

**Bristol-Myers Squibb Center for Science Teaching & Learning (BMS CSTL)
 Classroom Request Form**

Room Policy

In order to continue to meet the vision of the BMS CSTL and SELECT’s mission to prepare pre-service teachers to become exceptional teachers of science and math, the BMS CSTL uses the following priority list to assign courses in the BMS CSTL facility:

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| First Priority |
| Courses that support learning inquiry-based science and math pedagogy. These are undergraduate and graduate education courses (science and math methods) designed for pre-service students. |
| Second Priority |
| Courses that support inquiry-based science and math learning. These include undergraduate science and math courses designed primarily for students preparing to become K-12 teachers followed by all other majors. |
| Third Priority |
| Science and math courses (for majors or non-majors) designed around active learning pedagogies. This includes, but is not limited to, science and math courses that have transitioned from large lecture sections to small classroom-based sections. |
| Fourth Priority |
| Courses in other disciplines designed around active learning pedagogies. |

First priority courses will be scheduled by January 15th and a grid of the remaining openings within the BMS CSTL will be shared so that courses that meet the second through fourth criteria may request the remaining available time blocks. Classroom Request Forms will be due annually on February 1st. Faculty should include requests for both fall and/or spring semesters of the coming academic year. No requests will be accepted for summer courses.

Requestor’s Information

| Request for <u>Fall Semester</u> | |
|---|--|
| Date Submitted: | |
| Person Submitting Request: | |
| Instructor’s Name: | |
| Department: | |
| Course #, Section and Title: | |
| Day(s) and Time(s) class meets: | |
| <i>Estimated</i> Percentage of pre-service math or science majors registered in a given semester. | |
| Classroom requested: (Max. Capacity 316 = 24 students) (Max. Capacity 317 = 36 students) | |

| Request for <u>Spring Semester</u> | |
|---|--|
| Date Submitted: | |
| Person Submitting Request: | |
| Instructor's Name: | |
| Department: | |
| Course #, Section and Title: | |
| Day(s) and Time(s) class meets: | |
| <i>Estimated</i> Percentage of pre-service math or science majors registered in a given semester. | |
| Classroom requested: (Max. Capacity 316 = 24 students) (Max. Capacity 317 = 36 students) | |

Details about your Course(s)

Please check the box below that best describes your course:

| | |
|--------------------------|--|
| <input type="checkbox"/> | Priority 2: Courses that support inquiry-based science and math learning. These include undergraduate science and math courses designed primarily for students preparing to become K-12 teachers followed by all other majors. |
| <input type="checkbox"/> | Priority 3: Science or math course (for majors or non-majors) designed around active learning pedagogies. This includes, but is not limited to, science and math courses that have transitioned from large lecture sections to small classroom-based sections |
| <input type="checkbox"/> | Priority 4: Course in other disciplines designed around active learning pedagogies. |

If this is the first time you have submitted a request for use of the BMS CTL for this course, please describe the instructional approach you use in the course, including examples of the active learning strategies employed.

Important Notes to Consider

- The BMS CSTL was created to support innovative teaching and to facilitate faculty learning from one another as they experiment with new approaches. Therefore, faculty who teach in the Center are encouraged to open their classroom to colleagues to visit and observe at a time mutually agreed upon beforehand by the instructor and visitor.
- Scheduling courses in the BMS CSTL comes with the possibility of occasional relocation to accommodate SELECT's programming to provide professional development for K-12 teachers already in the workforce.

This form must be returned via e-mail to tlc@rider.edu by February 1st