

EDU 226B: Teacher Assessment and Accountability
Mount Saint Mary's University

Course Syllabus

Spring 2020: Six Saturdays (1/25, 2/8, 2/29, 3/21, 4/4, 4/25) - 8:00 a.m.-12:25 p.m.

Instructor: Teckla Lowdermilk, M.Ed., NBCT

Contact: Text message via Remind text 81010 @-milk

E-mail: tlowdermilk@msmu.edu

Education Department: phone: 213-477-2620; fax: 213-477-2629

Office Hours: varies; please call the Education Department to schedule an appointment

First Class Assignments: Due before our first class.

Below are your first assignments for this course (due by 1/18, before we meet on 1/25/2020):

- ALL PORTFOLIO revisions from FALL are PAST DUE (revisions were due 12/20/19)
- Join Google Classroom: **mkftmd7** (**using the Gmail account created in fall***)
- Join Remind text @-milk to the number 81010
- *Read COTPS 3, 4, & 5– see Google Classroom (pdf)*
- Complete CSTP Self-Assessment 3,4, &5(pre)
- C1 cells 1-2

Education Department Philosophy:

MSMU Education Department courses are meant to be laboratories of learning. Our hope is that the activities and materials included will serve your learning goals as you explore the various course topics. Our intent is that students from all diverse backgrounds and perspectives be well-served, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to each course be viewed as a resource, strength and benefit. Throughout the semester, please feel free to let your course instructor know ways to improve the effectiveness of the course for you personally, or for other students or student groups, if you have any suggestions.

Investment in Inclusivity:

- This class aims to be an anti-discriminatory environment that is inclusive of differences of race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. The success of this expectation relies on the support and understanding of everyone in the class. We seek to establish a community where we engage in critical dialogue and active listening. While all are expected to make their best effort to be respectful, we understand that someone may say something that results in unintentional offense and hurt feelings. We invite everyone to adopt a stance of assumed positive intent that seeks greater knowledge and understanding.
- All people have the right to be addressed and referred to in accordance with their personal identity. You may choose to indicate the name that you prefer to be called and, if you choose, to identify pronouns with which you would like to be addressed.

- It is the policy of MSMU to permit students to observe holidays set aside by their chosen religious faith. If you plan to be absent from class on your religious holiday, please make arrangements with the course instructor in advance.

Student Support Statements:

- MSMU has a Minors on Campus policy statement published in the Student Handbook that allows for faculty discretion. If you are a parent and are concerned that childcare needs could disrupt your ability to attend class, please reach out so we can create a plan in advance for potential emergencies.
- If personal challenges related to health issues might affect the ability to perform in this class, please know that there are resources to assist you with appropriate accommodations.
- Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Dean of Student Life on their respective campus for support. Chalon Campus: Laura Crow, Dean of Student Life 310-954-4133 and lcrow@msmu.edu. Doheny Campus/WEC & Online/Sunset Gower/Graduate: Jessica Cuevas, Dean of Student Life 213-477-2570 and jcuevas@msmu.edu. Also, please feel free to notify your course instructor or program director if you are comfortable doing so.

Course Description:

EDU 226B Teacher Assessment and Development (2) This professional induction course teaches candidates about the use of self-assessment to analyze their competencies, set professional goals, and create a development plan for growth as an educator. Candidates will determine areas of professional growth utilizing an Individualized Learning Plan (ILP) and conduct an investigation regarding their personal context for teaching related to those areas of growth.

Course Objectives and Student Learning Outcomes: *Students will:*

1. Begin to assess their competencies and areas for growth as teachers, based upon the 2009 California Standards for the Teaching Profession (CSTP)
2. Investigate relevant demographics about their classroom, school site, and school community (through completion of Context for Teaching (CFT) documents)
3. Investigate available resources to assist their diverse student body, including English Learners and students with special needs
4. Create an Individualized Learning Plan (ILP) for the duration of the Induction Program
5. Develop a mentoring relationship with a more experienced mentor at their school site
6. Move through Plan/Teach/Reflect/Apply cycle of an Inquiry Process
7. Demonstrate growth in self-selected CSTPs
8. Access and analyze academic literature related to self-selected content-area and/or CSTP topics

Required Texts (On Google Classroom):

- Copy of 2009 CSTP standards (available on Google Classroom): <http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf>
- Copy of Continuum of Teaching Practice (available on Google Classroom).
- All documents for this course will be available on Canvas or via Google Classroom. If you're having any difficulties, contact our IT help desk. Their number is 213-477-2970 or 866-224- 6968 (toll free) or email your instructor.

