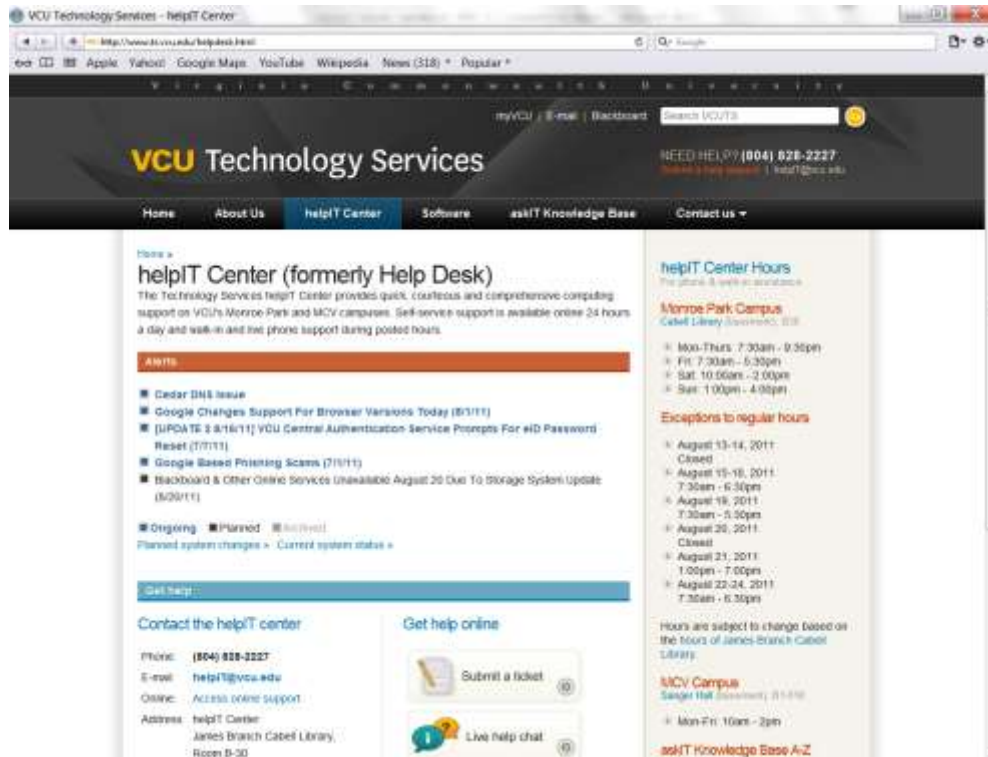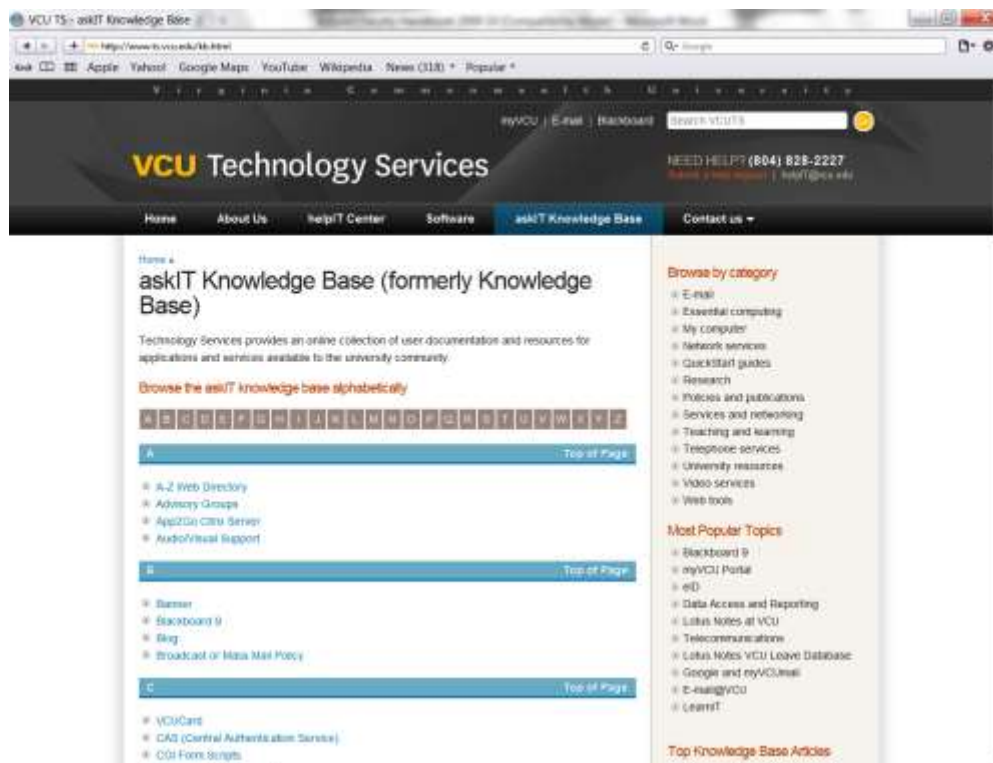
eID Frequently Asked Questions

