EDU 225D: Portfolio Development & Analysis

Mount Saint Mary’s University

Course Syllabus
8:00 a.m. – 10:15

Instructor: Janette Tovar, MEd, Teacher, Teacher Supervisor, Administrator
Email: Jtovar@msmu.edu
Phone: 213-477-2620
Office hours: by appointment; schedule through Catalina Hurtado, ED. Secretary

First Class Assignments: Due before our first class
● Completed Portfolio Revision(s)
● Completed ILP
● Completed CSTP Self-Assessment 1, 2, & 6
● ALL PORTFOLIO revisions from FALL review MUST be COMPLETED and APPROVED by REVIEWER

Course Description:
This Induction course teaches candidates about the use of professional development portfolios to evaluate the accomplishment of personal goals. Teachers will investigate the use of portfolios as evaluative tools and produce a culminating e-portfolio of their growth as professional educators in the Induction Credential program. Candidates will learn about teacher collaboration as a tool of professional development.

Course Objectives:
Students will be able to:
● Demonstrate growth in the California Standards for the Teaching Profession (CSTPs)
● Identify key areas and plans for continued growth in the CSTPs
● Articulate understanding of the use of a professional teacher portfolio in their career

Required Materials:
● All completed materials from EDU 225A, B, and C (as completed and checked by portfolio reviewers)
● Bring your laptop to each class session
● Assigned articles and handouts will be available to download from the course website (Canvas)

Course Assignments:
● Completed Induction portfolio (all documents from EDU 225A, B, and C)
● Online assignments (Canvas)
● At least eight meetings with Mentor (documented on Mentor/Mentee Collaborative Log)
● Schedule and participate in a second triad meeting with Mentor and Administrator (Teacher/Principal/Mentor Triad 2, using ILP document). The goal of this meeting is to
share evidence of professional growth with Administrator and to discuss reflections on learning throughout the Induction Program.

- Participation in final Induction Colloquium (last face-to-face session, 4/25/20)
  
  - Induction Colloquium (taking place on the final weekend of the semester) is a required component of participation in the program. At the Colloquium, candidates will asked to share their Principal/Mentor/Candidate Portfolio debrief. This debrief will focus on key aspects of their growth throughout the Induction program. Candidates will discuss their next steps for growth as a professional educator, as evidenced through their Individual Learning Plan (ILP).

**Complete Induction Program Checklist**
(Highlighted items are those we will review in EDU225D)

<table>
<thead>
<tr>
<th>Folder</th>
<th>Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>IATP</td>
<td>IATP.1 CSTP Self-Review</td>
</tr>
<tr>
<td></td>
<td>IATP.2 KWO Chart</td>
</tr>
<tr>
<td></td>
<td>IATP.3 Informal Mentor Lesson Observation Sheet</td>
</tr>
<tr>
<td></td>
<td>IATP.4 Informal Mentor Post Observation Reflection</td>
</tr>
<tr>
<td></td>
<td>IATP.5 Informal Post Observation Self-Reflection</td>
</tr>
<tr>
<td>CFT</td>
<td>CFT.1 Class Profile, Overview</td>
</tr>
<tr>
<td></td>
<td>CFT.2 Classroom Layout</td>
</tr>
<tr>
<td></td>
<td>CFT.3 School Information &amp; Resources</td>
</tr>
<tr>
<td></td>
<td><strong>CFT.4 Home/School Connection</strong></td>
</tr>
<tr>
<td></td>
<td>CFT.5 Site Orientation Checklist</td>
</tr>
<tr>
<td></td>
<td>CFT.6 Community Map and Resources</td>
</tr>
<tr>
<td></td>
<td><strong>CFT.7.1 Pedagogy</strong></td>
</tr>
<tr>
<td></td>
<td><strong>CFT.7.2 Equity</strong></td>
</tr>
<tr>
<td></td>
<td><strong>CFT.7.3 ELs</strong></td>
</tr>
<tr>
<td></td>
<td><strong>CFT.7.4 Special Populations</strong></td>
</tr>
<tr>
<td></td>
<td>School Professional Development Calendar/Plan (if available)</td>
</tr>
<tr>
<td>Inquiry 1</td>
<td>C.1 Individual Growth Plan **</td>
</tr>
<tr>
<td></td>
<td>C.2 Essential Components for Instruction **</td>
</tr>
<tr>
<td></td>
<td>C.3 Entry Level Assessment Rubric</td>
</tr>
<tr>
<td></td>
<td>C.4 Focus Student Selection</td>
</tr>
<tr>
<td></td>
<td>C.5 Lesson Plan Template/Formal Observation **</td>
</tr>
<tr>
<td></td>
<td>C.6 Analysis of Student Work</td>
</tr>
<tr>
<td></td>
<td>C.7 Summative Assessment Reflection Rubric</td>
</tr>
<tr>
<td></td>
<td>C.3 and C.7 Recording Sheet</td>
</tr>
<tr>
<td></td>
<td>Formal Observation Self-Reflection (Inquiry 1 Lesson)</td>
</tr>
<tr>
<td></td>
<td>Formal Observation Mentor-Reflection (Inquiry 1 Lesson)</td>
</tr>
<tr>
<td></td>
<td>Mentor Lesson Observation Sheet (Inquiry 1 Lesson)</td>
</tr>
<tr>
<td></td>
<td>Slide Presentation: Colloquium</td>
</tr>
</tbody>
</table>
Inquiry 2

