

EDU 225B Teacher Assessment and Development Mount Saint Mary's University
Course Syllabus Spring 2021

Six Saturdays:

1/23 8:00 am – 10:15 am

2/6 *Asynchronous*

2/27 8:00- 10:15 am

3/27 *Asynchronous*

4/17 8:00 am- 10:15 am

5/1 8:00- 10:15 am

Join Zoom Meeting 959 4669 7392

<https://msmu.zoom.us/j/95946697392?pwd=RINHVXRuVTZXTnNOR1BjVkpBMERBQT09>

Instructor: Janette Tovar

Email: jtovar@msmu.edu

EDUCATION DEPARTMENT:

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

Course Format: This course is a hybrid course and will meet via Zoom on 4 Saturdays from 8:00 am - 10:15 am, and on 2 Saturdays work will be completed asynchronously. Students will meet whole group (i.e., EDU 225 B and D) for part of the synchronous classes and then they will meet in breakout rooms with the coach for the rest of the synchronous classes. All course documents, including assignment guidelines and rubrics, will be available on Google Classroom, and all assignments will be submitted through Google Classroom using a dedicated Gmail account.

Classroom Policies:

- **Classroom Participation:** Your full participation is important for each session. Please be prepared to share with your classmates and your breakout group during every session.
- **Tardiness:** Please join the Zoom 5-10 minutes early to make sure you are ready when the meeting starts.
- **Submitting work:** All work will be submitted to Google classroom. All completed work throughout the course should be completed with a dedicated Gmail account***first name, last name.msmu@gmail.com*** and saved to a google folder (MSMU Portfolio) in the appropriate subfolder. This shared google folder (MSMUPortfolio) will stay with you throughout the Induction Program EDU 225 A, B, C, & D and should be maintained for at least 5 years. The (MSMU Portfolio) will be created by Clear Director and shared with your Portfolio Reviewer.
- **Formatting:** All assignments must be **word processed**, completed correctly, thoughtfully prepared, written in standard academic English, and free of grammar/spelling errors. Many assignments will require you to complete forms. The forms will expand for you as you write. Please do not edit forms except to remove blank spaces.

- **Grading:** This course is Credit/No Credit.
 - All assignments will be read by the instructor and returned to participants, based on accurate completion of the task. If assignment is not complete, the work will be returned by the instructor with comments on what needs to be done in order to receive credit for the assignment.
 - 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. All suggestions and/or corrections must be addressed as soon as possible and before the end of the semester.
 - The final (MSMU Portfolio) is assessed by an outside portfolio reviewer. You must earn “Thoughtfully Completed” or “Completed” to pass this class.
- **Grading Scale:**
 - Credit**= All assignments successfully completed on time.
 - No Credit** = Assignments not successfully completed in given time frame.

Course Description: 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.

You will continue to work on your clear credential portfolio (begun in 225A). Specifically, you will identify an area for growth from the California Standards for the Teaching Profession (CSTP 1 or 2). You will then design and implement an inquiry project to guide your growth in this area. As with 225A, this course is designed as facilitated work toward your portfolio. Therefore, expect to spend more time than you would in an ordinary 1-unit course. Please read through the syllabus for the course and come prepared – see Course Preparation below.

Course Objectives and Student Learning Outcomes:

1. Begin to assess their competencies and areas for growth as teachers, based upon the 2009 CA Standards.
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.

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. 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 and end of the program, you are required to schedule a triad Zoom 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 & competence within the program. The administrator should sign off on the ILP to acknowledge awareness of your ILP goals. In the middle (EDU225 B) and end (EDU225 D) of the program, you will schedule a second and third 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 week 5) is a required component of participation in the program. At the Colloquium, candidates will present Colloquium Slides that focus on key aspects of their growth throughout the Induction Program. Candidates will discuss their next steps for growth as professional educators, as evidenced through their Individual Learning Plan (ILP).

Required Materials

- *Gmail account, Google Drive and Google Classroom* for electronic portfolio
- *MSMU email account and password*, also necessary for accessing the MSMU library.