What is the VCU eID?

Very simply, the eID is your key to the web services provided by VCU. With just this one username and password, you can access most electronic services and web applications that VCU offers.

How do I find my eID?

Before you can use your eID you have know what it is. All accepted students, faculty, staff, and authorized affiliates of VCU have been assigned an eID that in most cases is the same as your @vcu.edu e-mail name. The eID Finder allows you to obtain your eID in a few easy steps.

How do I change my eID password?

If you know your eID, you can change your password by logging into the eID Manager by clicking on the "Login" link in the upper right corner of this page. If you've forgotten your old password, you can click on the "Forgot Password? Link on the eID Manager screen and then answer the Challenge/Response questions required before resetting your password. If you need help, please call the VCU Technology Services Help Desk at 828-2227.

What can I do with an eID?

The eID is your identifier to authenticate you to use many VCU electronic services and web applications. For example, eID is used to gain access to the VCU Portal, the wireless network, VCU Mail Anywhere, Blackboard Course Management System, VCUCard online card office, library online resources, web access to Administrative Systems and some departmental applications.

What's the difference between my eID and Student Number?

Your eID is a combination of your last name and initials and is used for logging into various computer accounts and web services, while your student number is used for financial/transaction processing and it is assigned in lieu of the Social Security Number.

What is a strong password?

Strong passwords cannot be guessed easily. Hackers often use automated tools to help them guess or crack passwords. The easier a password is to guess, the faster a hacker can break into a system. Click here to read about some guidelines to assure your passwords are strong.

Why do administrative systems users need the eID?

Most users of the VCU administrative systems have known two passwords. The password that allows them to use the HRS/FRS/SIS+ systems and their e-mail password. While it is possible their e-mail password is their eID, they will no longer be able to use the same password for the FRS/HRS/SIS+ administrative systems in the Banner administrative system. These users must set their eID password if they have not already done so in order to enter Banner Forms (INB).

Can I use special characters and symbols in the eID password?

The requirement for eID password is that it must be from 7 to 12 characters long and must include at least one upper case and one lower case letter. It must use one numeric that is not at the end or beginning of the password, and it must have at least four different characters. See VCU's Standard for Strong Passwords for more information.

When does my password expire?

For faculty, staff, and students, eID passwords expire every 365 days. For INB Banner users, passwords expire every 90 days.

When I change my password, can I reuse any of my old passwords?

For faculty, staff, and students, four passwords are retained in the history. This means that when you change your password, the last four passwords cannot be reused. When a password is changed, the account owner must create a password that is different from the last four passwords.

What is Forgotten Password Self Service?

Password Self Service is a powerful and useful tool that provides challenge questions that allow you to reset your forgotten password without having to call the Help Desk. The system is available 24 hours a day and is accessible online from anywhere that you have access to a web browser. The benefits of this technology are significant; however, due to the very powerful nature of this tool, safeguards must be in place to prevent misuse and abuse. One of the safeguards is the requirement that if you forget your password, you will need to provide answers to three challenge questions that you set up previously. After answering the three questions successfully, you may then reset your own password.

How do I establish challenge questions?

To be able to use Password Self-Service to reset a forgotten password, you need to configure your challenge questions ahead of time. You will be required to set up your Password Self Service challenge questions the next time you change your password. These challenge questions are set up only once. When you set up your challenge questions, you will be presented with five questions. It is very important that you provide answers that only you know

and that are not easily guessable by somebody else.

If you forget your password, you can use the Password Self Service to easily reset your password. The system will present you with three randomly selected challenge questions from the pool of five that you set up previously. After you have answered the three questions correctly, you will be able to reset your password.

Why do I have to answer three questions correctly to reset my password?