C.1 Individual Growth Plan **
C.2 Essential Components for Instruction **
C.3 Entry Level Assessment Rubric
C.4 Focus Student Selection
C.5 Lesson Plan Template/Formal Observation **
C.6 Analysis of Student Work
C.7 Summative Assessment Reflection Rubric
C.3 and C.7 Recording Sheet
Formal Observation Self-Reflection (Inquiry 2 Lesson)
Formal Observation Mentor-Reflection (Inquiry 2 Lesson)
Mentor Lesson Observation Sheet (Inquiry 2 Lesson)
Slide Presentation: Teaching Philosophy
Slide Presentation: Technology
Slide Presentation: Colloquium

Ongoing

Individual Learning Plan (ILP) - Beginning of Program
Individual Learning Plan (ILP) – Middle of Program
Individual Learning plan (ILP) - End of Program
Self Assessment of CSTPs (checklist for CSTP 1, 2, & 6 )
Self Assessment of CSTPs (checklist for CSTP 3, 4, & 5)
Mentor/Mentee collaborative Log (1st Review)
Mentor/Mentee Collaborative Log (2nd Review)
Peer - Induction Checklist (1st Review)
Peer - Induction Checklist (2nd Review)

Classroom Policies

Makeup work and late assignments:
Any makeup work must be prearranged with the instructor. Late assignments that have not been cleared by instructor will receive point deductions.

- **Writing Expectations**

  The Education Department must assure that all of our graduates and students who complete the credential program can serve as literacy models for their students. Therefore, we must ensure that any candidate who demonstrates difficulty producing university level writing is required to access the necessary support so success can be achieved. We are convinced that a strong stance as regards demonstrated writing skill on assignments is essential to meet our goals regarding literacy modeling. Candidates/assignments turned in with serious writing errors, including high numbers of typos, will either be asked to resubmit the assignment or have significant point/percentage reductions.

- **Professional and Academic Resource Center:** Graduate Writing Tutors at the Professional and Academic Resource Center (PARCP – Students are able to get writing support at no charge (PARC@msmu.edu).
Formatting:
All assignments should be thoughtfully prepared, typed according to APA in standard academic English, free of grammatical and spelling errors, and. Written work with multiple grammatical and/or spelling errors will receive point reductions, so please proofread!

