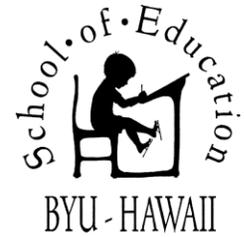




ELED 451

Mathematics Methods for the Elementary Teacher, Part 2 (3 credits)

Fall Semester 2015



<i>Instructor</i>	Dr. Ammon Wilcken	<i>Prerequisites</i>	ELED 347 Admission to the School of Education
<i>Office /Hours</i>	SEB 122/ By Appointment Open Door Policy☺	<i>Class Days</i>	Tuesday and Thursday
<i>Phone</i>	Office: 808-675-3685 Cell: 808-499-5412	<i>Class Hours</i>	12:10-1:40
<i>E-mail:</i>	ammon.wilcken@byuh.edu	<i>Meeting Room</i>	SEB 107

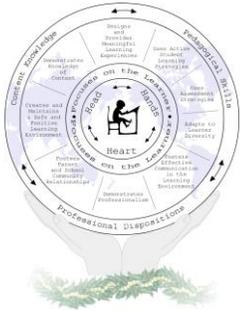
Textbook:

Cathcart, W. George, Pothier, Yvonne M., Vance, James H., and Bezuk, Nadine S. *Learning Mathematics in Elementary and Middle Schools: A Learner-Centered Approach* (2011). Pearson Education, Inc.

Mission Statement: *Recognizing the unique mission of Brigham Young University Hawaii, the School of Education prepares quality teachers with the content knowledge, pedagogical skills, and professional dispositions required to meet the needs of students in today's diverse and changing society by teaching and modeling (a) life-long learning and problem-solving abilities; (b) best current educational practices, balanced with gospel principles and (c) caring, compassionate, and collaborative service in the home, school, church and community, both locally and internationally.*



Conceptual Framework: *To assist the School of Education in meeting its Mission Statement, the Conceptual Framework provides a more defined, focused target around which the teacher education programs are designed. The visual shown below is a representation of this conceptual framework, which is also referred to as “The Learner is at the Center of Our Stewardship.”*



With the child, or learner, at the center of our stewardship, the three areas of stewardship are head, hands and heart, also referred to as content knowledge, pedagogical skills and professional dispositions, respectively.

Student Learning Outcomes:	PLO's	ILO's
1. Students can explain the difference between conceptual and procedural math skills and show how each is used in the Common Core State Standards (CCSS) and the NCTM standards.	4,5	1,2,3,4
2. Students can effectively prepare, deliver and analyze a developmentally appropriate math lesson plan.	1, 4,5,7,8	2,3,5
3. Students can describe and apply the importance and benefits for K-6 students of the eight mathematical practices from the CCSS.	5,7,8	2,3,4
4. Students can describe multiple effective pedagogical methods for teaching the mathematical content required in grades 3-6 in the Common Core State Standards	4,5,7,8	1,2,3
5. Each student can create a standards based unit for the math curriculum with appropriate methods of instruction and assessment.	5,6	3,4,5,6

Hawaii Department of Education General Learner Outcomes

1. Self-directed Learner (The ability to be responsible for one's own learning) [HTSB #1]
 2. Community Contributor (The understanding that it is essential for human beings to work together) [HTSB #2, #10]
 3. Complex Thinker (The ability to demonstrate critical thinking and problem solving) [HTSB #7]
 4. Quality Producer (The ability to recognize and produce quality performance and quality products) [HTSB #5, #6, #7, #8]
 5. Effective Communicator (The ability to communicate effectively) [HTSB #4]
 6. Effective and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically) [HTSB #1, #3, #6, #7]
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Student Academic Commitment

To be a student at Brigham Young University Hawaii, you had to sign a commitment to the university's Honor Code Statement and the university's Dress and Grooming Standards. Then, usually during the sophomore year, students seeking a major in teacher education make application to be admitted into the School of Education. Part of that application process includes becoming aware of the eleven Professional Dispositions that have been adopted by the School of Education. These dispositions support the School of Education's commitment to the teacher education profession to prepare and recommend highly qualified teachers that have the content knowledge, pedagogical skills and professional dispositions to be a *highly qualified teacher* as required by federal law under *No Child Left Behind*.

To that end, each teacher candidate in the School of Education is expected to reflect those qualities consistent with that of a person engaged in a serious endeavor --- the pursuit of an academic degree. This Student Academic Commitment is an addendum to the Honor Code Statement, the Dress and Grooming Standards and the Professional Dispositions. It ensures that students bring to the academic setting a serious commitment to do their part in ensuring they have a successful and rewarding academic experience both in the classroom and outside the classroom.