Required Texts (available on Google Classroom):

- Copy of 2009 CSTP Standards
- Copy of Continuum of Teaching Practice
- Additional articles will be available to download on the course website Google Classroom)

Recommended Texts [optional]:

- *50 Strategies for English Language Learners* (5th Edition) by Adrienne I. Herrell, Michael L. Jordan (Pearson, January 2015) * You can rent it from Amazon for \$20.14
ISBN-10: 0133802450, ISBN-13: 978-0133802450
- *Pre-Referral Intervention Manual* (4th Edition) by Kathy Cummins Wunderlich, Samm N. House, Stephen B. Mc Carney, (Hawthorne Educational Services, Inc., 2014)

Pre-Course Assignments:

First Class Assignments: Due on first day of class, 1/23

1. Join Google Classroom code: [qjpl7Ko](#) (**using the Gmail account you created in fall***)
 2. Read the following documents via Google Classroom:
 - California Standards for the Teaching Profession (CSTP's) CSTPs 3, 4, & 5
 - Continuum of Teaching Practice (COTP) CSTPs 3, 4, & 5
 - Select Chapters of ELA/ELD Framework to refresh your knowledge/skill set.
- Be prepared to talk about the following, in preparation for creating/implementing a 4 – 6 week unit of study this semester: An inquiry question that addresses opportunities for accelerating student growth? What student data supports this choice? How does this question interface with CSTP 1, 2, or 6?

Spring Document Due Dates
Begin Unit for Inquiry 2/16 Finish Unit for Inquiry 4/17

Due Date	Portfolio Folder	Course Assignment
Update, as necessary	CFT	CFT.1 Class Profile Overview
Update, as necessary	CFT	CFT.2 Classroom Layout
Update, as necessary	CFT	CFT.3 School Information & Resources
2/6 2/27 4/17	CFT	CFT.4 Home/School Connection -Update at least 3 times
Update, as necessary	CFT	CFT.5 Site Orientation Checklist
Update, as necessary	CFT	CFT.6 Community Map and Resources
Update, as necessary	CFT	CFT.7.1 Pedagogy
Update, as necessary	CFT	CFT.7.2 Equity
Update, as necessary	CFT	CFT.7.3 ELs
Update, as necessary	CFT	CFT.7.4 Special Populations
1/23	Inquiry 1	C.1 cells 1-4 Individual Growth Plan ** email to Reviewer
2/27	Inquiry 1	C.1 cells 5-6 Individual Growth Plan ** email to Reviewer
4/17	Inquiry 1	C.1 Individual Growth Plan cells 7-10
2/27	Inquiry 1	C.2 Essential Components for Instruction ** email to Reviewer
2/27	Inquiry 1	C.3 Entry Level Assessment Rubric
2/27	Inquiry 1	C.3 Blank copy of the assessment
2/27	Inquiry 1	C.3 Answer Key
2/27	Inquiry 1	C.3 Rubric
2/27	Inquiry 1	C.3 and C.7 Recording Sheet (C.3 column)
2/27	Inquiry 1	C.4 Graded Pre-Assessment for 3 focus students
2/27	Inquiry 1	C.4 Focus Student Selection
3/6	Inquiry 1	C.5 Lesson Plan Template/Formal Observation ** email to Reviewer
3/27	Inquiry 1	C.5 Lesson Video (15- 30 minutes) hyperlink or mp4
3/27	Inquiry 1	Formal Observation Self-Reflection (Inquiry 1 Lesson)
3/27	Inquiry 1	Mentor Lesson Observation Sheet (Inquiry 1 Lesson)
3/31	Inquiry 1	Formal Observation Mentor-Reflection (Inquiry 1 Lesson)
4/17	Inquiry 1	C.6 Analysis of Student Work
4/17	Inquiry 1	C.6 3 focus students' graded work sample from C.5 lesson