Grading:
This course is Credit/No Credit. In order to receive credit for this course, students must submit all required assignments. Additionally, some assignments will receive peer feedback and feedback on key documents like C.1 Individual Growth Plan, Self Assessment of CSTPs (checklist for CSTP 1, 2, & 6 ), and Peer Induction Checklist (2nd Review).
Criteria for receiving credit for 225D: 0 – 84 point = No Credit; 85 – 100 points = Credit

Tardiness:
Due to in-class assignments for understanding, it is critical that you arrive to class on time and stay through whole class.

Peer Support:
Please exchange phone numbers and/or e-mail addresses with your classmates/colleagues for mutual help and support. If you’re absent, the expectation is that you check in with a classmate and meet to discuss what you’ve missed.

Email:
Students are expected to check their MSMU e-mail account on a regular basis.

Assessment of Student Learning Outcomes:
Student learning is at the core of the MSMU mission. MSMU faculty developed a plan to assess the student-learning outcomes that represent the knowledge, skills and attitudes expected of MSMU’s graduate students. In this class one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this department, and throughout the University.

MSMU University and Education Department Policies

MSMU University and Education Department Policies

Absences: Regular attendance is especially important in the Education Department’s compacted evening and weekend classes. Students are allowed to miss: one session of a 1 or 2 unit course or two sessions of a 3 or 4 unit course. Should you miss one additional session beyond the allowable, you will be required to submit a 5 page (minimum) additional assignment to the instructor. This additional assignment must be completed or you will be administratively dropped from the course. Students who miss more than two class sessions of a 1 or 2 unit course or more than three class sessions of a 3 or 4 unit course may be administratively dropped from the class. This represents 20% of the instructional time and is in accordance with university policy as stated in the MSMU catalog.
• **Incomplete**: Applying for an incomplete grade is not a solution to poor attendance and must be filed no later than 1 week prior to finals. Incompletes are meant to provide support for students who have experienced an emergency in their lives and need special consideration on a case-by-case basis. An application for an Incomplete may be granted only if the student:
  o has completed the majority of assignments
  o on the basis of the work completed, has a passing grade in the class (C or better). This is not necessarily the same as the default grade. In other words, although the student may have a B grade for the completed work, if they fail the missing assignment or do not complete it, their final grade might be a D.
  o is prevented from completing the final assignment for serious medical/personal reasons
  o can complete the work within one semester

• **Academic Integrity**: Students are expected to adhere to the MSMU statements on Academic Integrity in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review.

• **Academic Freedom**: Students’ and faculty’s freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion—and allow the same freedom for others. See MSMU’s Student Handbook for further discussion.

• **Candidate Dispositions**: The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) Students who do not meet expectations will receive a Notice of Concern as part of the Department’s formative feedback assessment process.

• **Technology Policy**: Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.

• **Accommodation Policy**: Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.

• **Disability Statement**: Mount Saint Mary’s University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University’s programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any
disability-related information without student consent. DS coordinates and promotes
disability accommodations and awareness and works in partnership with faculty and
all other student service offices. For further information about services for students
with disabilities, contact DS at the Chalon Academic Support Center, H207, (310)
954-4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You
can also email for more information at disability@msmu.edu.

- **Title IX and Confidentiality:** As an instructor at Mount Saint Mary’s University, one
  of my responsibilities is to help create a safe learning environment on our campus. I
  also have a mandatory “Responsible Employee” reporting responsibility related to my
  role as a faculty member. It is my goal that you feel able to share information related to
  your life experiences in classroom discussions, in your written work, and in our one-
on-one meetings. I will seek to keep information you share private to the greatest
  extent possible. However, in order to support you, I am required to share with
  University officials, any information regarding sexual misconduct or information about
  a related crime you may have experienced or witnessed, whether it occurred on or off
  MSMU’s campus. Students may speak to someone confidentially by contacting
  MSMU’s Counseling and Psychological Services, Health Services, and/or community
  partners - Peace Over Violence, and the Santa Monica Rape Treatment Center. For
  more information about your support options at Mount Saint Mary's University, please
  go to [https://mountsaintmarysuniversi.sharepoint.com/sites/MY MSMU/campus-
  resources/titleIX](https://mountsaintmarysuniversi.sharepoint.com/sites/MY MSMU/campus-
  resources/titleIX)
  For questions/clarification, please contact your Title IX Coordinator, Bernadette
  Robert at brobert@msmu.edu, (213) 477-2511, cell – (310) 597-9043.