Recommended Texts [optional]:

- 50 Strategies for English Language Learners (5th Edition) by Adrienne I. Herrell, Michael L. Jordan (Pearson, January 2015) ISBN-10: 0133802450 ISBN-13: 978-0133802450
- Pre-Referral Intervention Manual (4th Edition) by Kathy Cummins Wunderlich, Samm N. House, Stephen B. McCarney (Hawthorne Educational Services, Inc., 2014) ASIN: B00HNHNVY0

Course Assignments:

MSMU Accelerated Induction

Spring Document Due Dates

Begin Unit 2/18

Finish Unit 3/27

<u>Due Dates</u>	<u>Folder and Points</u>	<u>Documents</u>
	CFT	☞ Both Semesters ☞ Spring (Portfolio due 4/15 **** Final corrections by 4/24)
2/5	2	CFT.1 Class Profile, Overview
2/5, 2/29 & 4/4	6	CFT.4 Home/School Connection
2/12	2	CFT.7.1 Pedagogy
3/21	2	CFT.7.2 Equity
2/19	2	CFT.7.3 ELs
3/21	2	CFT.7.4 Special Populations

	Inquiry 2	
1/29	2	C.1 Individual Growth Plan cells 1-6
4/1	2	C.1 Individual Growth Plan cells 7-10
2/8	2	C.2 Essential Components for Instruction
2/26	2	C.3 Entry Level Assessment Rubric
2/26	2	C.3 Blank copy of assessment
2/26	2	C.3 Answer Key
2/26	2	C.3 Rubric
2/26	2	C.3 and C.7 Recording Sheet (C.3 completed)
2/26	2	C.4 Focus Student Selection
2/29	2	C.5 Lesson Plan Template/ Formal Observation (Inquiry 2 Lesson)
3/18	2	C5 Lesson Video- MP4 format (Inquiry 2 Lesson)
3/21	2	Formal Observation Self-Reflection (Inquiry 2 Lesson)
3/21	2	Formal Observation Mentor-Reflection (Inquiry 2 Lesson)
3/21	2	Mentor Lesson Observation Sheet (Inquiry 2 Lesson)
3/18	2	C.6 Analysis of Student Work
3/18	2	C.6 Graded work sample from C.5 lesson for 3 focus students
3/28	2	C.7 Summative Assessment Reflection Rubric
3/28	2	C.7 Blank copy of assessment
3/28	2	C.7 Answer Key
3/28	2	C.7 Rubric
3/28	2	C.7 Graded Summative Assessment for 3 focus students
3/28	2	C.3 and C.7 Recording Sheet (C.7 completed)
4/4	2	Colloquium: Google Slides:
	Ongoing	
	8	Session Evaluations
1/29	2	Individual Learning Plan (ILP) -Spring Triad Meeting
4/8	2	Individual Learning Plan (ILP) -Spring Evidence
1/25	2	Teaching Philosophy: Google Slides
2/29	2	Technology: Google Slides
4/25	2	Individual Learning Plan (ILP) - End of Program Triad Meeting
1/18	2	Self - Assessment of CSTPs (Pre for CSTP 3,4, & 5)
4/1	2	Self - Assessment of CSTPs (Post for CSTP 3,4, & 5)
4/25	2	Mentor/Mentee Collaborative Log (2nd Review)
4/15	2	Peer- Induction Checklist (2nd Review)
4/25	2	Resume
4/25	2	Cover Letter
Total	100	

Course Format:

This course meets in person on the Doheny campus during the published course dates/times. All course documents, including assignment guidelines and rubrics, will be available on Google Classroom, and all assignments will be submitted through Google Classroom and saved on Google Drive Portfolio folder.

Completed Induction Portfolio

During this class, you will gather and document evidence of growth towards your stated Individualized Learning Plan (ILP) goals and on the CSTPs. The course documents will provide evidence of this growth and will be included in your Induction Portfolio. Instructor(s) and outside Reviewers will check portfolios for organization and completeness and provide guidance towards competent completion of course activities and documents. Final portfolios will be evaluated for competency in each area by an outside evaluator at the mid-point and at the end of the program. Reviewers will also check-in at points noted on the course schedule below.