4/17	Inquiry 1	C.7 Summative Assessment Reflection Rubric
4/17	Inquiry 1	C.7 Blank copy of assessment
4/17	Inquiry 1	C.7 Answer Key
4/17	Inquiry 1	C.7 Rubric
4/17	Inquiry 1	C.3 and C.7 Recording Sheet (C.7 column)
4/17	Inquiry 1	Slide Presentation: Colloquium
2/6	Ongoing	Individual Learning Plan (ILP) - Spring Triad Meeting
5/1	Ongoing	Individual Learning Plan (ILP) - Spring Evidence
5/1	Ongoing	Individual Learning Plan (ILP) - End of Program Triad Meeting
2/27	Ongoing	Self-Assessment of CSTPs (Pre CSTP 1, 2, & 6)
5/1	Ongoing	Self-Assessment of CSTPs (Post for CSTP 1, 2, & 6)
5/1	Ongoing	Mentor/Mentee Collaborative Log (2nd Semester)
4/17	Ongoing	Peer Portfolio Review (1st Review)
5/1		Email Portfolio Reviewer to please review completed Portfolio

Join Zoom Meeting 959 4669 7392

<https://msmu.zoom.us/j/95946697392?pwd=RINHVXRuVTZXTnNOR1BjVkpBME>

RBQT09

EDU 225B: 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.

Course Preparation: Prior to Session 1: Due by 1/23

- Join Google Classroom: qjpl7Ko (**using the Gmail account created in fall**)
- Review your Individual Learning Plan (ILP) from last semester, using the California Standards for the Teaching Profession (**CSTPs**) 1, 2, & 6, and the Continuum of Teaching Practices (**COTP**) 1, 2, & 6 – all located in Google Classroom, Ongoing doc's.
 - Select a question (from those listed in the COTP) related to one element of CSTP 1, 2, or 6 that may serve as a place for stretching your teaching practice.
 - Consider an inquiry question that addresses opportunities for accelerating student growth. What student data supports this choice? How does this question interface with CSTP 1, 2, or 6? *potential* question on which you might focus in preparation for Inquiry 1? You will share this with your colleagues and coach, Tim Skinner.
 - Complete form **C-1, cells 1 – 4.**

Weekend 1: January 23, 2021 (Synchronous 8:00 am– 10:15 pm)

Topics: *Course Overview, SMART Goals and Research*

- EDU 225 B Overview
- Class documentation, deadlines, calendars
- Breakout Room w/ Tim: Work on SMART Goals (C.1 cells 1-4) for Inquiry 1. -
Discuss/Share possible inquiry questions on which to focus, citing student assessment data that support the focus. -
Share possible resources for accessing online journal databases for implementing Inquiry research strategy.
- Plan out implementation of your 4-6-week unit of study before next class.

Assignments **Due on 2/6:**

- *Update* - CFT documents 1, 2, 3, 5, 6, if necessary.
- *Update* – CFT 4 (Home/School Connection) reflecting additional parent correspondence.
- Complete - C1 Individual Growth Plan cells 1-4 and email Portfolio Reviewer (Carol Wright, cwright@msmu.edu), cc Janette at jtovar@msmu.edu
- Complete ILP for Spring Semester.
- **Remember you must implement your research strategy on a regular basis during instruction beginning 2/16 (right after President's day.)**
- Discuss pre-assessment documents (C.3).

Work to do with Mentor *between now and next meeting, Feb. 6:*

- Work on C.1 (cells 1 – 4), due to Portfolio Reviewer.
- Complete ILP for Spring Semester 2021. Set goals and decide on what you will do to attain your goals.
- SET DATE for ILP Mid Program/Spring Semester Triad Zoom meeting. You will need to have signatures from your Principal and Mentor, **by 2/27.**
- Observe/discuss inquiry strategies with a work colleague or mentor to add to C1 (cells 5-6)
- Plan date(s) for observing colleague or Mentor.
- Discuss CFT 7.2 Equity with your Mentor, as applicable to unit of study.

Weekend 2: February 6, 2021 (Asynchronous)

Topics: *Researching Inquiry and Unit Planning*

- Problem of Practice – identification of Inquiry Strategy to be implemented in unit of study
- Access online journal databases for research
- C.1 Individual Growth Plan – connections to Inquiry strategy
- SMART Goals for attaining student success in unit of study

Assignments **Due on 2/27:**

- Collect research data by observing & then discussing your inquiry strategy w/ a work colleague or your mentor. Add collegial conversation and insights to *C.1 (cells 5-6)*.