- **Student credit hour policy:** A credit hour is an amount of work represented in
  intended learning outcomes and verified by evidence of student achievement that
  reasonably approximates not less than:
  1. One hour of classroom or direct faculty instruction and a minimum of two hours of
     out- of-class student work each week for approximately fifteen weeks for one
     semester, or the equivalent amount of work over a different amount of time; or
  2. At least an equivalent amount of work as required in paragraph (1) for other
     academic activities, including laboratory work, internships, practica, studio work,
     and other academic work leading to the award of credit hours.

**MSMU Office Information:**

- The fax number for the Education Department is (213) 477-2629.
EDU 225D: Professional Growth and Collaboration

TENTATIVE COURSE CALENDAR

*Keep in mind that this is a working syllabus, subject to change, and should not be construed as a contract.*

**Students must e-mail Portfolio Reviewer to receive feedback.**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Class Meets</th>
<th>Prior to Class: Documents/Assignments Due</th>
<th>In-Class (or Online) Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weekend 1:</strong></td>
<td>Yes</td>
<td>Review and have ready to share for first class meeting:</td>
<td>● Course Intro: Reflective Practice and Portfolio Artifacts</td>
</tr>
<tr>
<td>Jan 25</td>
<td>Yes</td>
<td>● Completed CSTP Self Assessment: 1, 2, &amp; 6</td>
<td>● Identify CSTP strengths/areas for growth; focus on CSTP 1,</td>
</tr>
<tr>
<td>8-10:15</td>
<td></td>
<td>● Comments from Portfolio Review</td>
<td>2, &amp; 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Completed Portfolio Revisions as advised by Portfolio Reviewer</td>
<td>● Identify CSTPs still requiring evidence for Portfolio Review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due: January 25</td>
<td>● Update and Integrate the Individual Learning Plan;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>preparing for the Triad 2 Meeting.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Mentor expectations for 2/8</td>
</tr>
<tr>
<td><strong>Weekend 2:</strong></td>
<td>Yes</td>
<td>● Check Canvas for next assignment</td>
<td>● Aligning CSTP growth to classroom practice:</td>
</tr>
<tr>
<td>8-10:15</td>
<td></td>
<td>o A specific Problem Of Practice (POP) you’ve identified for yourself through this article,</td>
<td>o Implementing the ILP – focus on CSTP 6.2, 6.5, &amp; 6.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Specific questions you have for colleagues as to how you might best tackle your POP.</td>
<td>● Problems of Practice Protocol and coached responses to Next Steps</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Mentor expectations for 2/29</td>
</tr>
</tbody>
</table>

**MENTOR EXPECTATIONS:**

1. Share your CSTP strengths/areas for growth as identified in our Week 1 class meeting (and/or addressed in completing the assignment listed above), focusing on CSTP 1, 2, & 6.
3. Secure a date for the Teacher/Mentor/Administrator Triad 2 meeting which will take place prior to April 4th. Your ILP progress will be shared at this future Triad meeting.
4. Decide together what you will do next to move toward completing your first ILP Professional Growth activity.

**Due: February 8**
<table>
<thead>
<tr>
<th>Weekends</th>
<th>Time</th>
<th>Yes</th>
<th>Assignments</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| Weekend 3:          | 8-10:15 | Yes  | - Check Canvas and respond to the class assignment for Week 3 by reading the article on *Reaching Difficult Students* ([http://www.nea.org/tools/68936.htm](http://www.nea.org/tools/68936.htm)) and completing the provided response format.  
- Come to class prepared to share your responses to the text and their alignment to your responses to the questions in CFT 7.2 (Equity).  