You have to answer all three questions correctly in order to reset your password. We are requiring three questions in order to increase the probability that it is really you attempting to change your password. Only you should be aware of the answers to these questions, and you should never share that information with anybody else.

When setting up my forgotten password/challenge-responses, what if I just can't think of an answer to one or more of the provided questions?

Enter an answer that you are likely to remember. For example, if you don't know the city of your mother's birth, pick your favorite city instead.

What should I do if I can't remember the answer to one or more of the questions I set up?

If you can't remember the answers to your questions, you will need to call the VCU Technology Services Help Desk at 828-2227 for assistance.

Is it okay to save my password on my handheld device, in applications or on websites I log into?

No. While storing your password for logon services may seem convenient, it is really a security risk since your password could be exposed to possible theft.

What should I do if I suspect that somebody is attempting to change my password?

If you have suspicions that somebody is attempting to change your password or you notice any other suspicious activities regarding your account, immediately contact the VCU Technology Services Help Desk at 828-2227.

APPENDIX K
Inputting Grades Into Banner

How To Input Grades Into Banner

Beginning with the fall semester of 2007, all final grades are input from within Banner eServices (the same site that you use to check your leave balances and pay stub). Grade sheets will no longer be distributed by the Registrar's Office.

To access Banner eServices, go to the *my*VCU Portal and login using your eID and eID password.

> The VCU portal can be accessed from the VCU homepage (www.vcu.edu) and entering your eID and eID password here:
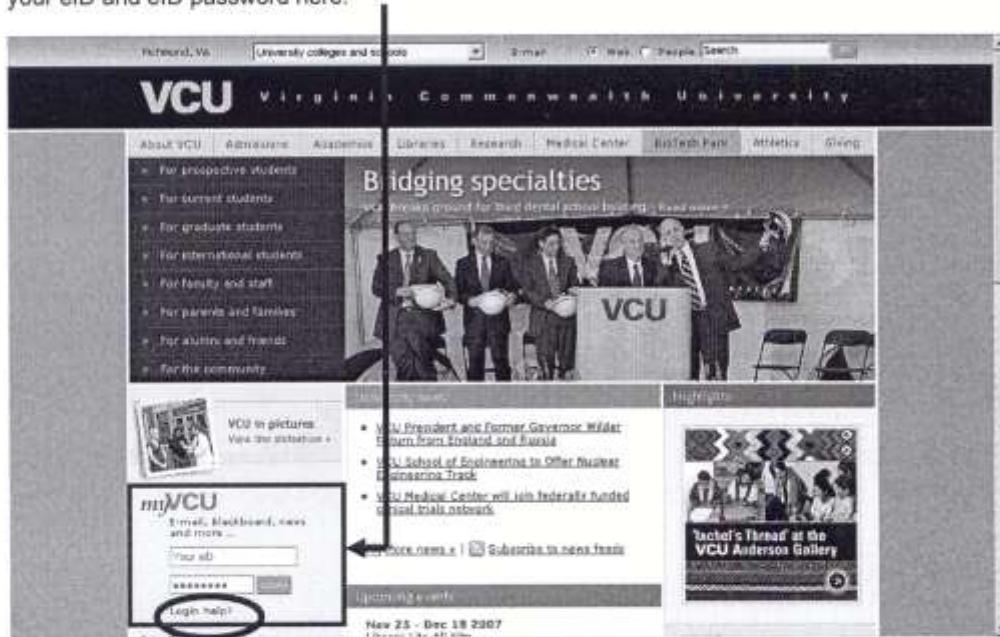
If you do not know your eID and/or your eID password, please follow the instructions on the login page for help.

Once you successfully log in to the *my*VCU portal, click on the eServices tab:
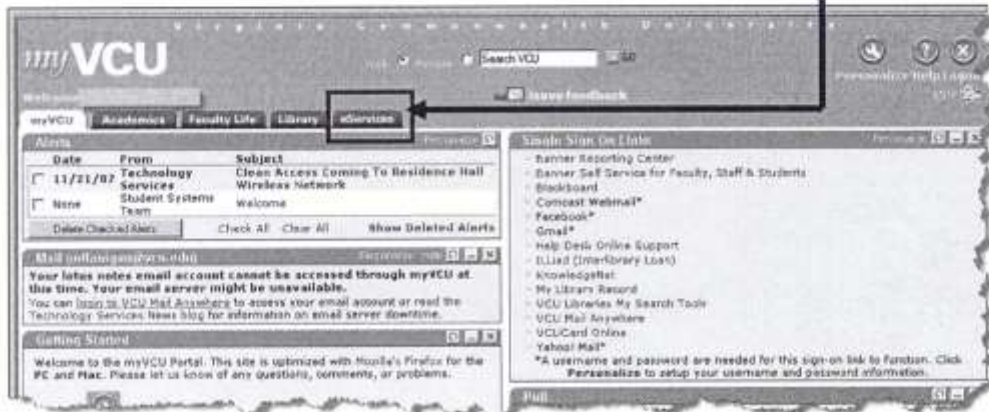
How To Input Grades Into Banner