- Complete *C.1 Individual Growth Plan, cells 1-6*. Email C.1, cells 1 – 6, to Portfolio Reviewer (cc.jtovar@msmu.edu)
- Begin implementing your 4-6-week unit of study before next class (Feb. 27, 2021). *Remember you must implement your research strategy on a regular basis during instruction.*
- Complete *C.2 Unit Plan*. Email to Reviewer (cc.jtovar@msmu.edu)
- Update *CFT.4 Home/School Connection*.
- *C.3 Blank copy of the assessment*
- *C.3 Entry Level Assessment Rubric*
- *C.3 Answer Key*
- Complete *C.3 and C.7 Recording sheet (C.3 side only)*
- Complete *C.4 Focus Student Selection* (embed student work samples)
- Complete *C.4 Graded Pre-Assessment* for 3 focus students
- Complete CSTP Self-Assessment

Heads Up:

- **Due 3/6** *C.5 Lesson Plan Template*, email to portfolio reviewer
- **Due 3/27** Teach/Video *C.5 Lesson*

Work to do with Mentor between now and next meeting, 2/27:

- Hold *ILP Mid Program/Spring Semester Triad* and **get Principal and Mentor Signatures** .
- Work on *C.1, C.2 Unit Plan (4-6 weeks long)*, *C.3, C.7*, and *C.4*.
- Discuss *Focus Student Selection* document
- Discuss *Special Populations* with your Mentor *CFT 7*, as it may apply to your Inquiry.

Weekend 3: February 27, 2021 (Synchronous 8:00 am– 10:15 pm)

Topics: *ELD, Differentiation and Inquiry: Unit Planning*

- Inquiry Cycle
- Inquiry Strategy; Research and implementation
- Unit Plan; Assessments
- Conduct Initial Peer Reviews

Due on 3/6:

- Complete *C.5 Lesson Plan Template*
- Email *C.5 Lesson* to portfolio reviewer for approval (cwright@msmu.edu; cc.jtovar@msmu.edu), **Portfolio Reviewer must approve C5 Focus lesson, before you start videoing. Email your Reviewer as soon as possible, but before 3/27.**
- Permission waivers must be signed by parents **prior to recording**.

Due on 3/27:

- Note: Videoing **MUST** occur before 4/2; **C.5 (focus lesson) MUST be approved by Portfolio Reviewer before videoing.**
- Before videoing refer to your returned Lesson Plan and make any necessary changes as advised by your portfolio reviewer. Upload Video - MP4 format or Private YouTube link.

- Record *C.5 Lesson*
- Complete *Formal Observation Self-Assessment*
- Submit Formal Mentor Observation Reflection sheet
- Formal Observation Mentor Reflection

Work to do with Mentor between now and next meeting, **3/27**:

- Before recording your lesson - work together to make necessary *Lesson Plan* changes, according to Portfolio Reviewer feedback.
- Mentor views videoed *Formal Lesson.*, using *Mentor Observation Sheet*.
- Discuss together the following forms: completed *Mentor Lesson Observation Sheet*, *Formal Mentor Observation Reflection*, and *Formal Observation Self-Reflection*
- Work together to complete *Formal Observation Mentor Reflection Sheet*.

Weekend 4: March 27, 2021 (Asynchronous)

Topic: Focus Lesson

- *C.5 Lesson plan*
- Teach/Video of lesson - MP4 or YouTube Link
Videoing must be completed **by 4/1
- *C.6 Choose work samples*
- Determine progress between C.3 and C.6. If progress not noted, what do you need to do to meet your SMART goal?
- Observation/Reflection Sheets

Teaching and assessing of the whole unit must be complete by **4/30**

Due on 4/17:

- *C.6 Grade and correct Student work*
- *C.6 Analysis of Student Work*
- *C.3 and C.7 Recording Sheet (C7 side only)*
- *C.7 Summative Assessment Reflection Rubric* (include assessment, answer key, rubric)
- *C.1 cells 7-10*
- *Colloquium: Google Slides*
- *Update CFT.4 Home/School Connection*

Work to do with Mentor between now and **next meeting, 4/17**:

- *C.6 Analysis of Student Work* from videoed lesson.
- Share thoughts for completing Colloquium slides.