**MENTOR COLLABORATION:**  
(1) Share all revised evidence for each CSTP in your Portfolio, as advised by your Portfolio Reviewer.  
(2) Complete and share CFT 1 and 4 w/ your Mentor.  
(3) Together complete 2 questions each for updating CFT 7.1 and 7.2 Portfolio documents.  
(3) Confirm appropriate pacing for all ILP professional growth activities.  
**Due: February 29**
|                        |       |      |                                                                                               |                           |
| Weekend 4:            | 8-10:15 | Yes  | - Check Canvas & respond to the class assignment for Week 4 by reading the article on *Adverse Childhood Experiences* ([https://www.aap.org/en-us/documents/ttb_aces_consequences.pdf](https://www.aap.org/en-us/documents/ttb_aces_consequences.pdf)) and completing the provided response template.  
Consider CFT 7.1 and 7.2 in responding.  

**MENTOR COLLABORATION:**  
(1) Together assess appropriate pacing for completing ILP Professional Growth activities in time for your scheduled Teacher/Principal/Mentor Triad 2 meeting.  
(2) Together complete 2 questions each for updating CFT 7.3 and CFT 7.4.  
(3) Together review all Portfolio documents to determine if all expectations have been met & make a plan for wrapping up all uncompleted work.  
**Due: March 21**
|                        |       |      |                                                                                               |                           |

**MENTOR EXPECTATIONS:**  
- Share your completed ILP (final additions in each section, w/ signatures).  
- Participate together in the Teacher/Principal/Mentor Triad 2 at your school.  

Using the Portfolio Checklist, together ensure that ALL Portfolio documents are completed, saved in Google docs, and ready for review by your Portfolio Reviewer.  
**Due: April 6**
|                        |       |      |                                                                                               |                           |
|                        |       |      |                                                                                               |                           |
Weekend 6: Apr 25
8-10:15

Yes

- **Final Induction portfolio due**
- Prepare for the Colloquium, referring to Week 6 Assignment in Canvas.
- Principal Survey

**Due: April 25**

- **Clear Credential Colloquium**
- Details for filing for CA clear credential
- Course Evaluations
- Mentor Exit Survey
- Program Exit Survey

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Points</th>
<th>Work Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session participation which demonstrates students’ understanding of concepts.</td>
<td>$6 \times 10 = 60$</td>
<td>Session participation and in-class problem solving.</td>
</tr>
<tr>
<td>Reflective Reading Responses</td>
<td>$4 \times 10 = 40$</td>
<td>Response to assigned readings. For each reading come prepared to (1) share your identified Problem of Practice (POP) that relates to your current ILP, (2) explain how it is aligned to specific CSTPs, participate in a problem-solving protocol w/ peers, and (4) identify next steps for addressing your POP.</td>
</tr>
</tbody>
</table>

**Classroom Policies**

**Makeup work and late assignments:**

Any makeup work must be prearranged with the instructor. Late assignments that have not been cleared by instructor will receive point deductions.

- **Writing Expectations**

  The Education Department must assure that all of our graduates and students who complete the credential program can serve as literacy models for their students. Therefore, we must ensure that any candidate who demonstrates difficulty producing university level writing is required to access the necessary support so success can be achieved. We are convinced that a strong stance as regards demonstrated writing skill on assignments is essential to meet our goals regarding literacy modeling. Candidates/assignments turned in with serious writing errors, including high numbers of typos, will either be asked to resubmit the assignment or have significant point/percentage reductions.

- **Professional and Academic Resource Center:** Graduate Writing Tutors at the Professional and Academic Resource Center (PARCP – Students are able to get writing support at no charge (PARC@msmu.edu).