Click the eServices button to go to Banner eServices.
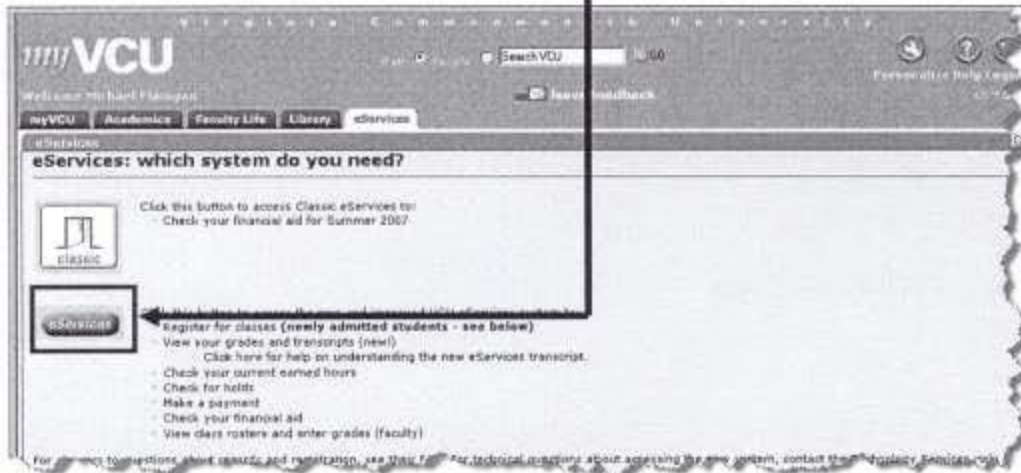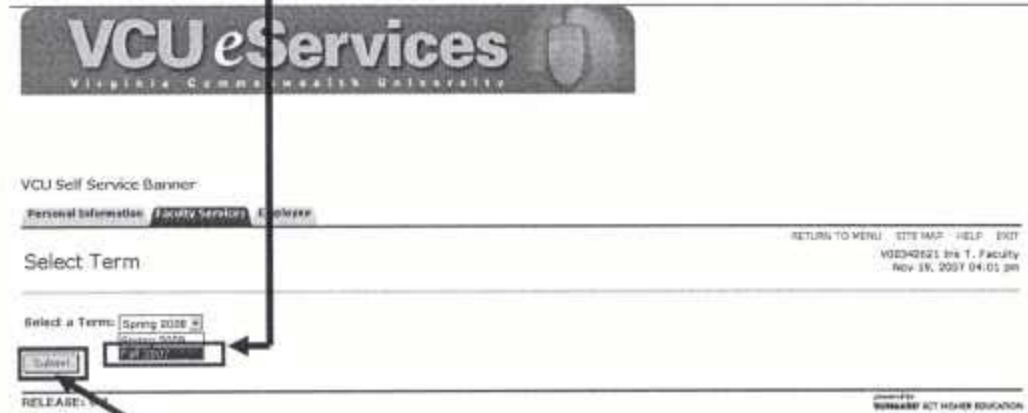
From the Main Menu, click the **Faculty Services** tab. That will take you to the Faculty and Advisors menu.