In addition to the principles outlined in the university's Honor Code Statement, the university's Dress and Grooming Standards, and the School of Education's Professional Dispositions, it is an expectation that each teacher candidate commits to do his/her part in ensuring a successful and rewarding academic experience by:

1. Being personally responsible for all assignments for each class. This includes carefully planning and managing assignments as outlined in the course syllabus and those assignments made in class, as well as meeting deadlines for those assignments.
2. Carefully reading all pertinent course-related materials and any other resource materials needed to ensure understanding of the principles, concepts, etc. being presented. This includes taking initiative to search out whatever resources are available to assist in understanding all course material.
3. Understanding that while every fact in the course text may not be explained in class due to time constraints that does not imply lack of importance. Sometimes text content may be tested, even when it has not specifically been covered in class. Time simply does not allow the instructor to walk you through each test question and explain the right answer. Taking one of Joseph Smith's teachings ("I teach them correct principles and let them govern themselves") and applying it here: Your instructor attempts to help you learn and discover correct principles and then you take charge of governing yourself.

4. Understanding the old rule-of-thumb statement that has existed for decades and states: For every hour of class contact, students should spend at least two hours outside that class in serious study. For example, this course is a three semester hour course (meets 3 hours per week). Therefore, you should be unsurprised to be asked to spend at least twice that time, 6 hours per week, in serious study. We recognize that all students do not study exactly the same and in the same course, some students might be able to spend less time than some of their peers, while others may need to spend more time. This does not mean you should set a stopwatch and once you've reached the 6 hours per week, you stop studying. The point is that there's a lot of material to be learned and you have to be responsible to spend whatever amount of time necessary to ensure you understand it thoroughly.

About the course

Students examine elementary mathematics from a theoretical and practical background for 3rd-6th grades. Use of manipulative aids to establish a concrete, tactile, kinesthetic, or "hands-on" model for teaching math to children are emphasized. Other topics include teaching for understanding, computational error pattern analysis of students work, strategies for diverse learners, and fluency in standard and alternative algorithms for computational proficiency. This course is designed to be consistent with the goals and purposes of the National Council of Teachers of Mathematics (<http://nctm.org/>). NCTM is the primary professional organization for teachers of mathematics in grades K–12 and has the responsibility to provide broad national leadership in matters related to mathematics education.

In meeting this responsibility, NCTM has developed a set of standards for school mathematics that address content, teaching, and assessment. These standards are guidelines for teachers, schools, districts, states, and provinces to use in planning, implementing, and evaluating high-quality mathematics programs for kindergarten through grade 12. The NCTM [Standards](#) are based on a set of core beliefs about students, teaching, learning, and mathematics. To that end, it is expected that all teacher candidates will embrace these belief statements:

- Every student deserves an excellent program of instruction in mathematics that challenges each student to achieve at the high level required for productive citizenship and employment. (see Hawaii Department of Education Content and Performance Standards III)
- Every student must be taught by qualified teachers who have a sound knowledge of mathematics and how children learn mathematics and who also hold high expectations for themselves and their students. (see Hawaii Teacher Standards Board Performance and Licensing Standards)
- Each school district must develop a complete and coherent mathematics curriculum that focuses, at every grade level, on the development of numerical, algebraic, geometric, and statistical concepts and skills that enable all students to formulate, analyze, and solve problems proficiently. Teachers at every grade level should understand how the mathematics they teach fits into the development of these strands. (see Hawaii Content and Performance Standards III)
- Computational skills and number concepts are essential components of the mathematics curriculum, and a knowledge of estimation and mental computation are more important than ever. By the end of the middle grades, students should have a solid foundation in number, algebra, geometry, measurement, and statistics.
- Teachers guide the learning process in their classrooms and manage the classroom environment through a variety of instructional approaches directly tied to the mathematics content and to students' needs.

- Learning mathematics is maximized when teachers focus on mathematical thinking and reasoning. Progressively more formal reasoning and mathematical proof should be integrated into the mathematics program as a student continues in school.
- Learning mathematics is enhanced when content is placed in context and is connected to other subject areas and when students are given multiple opportunities to apply mathematics in meaningful ways as part of the learning process.
- The widespread impact of technology on nearly every aspect of our lives requires changes in the content and nature of school mathematics programs. In keeping with these changes, students should be able to use calculators and computers to investigate mathematical concepts and increase their mathematical understanding.
- Students use diverse strategies and different algorithms to solve problems, and teachers must recognize and take advantage of these alternative approaches to help students develop a better understanding of mathematics.
- The assessment of mathematical understanding must be aligned with the content taught and must incorporate multiple sources of information, including standardized tests, quizzes, observations, performance tasks, and mathematical investigations.
- The improvement of mathematics teaching and learning should be guided by ongoing research and by ongoing assessment of school mathematics programs.