Classroom Policies:

- **Classroom Participation:** Your full participation is important for each session. Please be prepared to share with your classmates and your quad.
- **Absences:** Consistent attendance is especially important in this two-unit weekend class. Per department policy, students who miss more than one hour of a one-unit weekend course may be dropped. Any absence or partial absence may equate to a mandatory make-up assignment. Please see your instructor immediately if you are experiencing any difficulties. *Please note that attendance for the entire final session of class is required.*
- **Tardiness:** Some of the most important announcements are made during the first 15 minutes of class; therefore, it is critical that you arrive to class on time. Please see me as soon as possible if you are experiencing personal difficulties with getting to class on time. On those occasions when you are late, please check with a classmate to see what information or announcements you may have missed.
- **Email:** Please note that it is essential for you to have a working MSMU email and Gmail addresses with the password in order to access all course materials. All communication between class sessions will be sent to you via Remind. Please be sure to check these accounts regularly. Additionally, to assure receipt of ALL university communication, you may want to set up a POP account for your MSMU University email to an email address you check more regularly. Contact Tech Support for this. If you're having any difficulties, contact our IT help desk. Their number is 213-477-2970 or 866-224-6968 (toll free).
- **Peer Support:** Please exchange phone numbers and/or email addresses with your QUAD for mutual help and support. If you're absent, check in with a classmate and meet to discuss what you've missed.
- **Submitting work:** All assignments should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and **typed**. All work completed throughout the course should be maintained through a dedicated Gmail account ***first name. last name. msmu@gmail.com**** (i.e., using Google Classroom). This electronic folder will stay with you throughout the Induction Program (EDU 226 A-B). It is essential to bring your FULLY charged laptop to each class.

• **Grading:** All assignments must be **word processed**, completed correctly, submitted to Google Classroom, and saved in the MSMU Portfolio folder shared with your Portfolio Reviewer in Google Drive folder (created and shared with you by Clear Director) in order to receive credit for the course.

Instructors grade all assignments for correct completion. Additionally, all assignments will receive peer feedback. Students will receive feedback on key assignments including C1 Individual Growth Plan, C2 Essential Components for teaching and C5 Lesson plan from Portfolio Reviewer during the semester, which must be addressed before the end-of-semester evaluation. This course is Credit/No Credit.

1. You will earn 2 points for each assignment. PARTIAL or LATE assignments MAY receive 1 point.
2. The final portfolio is assessed by an outside portfolio reviewer. You must earn “*Thoughtfully Completed*” or “*Completed*” in order to pass this class.

Grading Scale

Credit = 85 points or more AND score of 3 or higher on all CSTP on the Portfolio Review

No Credit = 84 or less OR a score of 2 or less on any CSTP on the Portfolio Review

Assessment of Student Learning Outcomes:

Student learning is at the core of the MSMU mission. MSMU faculty have 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.

- Students will be assessed by course instructors for a grade of Credit (CR) No Credit (NC)
- Final portfolios will be assessed by outside reviewers for satisfactory completion and recommendation to the California Commission on Teacher Credentialing for a Clear Credential

Mentor, Teacher, Principal Triad Meetings

At the beginning of the program, you are required to schedule a triad meeting with your Mentor and your school site administrator. In this meeting, you will discuss your ILP goals for the Induction Program. The goal of this meeting is to develop an action plan towards professional growth and competence within the program. If you cannot meet with your administrator, he/she should at least be made aware of and provide input in your program goals. The administrator should sign off on the ILP to acknowledge awareness of your ILP goals. At the end of the program, you will schedule a second triad meeting with your Mentor and administrator. The goal of this meeting is to share evidence of your professional growth with your administrator and to discuss your reflections on what you learned through the Induction Program.

Induction Colloquium:

The Induction Colloquium (taking place on the week 5) is a required component of participation in the program. Candidates are encouraged to invite their Mentor and/or school principal or other colleagues to attend. At the Colloquium, candidates will present Colloquium Slides. 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).

MSMU University and Education Department Policies:

- **Absences:** *Your attendance helps us build a class community. Arriving on time allows everyone to benefit from planned activities and discussions, as the class functions as a lab and instructors strive to model a variety of pedagogical practices. Timeliness also is an indication of professionalism and generates an important and lasting positive impression. Also, please limit absences to no more than one session for a 1 or 2-unit course. Students will have an opportunity to do a make-up assignment if there is an additional absence due to an emergency. If more than three session absences occur, so much content will have been missed that an administrative withdrawal would be necessary, and you would be invited to re-register for the course during a subsequent semester. If any concern arises that will prevent you from arriving to class regularly and/or in a timely way, please come talk with me so we can work together to ensure your successful course completion. For online sessions, submitting the assignments for that session count as your attendance for that session.*
- **Academic Integrity:** *Students are expected to adhere to their 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. For clarification on what constitutes plagiarism, students are encouraged to review the Preventing Plagiarism page on TurnItIn.com (see <https://www.turnitin.com/solutions/plagiarism-prevention>).*
- **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.*
- **Calendar Verification:** *Please review the schedule in the tentative course calendar carefully. Education Department course calendars may not align with the published MSMU holidays and break schedule due to the nature of a teacher preparation program.*
 - **Fall Mid-Semester Break:** *Some Graduate-level Education courses meet on the Thursday of mid-semester break. Check your course calendar.*
 - **Spring Break:** *The MSMU Spring Break is observed for all education courses that meet on campus and the campus will also be closed. Courses involving other sites, such as for supervised teaching, will take their breaks consistent with the districts in which they take place. The result may be that those doing student teaching may not have any week that does not include Mount course meetings or obligations.*
 - **Study Days:** *The "Study Days" policy does not apply to Education courses (including those cross-listed with UG students). As our courses meet only one*