**Formatting:**

All assignments should be thoughtfully prepared, typed according to APA in standard academic English, free of grammatical and spelling errors, and. Written work with multiple grammatical and/or spelling errors will receive point reductions, so please proofread!
Grading:
This course is Credit/No Credit. In order to receive credit for this course, students must submit all required assignments. Additionally, some assignments will receive peer feedback and feedback on key assignments like C.1 Individual Growth Plan, Self Assessment of CSTPs (checklist for CSTP 1, 2, & 6 ), and Peer Induction Checklist (2nd Review).

Criteria for receiving credit for 225D: 0 – 84 point = No Credit; 85 – 100 points = Credit

Tardiness:
Due to in-class assignments for understanding, it is critical that you arrive to class on time and stay through whole class.

Peer Support:
Please exchange phone numbers and/or e-mail addresses with your classmates/colleagues for mutual help and support. If you’re absent, the expectation is that you check in with a classmate and meet to discuss what you’ve missed.

Email:
Students are expected to check their MSMU e-mail account on a regular basis.

Assessment of Student Learning Outcomes:
Student learning is at the core of the MSMU mission. MSMU faculty developed a plan to assess the student-learning outcomes that represent the knowledge, skills and attitudes expected of MSMU’s graduate students. In this class one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this department, and throughout the University.

MSMU University and Education Department Policies

Absences: Regular attendance is especially important in the Education Department’s compacted evening and weekend classes. Students are allowed to miss: one session of a 1 or 2 unit course or two sessions of a 3 or 4 unit course. Should you miss one additional session beyond the allowable, you will be required to submit a 5 page (minimum) additional assignment to the instructor. This additional assignment must be completed or you will be administratively dropped from the course. Students who miss more than two class sessions of a 1 or 2 unit course or more than three class sessions of a 3 or 4 unit course may be administratively dropped from the class. This represents 20% of the instructional time and is in accordance with university policy as stated in the MSMU catalog.

Incompletes: Applying for an incomplete grade is not a solution to poor attendance and must be filed no later than 1 week prior to finals. Incompletes are meant to provide support for students who have experienced an emergency in their lives and need special consideration on a case-by-case basis. An application for an Incomplete may be granted only if the student:
o has completed the majority of assignments
o on the basis of the work completed, has a passing grade in the class (C or better). This is not necessarily the same as the default grade. In other words, although the student may have a B grade for the completed work, if they fail the missing assignment or do not complete it, their final grade might be a D.
o is prevented from completing the final assignment for serious medical/personal reasons
o can complete the work within one semester

- **Academic Integrity:** Students are expected to adhere to the MSMU statements on Academic Integrity in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review.

- **Academic Freedom:** Students’ and faculty’s freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion—and allow the same freedom for others. See MSMU’s Student Handbook for further discussion.

- **Candidate Dispositions:** The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) Students who do not meet expectations will receive a Notice of Concern as part of the Department’s formative feedback assessment process.

- **Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.

- **Accommodation Policy:** Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.

- **Disability Statement:** Mount Saint Mary’s University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University’s programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-
4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at disability@msmu.edu.

- **Title IX and Confidentiality:** As an instructor at Mount Saint Mary’s University, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory “Responsible Employee” reporting responsibility related to my role as a faculty member. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, in order to support you, I am required to share with University officials, any information regarding sexual misconduct or information about a related crime you may have experienced or witnessed, whether it occurred on or off MSMU’s campus. Students may speak to someone confidentially by contacting MSMU’s Counseling and Psychological Services, Health Services, and/or community partners - Peace Over Violence, and the Santa Monica Rape Treatment Center. For more information about your support options at Mount Saint Mary's University, please go to [https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/campus-resources/titleIX](https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/campus-resources/titleIX)

*For questions/clarification, please contact your Title IX Coordinator, Bernadette Robert at brobert@msmu.edu, (213) 477-2511, cell – (310) 597-9043.*

- **Student credit hour policy:** A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:
  3. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or
  4. At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

**MSMU Office Information:**

- Please call Catalina Hurtada the Education Department Administrative Assistant, to make an advisement appointment: (213) 477-2620.
- The fax number for the Education Department is (213) 477-2629.