Changing mathematics programs in ways that reflect these beliefs requires collaborative efforts and ongoing discussions among all the stakeholders in the process. NCTM stands ready to work with all those who care about improving mathematics education for all students. Through such dialogue and cooperative efforts, we can improve the mathematical competence of the students in mathematics classes across the continent.

Hawaii Teacher Standards Board (HTSB)

In Hawaii, the agency charged with establishing and overseeing the licensing of public school classroom teachers is the Hawaii Teacher Standards Board. It has developed ten teacher performance and licensing standards which teacher candidates must successfully complete in order to be recommended for a teacher license. Those standards can be viewed at the HTSB's web site (http://www.htsb.org/licensing/relicense/HTSB_Rellic_Rules.pdf).

Course Assignments

1. Pedagogical Elementary Pedagogical Knowledge Assessments (20% of final course grade)

As this is a methods course, teacher candidates must demonstrate their understanding of the pedagogical content knowledge required to teach elementary math. This is consistent with federal legislation that requires students in the public schools be taught by "highly qualified teachers." Therefore, teacher candidates will be assessed in this area with a chapter test on each of the chapters in the text, **Learning Mathematics in Elementary and Middle Schools: A Learner-Centered Approach**

These tests will be administered in groups of 3-5 chapters at a time and will include multiple choice and essay questions. Tests may be completed in class or at home at the instructor's discretion.

Reading quality will also be assessed through the weekly journal.

Final Exam (20% of final course grade)

The Final Exam will be a comprehensive multiple choice, essay and problem solving test. I will include actual math problems solved by upper elementary students on end of level tests. The objective for this assessment is to give teacher candidates an opportunity to understand, first hand, what is expected of elementary students with regard to math curriculum standards and explain their reasoning as they solve problems. The essay portion of the test is a chance for you to demonstrate your sound understanding of math pedagogy. Obviously, it should go without saying, if a teacher candidate should score low on this test, that teacher candidate's "highly qualified" status could be called into question. Therefore, if a student should score lower than 70% on this test, their status as a teacher candidate could be in jeopardy.

Pedagogical Skills Assessments (60% of final course grade)

Teacher candidates will demonstrate both their content knowledge and pedagogical skills through the following assignments

1. Math Assessment

- a. Give an informal math assessment to a student/child. The goal is for you to practice administering and analyzing the math proficiency of the student. This should take the form of a performance assessment/interview. You should also ask the student to explain their reasoning out loud during or after they complete the work. **The whole assessment and interview needs to be recorded (audio or video) and the reviewed by the student for analysis.** A two page reflection needs to be included detailing the experience.

2. Math Journal/Resource File (Preferred method- Google Doc that you share with me so that I can make comments, Other methods – email document to me, paper and pencil)

- a. This will be turned in weekly and can include a variety of topics including:
 - i. Questions you have about the content or methods of teaching math that you would like to discuss
 - ii. Summary of key points
 - iii. Synthesis of key points into new ideas
 - iv. Principles you felt were particularly important or helpful
 - v. Methods that you want to remember
 - vi. Links to resources from the internet that could be used when preparing lessons. These will be shared with your base group.
- b. Points for journal entries will be based on the depth, accuracy and usefulness of each entry.

3. In class presentation/teaching experiences

- a. Group lesson creation and micro teaching
- b. Teaching a lesson that you create yourself using the SOE format from the content of one of the chapters in the textbook. 1 page reflection is required following the SOE reflection template of Report, Analyze and Plan.

4. Development of a 3-4 lesson math unit using the School of Education Lesson Plan format that you learned in EDU 312. The first two lessons will need to be worked on early in the semester. I will give you feedback on these lessons. The final draft of the full unit will be due before the final exam.

BYU- Hawaii School of Education, Winter 2015-16

Policy on Tardies, Absences and Late Assignments

General Rationale

The School of Education advocates the development of the character traits and work ethic that will enable the pre-service teacher to perform successfully in the professional work force. The internalization of these attributes, in addition to academic course work, into the pre-service teacher's repertoire of "applied knowledge" is critical to their future success and a significant part of what is broadly referred to as being a "true professional."

