

EDU 225D 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](mailto:jtovar@msmu.edu)

EDUCATION DEPARTMENT:

• *Please call or email the Education Department Administrative Assistant to make an advisement appointment: [educationdepartment@msmu.edu](mailto:educationdepartment@msmu.edu) or (213) 477-2620. Please contact Janette Tovar at [jtovar@msmu.edu](mailto:jtovar@msmu.edu) or 323-308-0284 as necessary.*

**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 move to breakout rooms with the instructor for the rest of the class. All course documents, including assignments and Reading Response documents 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](mailto: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 their accurate completion. 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. All suggestions and/or corrections on submitted work 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 use class protocols to collaboratively problem-solve for pertinent teaching dilemmas.. There is a focus on diversity within the classroom. Assignments will offer choices to individualize your identified strengths and areas for growth, as recognized in the CA Standards for the Teaching Profession (CSTP) 3, 4, and 5 and your updated Individual Learning Plan (ILP). Each participant will identify a Problem of Practice (POP), based on multiple student learning data. Participants will present an appropriate POP to the group, participate in collaborative protocols for identifying possible solutions and specific strategies, implement strategies between classes and report progress to the group. Assignments for both synchronous and asynchronous classes will provide opportunities for participants to select further readings to impact teacher practice and ultimately accelerate student learning. Progress will be reported through group protocols and Reading Responses activities.

- **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](mailto: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.

#### **Course Objectives and Student Learning Outcomes:**

1. Continue to assess their competencies and areas for growth as teachers, based upon the 2009 CA Standards.
2. Update relevant demographics about their classroom, school site, and school community (through completion of Context for Teaching (CFT) documents).
3. Continue to understand and tap into available resources for providing equitable opportunities for student learning, including English Learners and students with a variety of special needs.
4. Continue developing 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. Demonstrate growth in self-selected CSTPs .
7. 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 end of the program, you will schedule a final

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**

- Completed materials from EDU225 A, B, C, as completed & checked by portfolio reviewers
- *Gmail account, Google Drive and Google Classroom* for electronic portfolio
- *MSMU email account and password*, also necessary for accessing the MSMU library
- Copy of 2009 CSTP Standards
- Copy of Copy of Continuum of Teaching Practice

**Pre-Course Assignments:**

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

1. Join Google Classroom code: 3mmafwh (\*\*using the Gmail account your 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.
3. Be prepared to talk share a Problem of Practice (POP) that you have identified, based on student learning data. Frame it in a form of a question, e.g. “Given ..... how might I best help students (or a particular student) increase his/her/their abilities/skills in .....?” OR “An area where I continue to struggle is .....How might I refine my practice to see .... (the results I desire seeing) in my students?” The question is a dilemma – something not easily remedied - i.e., there’s no simple answer to it; there are several layers of awareness and skill to peel back in order to resolve this problem.

**Spring Document Due Dates**

**Begin Unit for Inquiry 2/16**

**Finish Unit for Inquiry 4/17**

<b>Due Date</b>	<b>Portfolio Folder</b>	<b>Course Assignment</b>
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
4/17		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 3, 4, & 5)
5/1	Ongoing	Self-Assessment of CSTPs (Post for CSTP 3, 4, & 5)
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

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**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.*

**Weekend 1: January 23, 2021** (Synchronous 8:45 am– 10:15 pm)

Topics: *Course Overview, Problems of Practice/Protocols*

- EDU 225 D Overview
- Align CSTP 3, 4, & 5 to ILP and classroom practice
- Share prepared Problems of Practice (POPs) with colleagues
- Coach colleagues, using Consultation protocol
- Review assignments for 2/6 and 2/27

Assignments **Due on 2/6:**

- Address Problem of Practice (POP) with appropriate student(s)
- Collect informal data on POP to share on 2/27
- Complete CSTP Self-Assessment to advise ILP Spring Semester goals.

- *Update* – CFT 4 (Home/School Connection) to reflect recent, additional parent correspondence.

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

- Complete ILP for Spring Semester 2021. Set goals and decide on what you will do to attain your goals. This may encompass your identified POP.
- SET DATE for ILP End of Program Triad Zoom meeting. You will need to have signatures from your Principal and Mentor by 4/17.
- Discuss CFT 7.2 Equity with your Mentor, as applicable to your ILP goals/POP.

### **Weekend 2: February 6, 2021 (Asynchronous)**

*Topics: Beyond Awareness of Diversity and Inclusivity*

- Read Reading Response #1: *Beyond Awareness of Modern Diversity* (in Google Classroom Assignments, Due Week 2)
- Respond to the prompts, as they interface with your teaching goals, practices, & assessments
- Select one prompt to share with the group.

Assignments **Due on 2/27:**

- Complete Reading Response #1. Email responses to [jtovar@msmu.edu](mailto:jtovar@msmu.edu).
- *Update*, as necessary, CFT documents 1, 2, 3, 5, 6. (Four questions must be addressed)
- *Update CFT 4, Home, School Connection, to reflect recent, additional correspondence with parents*
- Continue to collect (informal) data on Problem of Practice to share w/ group

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

- Share CFT 4 updates with Mentor and problem-solve for communicated concerns. Discuss quality and frequency of positive home communications.

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

*Topics: Inclusive Mindset*

- Group discussion on Reading Response #2: *Inclusive Mindset*.
- Share prepared Problems of Practice (POPs) with colleagues.
- Coach colleagues, using Consultation protocol.

**Due on 3/27:**

- Address Problem of Practice (POP) with appropriate student(s)
- Collect informal data on POP to share on 3/27
- Complete and be ready to discuss Reading Response #2

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

- Discuss Reading Response #2 and/or POP goals and progress

### **Weekend 4: March 27, 2021** (Asynchronous)

*Topic:* Maintaining focus on Diversity and it's effects on teaching goals, practices, & assessments

- Read assignment (located in Google Classroom Assignments, due 4/17)
- Respond to the prompts, as they interface with your teaching goals, practices, & assessments.
- Select one prompt to share with the group.

#### **Due on 4/17:**

- *Update CFT 4, Home, School Connection, to reflect recent, additional correspondence with parents*
- Continue to collect (informal) data on Problem of Practice to share w/ group
- *Create updated Colloquium: Google Slides*
- Prepare what you will share with Mentor/Administrator as evidence of your continuing professional growth.

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

- Hold Triad to share updated data gleaned from CSTP Self-Assessment, POP focus and action, CFT communications, and/or Colloquium slides.
- Obtain signatures from Mentor and Administrator on final ILP and post in your Portfolio.
- Share thoughts for completing Colloquium slides: How will these slides reflect current learning from data you are collecting from your students?

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

*Topics:* Presentations and Feedback

- Colloquium: Presentations
- Individual feedback: Success Protocol

#### **Assignments Due on 5/1:**

- Post CSTP Self-Assessment form 3, 4, & 5 (dated with evidence codes)
- Signatures from Principal and Mentor for ILP End of semester Triad meeting.
- Email Reviewer Portfolio is complete (cc [jtovar@msmu.edu](mailto: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:* Successes, Reflection, Next Steps

- Colloquium Reflections and Celebration
- Success Protocol
- MSMU Course Evaluation
- Email Reviewer that Portfolio is complete (cc [jtovar@msmu.edu](mailto: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](mailto: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](mailto: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.