day per week throughout each semester, it is not possible to lose an additional day. All students are expected to participate in class meetings (in person or online) on the final Thursday before finals.

- **Finals Week:** All Education evening courses meet as regularly scheduled during finals week.

- **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.) An assessment process exists so that candidates will receive formative feedback through a Notice of Concern, if necessary, in order to support candidates to meet expectations.

- **Incompletes:** 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:
 - files the application no later than 1 week prior to finals
 - has completed the majority of assignments
 - based on 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
 - is prevented from completing the final assignment

- **Quality of Work:** The MSMU Education Department expects all credential and master's candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality, written assignments, and projects. Candidates with 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.

- **Student Resources**
 - **Learning Resource Center:** The Doheny Learning Resource Center will arrange personal tutoring or assistance for undergraduate students. Call (213) 477-2690.
 - **Professional and Academic Resource Center (PARC)**
 - The Professional and Academic Resource Center (PARC) aids graduate students in person, over the phone, or by videoconferencing. To schedule an appointment, access the PARC page on myMSMU:
<https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/academics/PARC>
 - All appointments (in-person, phone, or online) are 45 minutes long. (213) 477-2898, PARC@msmu.edu, [located on the second floor](#) of Building 10.

- **Students with Disabilities:** 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 Doherty Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at disability@msmu.edu.

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

Please be advised that this class may be audio- or video-recorded as an accommodation under the American with Disabilities Act, but only with prior permission from Disability Services and the instructor. Students may only use such recordings for personal use; no posting or further distribution or use is permitted.

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

MSMU Office Information:

- *Please call or email the Education Department Administrative Assistant to make an advisement appointment: educationdepartment@msmu.edu or (213) 477-2620.*

Course Calendar

EDU 226B: Assessment of Teacher Development

***** TENTATIVE*****

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

<p>Prior to Session 1</p> <p><i>Course Preparation</i></p>
<p><u>Due by 1/18</u></p> <ul style="list-style-type: none"> • ALL PORTFOLIO revisions from FALL are PAST DUE (revisions were due 12/20/19) • Join Google Classroom: mkftmd7 (**using the Gmail account created in fall**) • Join Remind text @-milk to the number 81010 • <i>Read COTPS 3, 4, & 5– see Google Classroom (pdf)</i> • Complete CSTP Self-Assessment 3,4, &5(pre) • C1 cells 1-2

Weekend 1: January 25. 2020 (Face to Face)

Course Overview, SMART Goals and Research

8:00 – 10:00 a.m.	10:15 a.m. - 12:25 p.m.
<p><u>In-Class Topics:</u></p> <ul style="list-style-type: none"> • EDU 226 B Overview • Calendar and unit implementation • Teaching philosophy Slide Presentation in Quads • Quads: SMART Goals (C.1 cells 1-4) • Inquiry Strategy • Access online journal databases for research 	<p><u>Work Time: Complete by 1/29</u></p> <ul style="list-style-type: none"> • C1 Individual Growth Plan cells 5-6 • Email Reviewer C1 cells 1-6 (cc tlowdermilk@msmue.edu) • ILP (Mid program) - signed by Participant, Mentor, and Principal <p><u>Preview homework: Due by 2/5</u></p> <ul style="list-style-type: none"> • Update CFT.1 Class Profile • Update CFT.4 Home/School Connection
<ul style="list-style-type: none"> • Discuss ILP Initial and get Principal and Mentor Signatures 	

Weekend 2: February 8, 2020 (On-line)