Generally speaking, classes in the School of Education are constructivist, participatory, hands-on and interactive in nature and so attendance at all classes is critical. A student cannot satisfactorily makeup missed class experiences by reading the text and talking with fellow students. For these reasons the faculty of the School of Education has agreed upon the following standards for each course taught in the School of Education.

We trust that all students will understand the cooperative spirit with which this policy has been designed.

Tardies

Tardy to class is defined as arriving anytime after the scheduled start of class, but not more than fifteen minutes after the start of the class. A student tardy more than **twice** will have their final course grade reduced a one-time 1/3 grade reduction of (A to A-, A- to B+, B+ to B, etc.).

Note that leaving classes earlier than officially dismissed by the faculty member will be treated as a tardy for purposes of attendance. The same principle will apply if a student leaves during the class and then returns within the fifteen (15) minutes designated.

Absences

Unexcused absence from class is defined as failing to arrive within the initial fifteen (15) minutes of the class hour. A student who is absent without excusal from professor or without prior notification will have their final course grade reduced by **1/3** of a letter grade for each class hour they are absent. Given the nature of individual classes, the decision to excuse an absence lies with the professor of the course.

Note the critical nature of this policy as it applies to blocked classes. For example, if a student is absent on one day of a three-hour blocked class, (s)he has been absent the equivalent of one week of regular class time and will have their grade reduced by 1 full letter grade.

Late Assignments

Because all assignments in the School of Education courses are important, each must be completed in order to receive credit for the course. Late assignments received by the faculty within twenty-four (24) hours of the end of the class in which they were due will be accepted and graded; however, the maximum earned mark for a late assignment will be a C- (70 percent).

Assignments turned in later than twenty-four (24) hours must still be turned in but may not receive any credit.

Exceptions

University approved activities that prevent a student from attending class are exceptions to this policy, provided the student has obtained the appropriate approvals as outlined in university policy and notified the School of Education faculty member **in advance of the absence**.

Other exceptions to this policy include situations beyond the control of the student. This would include, but not be necessarily limited to hospitalization, doctor ordered confinement, maternity, accidents, etc.

In every case, the acceptable procedure to follow includes notifying the instructor as soon as possible, preferably in advance. Please note that all faculty members have multiple ways to be notified: telephone voice mail, computer email, message boards by office doors, secretarial contact etc.

Students with serious attendance issues, habitual patterns of late assignments, communication challenges, or other disposition issues will meet with the instructor of the course. In this meeting, the faculty member and student will discuss a disposition intervention plan for eliminating the dispositional issue. Further violations after this meeting, or additional interventions in multiple classes, will be referred to the chair of the SOE and may be cause for denied entry into or dismissal from the program.

Grade Scale

100-94	93-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	59-0
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Calendar: Note that some changes may be made and/or added to the calendar. Specifically I may add new reading assignments in class when I think they will be helpful. Always check on Canvas for adjusted assignments.

Date	Topics and Readings for Discussion Readings to be completed before class!	Assignments Due Before Class
11-10	Welcome, Introduction, Canvas, Syllabus, Big Assignments	
11-12	Ch. 1: Teaching Mathematics: Influences and Directions Ch. 2: Learning and Teaching Mathematics	Weekly Math Journal
11-17	Math Lesson Planning and Connecting to the Common Core Creating Engaging Lessons. Launch, Explore, Summarize (read PDF on Canvas) Number Talks (read PDFs on Canvas)	Look at sample lesson plans and come with questions.
11-19	Ch. 3: Developing Mathematical Thinking and Problem-Solving Ability Read the Introduction and other Key parts of the Common Core Reading by Marilyn Burns on Canvas	Weekly Math Journal
11-24	Ch. 4: Assessing Mathematics Understanding <i>Child Study Assessment Discussion/Planning</i>	Search for possible math assessments online and share findings in class.
11-26	No Class: Thanksgiving Break	