Faculty and Advisor Menu
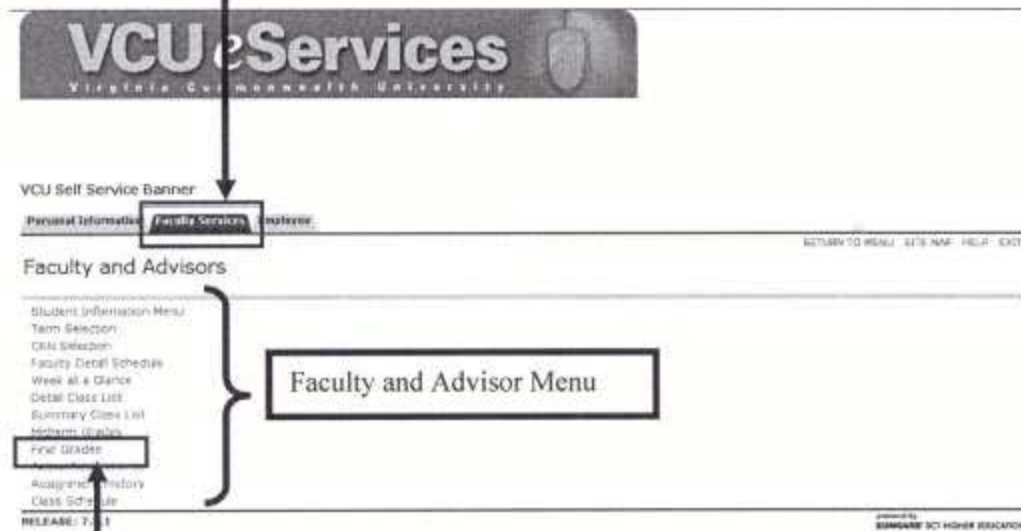
From the Faculty and Advisors menu, click the **Final Grades** link.

How To Input Grades Into Banner

On the **Select Term** menu, select the desired term **(Fall 2007)**
from the drop-down list

Then click **Submit.**

On the **Select CRN** menu, the course(s) that you have been assigned to as the instructor of record will appear in the drop down list.

Select the course you wish to grade from the drop-down list.

Then click **Submit.**

NOTE: If you are an assigned instructor and your course does not appear in the drop-down list, please contact your departmental scheduling coordinator.

How To Input Grades Into Banner

On the **Final Grades** form, the roster will display in alphabetical order by student last name.

No drop down list Indicates grades that have already been entered for this student.

Do not fill in these boxes —entries in these boxes will be ignored.

Grade box drop down list that contains valid grades for this course.

How To Input Grades Into Banner

When finished entering grades, click **Submit** at the bottom of the list.

After clicking **Submit** look for the message:

☑ The changes you made were saved successfully.

Look at the top of the roster – this message indicates that your grades have been saved successfully.

If you see a STOP warning at the top, check the error message, make any necessary corrections and click the **Submit** button again.

In courses with rosters that span multiple pages, you may navigate to other pages by clicking on the page range (called **Record Sets**) that contains the students you wish to review. Grades are saved each time you navigate to a new record set. In the live Banner eServices system 50 students per page will be displayed (record sets contain 50 students).

How To Input Grades Into Banner

To grade additional courses, select **Return To Menu,** in the upper right corner of the screen to return to the Faculty Services Menu. Go to the CRN Selection menu to change the course, then return to Final Grades.

Additional notes:

a. Grades of + or – are not approved University grades, and there is no option to enter the + or -. Only approved grade types for a course/student will be displayed.
b. Tip: If you prefer to use your tab button to navigate from student to student, you may do so. If you tab into the grade box, you can just type in the grade without having to use the drop-down list.
c. Tip: You do not have to input all your grades at once. It is fine to input some, submit (see next step) and then come back later to input the rest. If you are one of multiple instructors on the course each assigned to different students, it is fine to input grades for your students only.
d. You may make changes to a student grade at anytime while the grade is available in the drop down list

Student Name	ID	Credits	Registration Status	Grade	Rolled
United, Student T.	V00342642	3.000	Registered Nov 13, 2007	None ▾ None A B C D F I	N N N N

Once a grade has been "rolled" (moved to the student's academic transcript) the drop down list for that student is no longer visible:

Student Name	ID	Credits	Registration Status	Grade	Rolled
King, Student T.	V00342632	3.000	Registered	B	Y

A Grade Change form must be submitted to the Office of Records and Registration to make changes once a grade has been rolled to a student's transcript.

Frequently Asked Questions (Faculty)

What is the V number and how is it assigned?
It is the identification number generated when a new student, or employee, is added to Banner. It is a number with no meaning outside of Banner and presents minimal risk of identity theft or misuse, as compared to Social Security Number. It is, however, still considered confidential and protected under FERPA rules. It should not be posted publicly. It may also be known as the "Banner ID" or in the case of students, it may be referred to as the "Student ID".