Differentiation: Unit Planning and ELD

8:00 – 10:00 a.m.	10:15 a.m. - 12:25 p.m.
<p><u>Online Assignment Due 2/8:</u></p> <ul style="list-style-type: none"> • C.2 Essential Components for Instruction • Include ELD standards • Unit dates: begin 2/18 & end 3/27 • Email Reviewer about C2 (cc tlowdermilk@msmue.edu) 	<p><u>Online Assignments:</u></p> <ul style="list-style-type: none"> • Due 2/12 CFT 7.1 Pedagogy • Due 2/19 CFT 7.3 English Language Learners • Due 2/26 C.3 Entry Level Assessment • Due 2/26 C.3 and C.7 Recording sheet • Due 2/26 C.4 Focus Student Selection
<ul style="list-style-type: none"> • Email C5 to Portfolio reviewer by 2/29 • <i>C.5 (focus lesson) MUST be approved by Portfolio Reviewer before videoing</i> • Videoing MUST occur before 3/13 	

Weekend 3: February 29, 2020 (Face to Face)

8:00 – 10:00 a.m.	10:15 a.m. - 12:25 p.m.
<p><u>In-Class Topics:</u></p> <ul style="list-style-type: none"> • Integration of Technology Slides Presentation in Quads • Write lesson plan C.5 <p><i>**Must be approved before videoing**</i></p> <ul style="list-style-type: none"> • Plan date for Videoing (after receiving approval from Portfolio Reviewer) • C.6 Choose work sample to be collected during lesson plan videoing <p><i>**Videoing must be completed by 3/13**</i></p>	<p><u>Work Time: Complete by 2/29</u></p> <ul style="list-style-type: none"> • Email Lesson Plan C.5 to Portfolio Reviewer for approval • Update CFT.4 Home/School Connection <p><u>Work Time: Complete by 3/18</u></p> <ul style="list-style-type: none"> • C.6 Grade Student work • C.6 Analysis of Student work
<ul style="list-style-type: none"> • View videoed lesson with Mentor • Complete and discuss with Mentor: <ol style="list-style-type: none"> 1. Mentor Lesson Observation Sheet 2. Formal Observation Mentor Observation Reflection 3. Formal Observation Self-Reflection 	

Weekend 4: March 21, 2020 (On-line)

Focus Lesson and Differentiation- SPED and EL

8:00 – 10:00 a.m.	10:15 a.m. - 12:25 p.m.
<p><u>Upload before 3/21:</u></p> <ul style="list-style-type: none"> • C.5 Lesson video MP4 format • Mentor Lesson Observation Sheet • Formal Observation Mentor Observation Reflection • Formal Observation Self-Reflection <p><u>Online Assignments Due 3/21:</u></p> <ul style="list-style-type: none"> • CFT 7.4 Special Populations • CFT 7.2 Equity • MSMU Course Evaluation (check email) 	<p><u>Online Assignments</u></p> <p align="center"><i>**C2 Unit must be finished by 3/27 **</i></p> <ul style="list-style-type: none"> • Due 3/28 - C.7 Summative Assessment Reflection Rubric • Due 3/28 - C.3 and C.7 Recording Sheet • Due 4/1 - C1 Individual Growth Plan cells 8-10 • Due 4/1 - CSTP Self-Assessment Post 3, 4, & 5 (dated with evidence codes)

Weekend 5: April 4, 2020 (Hybrid)

Inquiry Evaluation and Assessment Data

8:00 – 10:00 a.m.	10:15 a.m. - 12:25 p.m.
<p><u>In-Class Topics:</u></p> <ul style="list-style-type: none"> • Update CFT.4 Home/School Connection • Conduct Peer Review - Induction Portfolio Checklist • Colloquium: Presentations in Quads • Bring 4 print copies of Google Slides 	<p><u>Online Assignment:</u></p> <ul style="list-style-type: none"> • Due 4/8 - ILP Mid Program Evidence • Due 4/15 - Finalize Peer Review Induction Portfolio Checklist • Due 4/15 - Submit Portfolio to Portfolio Reviewer • Due 4/15 - Email Reviewer Portfolio is finished • Due 4/24- Correct ALL feedback from Portfolio Reviewer <p align="center"><i>**E-mail Reviewer when ALL corrections are made**</i></p>

Weekend 6: April 25, 2018 (Hybrid)

Research and Reflection

8:00 – 10:00 a.m.	10:15 a.m. - 12:25 p.m.
<p><u>Upload before 4/25</u></p> <ul style="list-style-type: none">• Upload Signed, Completed Collaborative Learning Logs to Portfolio• ILP (Final/Post program)• Professional Portfolio Resume and Cover letter <p><u>In-Class Topics:</u></p> <ul style="list-style-type: none">• Final Course Evaluation• Credential Presentation: Rose Foskarino, Credential Specialist	

Syllabus 01/04/2020