12-1	Ch. 5: Developing Number Concepts Ch. 6: Developing Understanding of Numeration Read pdf on Canvas about manipulatives	Weekly Math Journal
12-3	Preparing for Group Micro Teaching Readings on Canvas	
12-8	Ch. 7: Developing Whole-Number Operations: Meaning of Operations	Group Micro Teaching Exam: Chapters 1-6 Weekly Math Journal
12-10	Ch. 8: Developing Whole-Number Operations: Mastering the Basic Facts Presentations by Students Assigned	1st lesson plan from your Unit turned in for assessment and revisions
12-15	Ch. 9: Estimation and Computational Procedures for Whole Numbers Presentations by Students Assigned	Weekly Math Journal
12-17	Ch. 10: Developing Fraction Concepts Presentations by Students Assigned	
12-22 through January 1	No Class: Christmas Break	
1-5	Ch. 10: Developing Fraction Concepts Presentations by Students Assigned	
1-7	Ch. 11: Developing Fraction Computation Math Textbook Comparison	Find at least two elementary math textbook companies online and write about them in your math journal Weekly Math Journal
1-12	Ch. 11: Developing Fraction Computation Presentations by Students Assigned	Weekly Math Journal Child Assessment and Analysis Due
1-14	Ch. 12: Developing Decimal Concepts and Computation Presentations by Students Assigned	

1-19	Ch. 13: Understanding Ratio, Proportion, and Percent Presentations by Students Assigned	2nd lesson plan from Math Unit turned in for assessment/revisions Weekly Math Journal
1-21	Ch. 14: Developing Geometric Thinking and Spatial Sense Presentations by Students Assigned	
1-26	Ch. 14: Developing Geometric Thinking and Spatial Sense Presentations by Students Assigned	Weekly Math Journal
1-28	Ch. 15: Developing Measurement Concepts and Skills Presentations by Students Assigned	
2-2	Ch. 15: Developing Measurement Concepts and Skills	Weekly Math Journal
2-4	Homework Readings on Canvas Homework Debate	
2-9	Ch. 16: Collecting, Organizing, and Interpreting Data Presentations by Students Assigned	Weekly Math Journal
2-11	Ch. 16: Collecting, Organizing, and Interpreting Data Share Units with a peer and discuss	Draft of Units Due
2-16	Ch. 17: Developing Algebraic Thinking Presentations by Students Assigned	Weekly Math Journal
2-18	Math Game Day Final Sharing of Math Unit	Complete Math Unit turned in for peer assessment.
2-23	Review for the Final Exam	
2-25	Final Exam 1:00 pm – 3:50pm	

Class/University Policy Statement(s) and Disclosure(s)

Academic Honesty [<http://w2.byuh.edu/studentlife/honorcode/docs/ces.htm#1>]: **Cheating** is a form of dishonesty where a student attempts to give the appearance of a level of knowledge or skill that the student has not obtained. Examples include: (a) copying from another person's work during an examination or while completing an assignment, (b) allowing someone to copy from you during an examination or while completing an assignment, (c) using unauthorized materials during an examination or while completing an assignment, (d) collaborating on an examination or assignment without authorization, and (e) taking an examination or completing an assignment for another, or permitting another to take an examination or to complete an assignment for you. [Statement cited from the BYU Provo Honor Code]

Plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, whereas not in violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education, where all members of the university are expected to acknowledge the original intellectual work of others that is included in one's own work. In some cases, plagiarism may also involve violations of copyright law. **Intentional Plagiarism:** Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. **Inadvertent Plagiarism:** Inadvertent plagiarism involves the inappropriate, but nondeliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply being insufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Plagiarism may occur with respect to unpublished as well as published material. Acts of copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism. [Statement cited from the BYU Provo Honor Code]

Per BYUH policy statement, instructors should take actions that are fair and equitable under the circumstances and should attempt to reach an understanding with the affected student on the imposition of an appropriate action. In some cases, the department, the college, or the university may also take actions independent of the instructor. Examples of possible actions include, but are not limited to the following: reprimanding the student orally or in writing; requiring work affected by the academic dishonesty to be redone; administering a lower or failing grade on the affected assignment, test, or course; removing the student from the course; and/or recommending probation, suspension, or dismissal.

Children in Class: While we appreciate the challenges faced in babysitting when both parents are students, this situation has posed challenges for instructors and other students in classes. In the case of emergencies, please consult your instructor if there is a need to make an exception to this policy on basically a one-time only basis. This one-time exception should not be cause for any disruption to the regular conduct/teaching of the class.

Dress Code: As you are in a professional program, faculty and staff in the School of Education expect that you will not embarrass them by being out of the clearly stated BYUH dress standards. Dealing with these issues is uncomfortable, at best, for all parties involved. The current dress code has been clearly interpreted in an address to the women on campus by Sister Wheelwright, wife to the President of BYUH. Clothing should be loose fitting as opposed to form fitting; not display inappropriate parts of the body when attending classes or conducting activities in class or in the public school classrooms, including bending over to help students, reaching upwards to write on a board, etc. Honoring the dress code also includes raising the quality of the clothing worn to a standard that is reflective of a professional, e.g., no jeans, cut-offs, PE clothing, faded/tattered look. Men are expected to follow the published standards for grooming, e.g., hair style/length, facial hair, general grooming appearance.