Why can't we use section number rather than the new Course Reference Number (CRN)?
In the new eServices, the course reference number is the only provided method of locating the course you are teaching. However, in the CRN Selection section of faculty eServices, you can see the courses to which you are assigned, including both CRN and course title. If a course search by course and section number becomes available, we will take advantage of it.

When entering grades, can some grades be entered, the faculty member sign out, then sign in later and enter the rest?
Yes. eServices sessions will time out after 10 minutes of inactivity. This limit was determined to be the optimum balance between ensuring that sessions that are left opened accidentally are closed in a timely manner and yet still not prevent Web-based tasks from being completed. This timeout feature is a system-wide setting that affects all users of the self service sessions (for students and employees as well) and not just the faculty-related sessions It has been suggested that the timeout setting be extended during certain peak times (such as grading) – this suggestion is being currently evaluated and will be clarified as we get closer to the first grading periods. An instructor may take longer than 10 minutes to enter grades as long as the "Submit" button is clicked at least every 10 minutes. It is possible to enter some grades, click Submit, and then enter more grades at a later time.

What does "rolled" mean in the grades submission page? What is "attend hours 0 – 999.9"?
"Rolled" means "posted to academic history" and cannot be changed by the instructor on eServices. *Submission of a Grade Change* form is necessary to change a grade after it is rolled. The "attend hours" field allows an instructor to record a student's attendance for use by that instructor only, and will not be used by any other office.

When I enter grades for my classes, when can the students see them?
Students can see grades once they have been rolled. The system will automatically roll grades several times per day during peak grading periods.

Can I update grades until the date final grades are required to be posted?
You may enter new grades until that date; however, you are encouraged to enter them as soon as possible rather than waiting, so that students may see them.

Can I download student grades from eServices to Excel?
Grades cannot be directly downloaded from the grading forms in eServices, however, they can be copied and pasted into an Excel worksheet. From Excel, the data can be reformatted into a variety of formats (.csv, .txt, etc.).

Procedure to Access the SOE Adjunct Faculty Google Drive Folder

You will be, or already have, received an email that invites you to view the SOE Adjunct Faculty folder. The body of the email will look like the image below:

invited you to **view** the following shared folder:

▬ SOE Adjunct Faculty

Open

- Click the blue 'Open' button

You will then be brought to a page where you can add the folder to **your** Google Drive.

- Click the blue 'Add to Drive' button in the upper right hand corner.

Person 1

5gL&ts=56717c7c#

Add to Drive

- Once you have added the folder to your drive, the blue button changes to a blue 'Open in Drive' button.
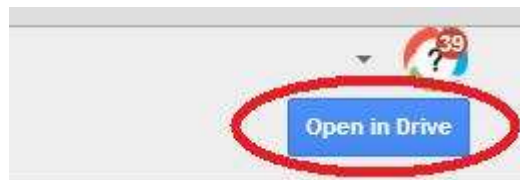
Open in Drive

If you click the 'Open in Drive' button, you will be taken to a page that shows the documents within the SOE Adjunct Faculty folder.

How to view the Adjunct Faculty folder in your Google Drive after initial steps have been taken:
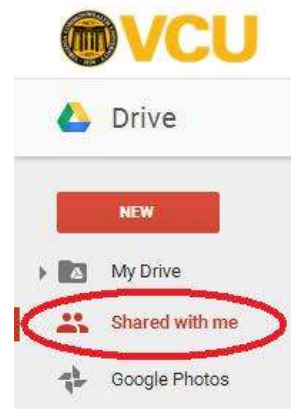
1. Login to your VCU email using your eID and password.

2. Click the apps logo located next your name.
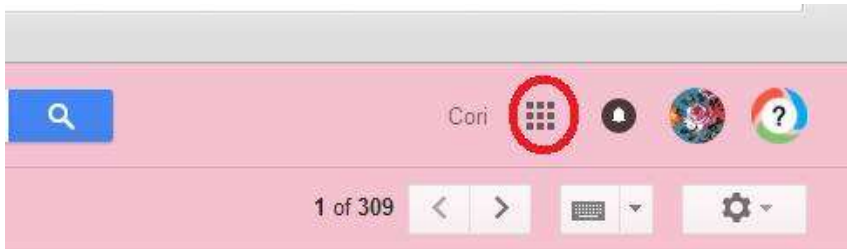
3. Click the Google Drive icon.

4. Once you are in your Google Drive, on the left hand side, click the 'Shared with me' button.

5. Click the folder titled 'SOE Adjunct Faculty.