Weekend 5: April 17, 2021 (Synchronous 8:00 am– 10:15 pm)

Topics: Inquiry Evaluation and Assessment Data; Presentations

- Colloquium: Presentations
- *C.7 Post-Assessments*
- Gather Evidence from Observation and Reflection sheets
- *C.1 Cells 8-10 Inquiry Process*

- Peer Review - Induction Portfolio Checklist
- Gather Evidence for ILP

Assignments **Due on 5/1:**

- Colloquium: Presentations
- Finalize Peer Portfolio Review
- Post CSTP Self-Assessment form 1,2 & 6 (dated with evidence codes)
- ILP Spring Evidence
- Signatures from Principal and Mentor for ILP End of semester Triad meeting.
- Email Reviewer Portfolio is complete for semesters 1 & 2 (cc jtovar@msmu.edu)

Work to do with Mentor between now and next meeting, 5/1:

- Organize and record ILP evidence.
- Hold ILP Triad meeting and get signatures from Principal and Mentor
- Sign, Complete, upload Collaborative Learning Logs

Weekend 6: May 1, 2021 (Synchronous 8:00 – 10:15)

Topics: Presentations and Reflection

- Colloquium Reflections and Celebration
- Finalize Peer Portfolio Review
- MSMU Course Evaluation
- Completed CSTP Self-Assessment form 1,2 & 6 (dated with evidence codes)
- ILP Initial Spring Evidence
- Email Reviewer that Portfolio is complete for semesters 1 & 2 (cc jtovar@msmu.edu)

1. **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.*

Diversity, Equity, and Inclusion:

- *Mount Saint Mary's University's commitment to Diversity, Equity, and Inclusive Excellence stems from our CSJ heritage, Catholic identity, mission, and values. We are compelled to always move toward profound love of God and love of neighbor without distinction. We are committed to diversity in all its possible forms with emphasis on the importance of human rights, equity, fairness, inclusiveness, and diversity in the broadest*

sense including differences in gender, race, ethnicity, generational history, culture, socioeconomic class, religion, sexual orientation, national origin, citizenship status, political perspectives, geographic origin, and physical ability. Mount Saint Mary's University strives to be a place where all people feel welcome. Engaging with others from a variety of different backgrounds improves and enriches our learning, living, and working environments. See the [Center for DEI's myMSMU page](#) for more information and resources.

- *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.*

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>

SPECIAL CIRCUMSTANCES DUE TO COVID:

- This course has been modified to include more online/remote activities due to COVID and social distancing protocols. In addition, if you are unwell, or have other issues preventing you from attending face-to-face meetings, please be in contact with the instructor to discuss accommodations.
- **Potential COVID-19 Disruption: Should the course modality change during the semester the instructors will provide a comprehensive update of how the class will continue and any changes that may result.**

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 two 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.

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 Taken from:.*

<http://msmu.smartcatalogiq.com/en/2016-2018/2016-2018-Catalog/Academic-Policies- and-Procedures/General-Information-for-Undergraduate-Programs/Student-Credit-Hou>

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: *For faculty, academic freedom in research, teaching, and publication is fundamental to the advancement of truth and learning. Freedom of thought and expression is essential to fulfill the mission, and obligations, of academics and educators.*

The student has the freedom to express ideas that differ from any interpretation or any viewpoint presented by an instructor. In exercising this freedom, there should be no disruption of the academic process of the class.

The student has the right to be evaluated accurately and fairly on academic performance as outlined by the instructor at the beginning of the course. The student has the right to discuss and review any academic performance with instructors. A student who believes that an evaluation was made on a basis other than academic performance has the right to an appeal procedure. (For appeal procedures, see Student Handbook).

Calendar Verification: *Please review the schedule in the tentative course calendar carefully. Education Department course calendars may not align with the generally published MSMU holidays and break schedule due to the nature of a teacher preparation program.*

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*

- *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*
- *is prevented from completing the final assignment*

Quality of Work: *The MSMU Education Department expects all credential and masters 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) offers assistance to 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 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.*

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.*