Final Examination Policy: Brigham Young University Hawaii policy is that final exams are offered on the specific day and time as determined by the official university final exam schedule. Students must plan travel, family visits, etc., in a way that will not interfere with their final exams. Less expensive air fares, more convenient travel arrangements, family events or activities, and any other non-emergency reasons are not considered justification for early or late final exams. Exceptions to this policy would include (a) university-sponsored activities which take the student away from the campus at the time of the final exam, (b) emergency situations which are clearly beyond the control of the student or (c) some other extenuating circumstance clearly beyond the scope of the student's control that would merit a deviation from the spirit and letter of the policy statement. In such cases, the student must submit a written letter outlining the reason(s) for an exception to the university policy to the Dean of the School of Education as soon as the situation arises.

Grades and Grading: The School of Education operates on a standards-based paradigm. It is imperative students understand that a standards-based program means that all assignments in a course must be completed at or above the competency level. You, therefore, need to demonstrate at least minimum competency in every graded assignment. If you do not demonstrate competency on all graded assignments, including exams, within the semester/term, you will be need to either repeat the entire course or components of the course. In addition, out of fairness to students who complete assignments well on the first attempt, any assignment that must be re-submitted to meet the standard will not receive a grade higher than a

competency level rating. In a standards-based program, grading is not determined by merely averaging grades. In other words, you cannot take an “F” on one assignment and an “A” on another and conclude that you have “met” the course requirements because your “average” is a “C.” Again, in a true standards-based program, averaging does not exist. The following interpretation of grades applies in our standards-based program:

A represents achievement well above the standard; marked by superior performance, distinction, and excellence in originality, creativity, depth of analysis, seeing beyond the obvious, making connections and relationships. While this level of achievement is not easy to achieve, every student can earn an A with enough effort! **B** represents achievement above the standard, marked by solid accomplishment and goodness, with room for improvement to reach the highest level of competency. **C** represents achievement at an acceptable level of the standard, marked by an acceptable level of knowledge and skills relevant to the desired course outcomes. This represents the most common level of achievement attained by the bulk of students. **D** represents achievement at a level of performance below the acceptable competency. **F** represents a level of competency that is clearly failing, marked by lack of understanding and/or poor work habits and/or failure to submit anything for the assignment.

Pagers and Cell Phones: Simply stated, pagers or cell phones are not to be used in the classroom. This includes taking incoming calls, placing calls, sending text messages, checking pager messages, etc. If there is an emergency that requires you to have your pager or cell phone on during the time of class, please notify your instructor ahead of time of the nature of the emergency. Also, set your pager or cell phone to the vibrate setting as opposed to the ring setting. Again, this exception is only for absolute emergencies. Otherwise, if class is interrupted with a pager or cell phone, the owner of that device will provide the class with cookies and drinks at the next class meeting.

Personal Computers in Class: While we encourage the use of computers in the classroom, such use is intended to complement, not detract from, class content. It should go without saying that any use of computers during class time that is not related to the class is not appropriate. This would include, but is not limited to, checking email, sending email, doing homework for another class, etc.

Professional Dispositions: Evidence of the development of students’ professional dispositions is a required accreditation assessment for the School of Education. We gather this evidence through the use of the School of Education Professional Dispositions sheet (blue). Any concern regarding disposition standards will be addressed on an individual basis with the professor, program chair and dean. No student can complete the teacher education program who does not meet each and every professional disposition consistently.

Sexual Harassment: Title IX of the U. S. education amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including Federal loans and grants. Title IX also covers student-to-student sexual harassment. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the Human Resource Service at [780-8875](tel:780-8875) (24 hours).

Student(s) With Disabilities: Brigham Young University Hawai’i is committed to providing a working and learning atmosphere, which reasonably accommodates qualified person with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the Students with Special Needs Counselor, Leilani Auna, at [675-3999](tel:675-3999) or [675-3518](tel:675-3518). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Human Resource Services at [780-8875](tel:780-8875) (24 hours).

Syllabus: The syllabus represents the professor’s best efforts to provide a map for the course. It, however, is not to be construed as an iron-clad contract between professor and students. The professor retains the right to adjust the course syllabus based on reasonable professional concerns.

Any adjustments by the professor will be fully disclosed and discussed with the class.