

**EDU 226a Teacher Assessment and Development
Mount Saint Mary's University**

Course Syllabus
Spring 2021
Six Saturdays
1/23 8:00 am - 12:25 pm
2/6 Asynchronous
2/27 8:00- 10:00 am
3/27 Asynchronous
4/17 8:00 am- 12:25 pm
5/1 8:00- 10:00 am

Join Zoom Meeting

<https://msmu.zoom.us/j/96313657028pwd=RzhqZUpmV3Q5ekRLek5LeDZBTXhDZz09>

Meeting ID: 963 1365 7028

Passcode: 6Saturday!

Instructor: Teckla Lowdermilk

Email: tlowdermilk@msmu.edu

Office hours: 5 Wednesdays (1/27, 2/10, 3/3, 3/31, & 4/21 6:30- 7:00 pm)

via Zoom Join Zoom Meeting <https://msmu.zoom.us/j/93795448428> Meeting ID: 937 9544 8428

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 2 Saturdays from 8:00 am - 12:15 pm, 2 Saturdays 8-10 and 2 Saturdays work will be completed asynchronously. Students will meet whole group for half of the synchronous classes and then they will meet in breakout rooms with a coach for the second half 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 begins with your camera on. Send me an email as soon as possible, if you are experiencing personal difficulties with getting to class on time, your internet, or your camera. On those occasions when you are late, please ask in the chat to see what information or announcements you may have missed.

- **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.mamu@gmail.com*** and saved to a google folder (MSMU Portfolio) in the appropriate subfolder. This shared google folder (MSMU Portfolio) will stay with you throughout the Induction Program EDU 226 A-B 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 are given points based on accurate completion.
 - ★ You will earn 2 points for each correctly completed assignment. PARTIAL or LATE assignments MAY receive 1 point.
 - ★ 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/corrections must be addressed as soon 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**= 85 points or higher AND Portfolio Review score of at least 3 on CSTP 1, 2, & 6
 - ★ **No Credit** = 84 points or less OR a Portfolio Review score of 2 or less on CSTP 1, 2, & 6

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:

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

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 and competence within the program. The administrator should sign off on the ILP to acknowledge awareness of your ILP goals. In the middle and end 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. 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).

Required Materials:

- Gmail account, Google Drive and Google Classroom for electronic portfolio
- MSMU email account and password. You will need your MSMU email and password to access 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 if 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)
ASIN: B00HNNVY0

Course Assignments

First Class Assignments: Due before our first class 1/20

Below are your first assignments for this course:

- Join Google Classroom code: **ngp2cx5** (**using the Gmail account your created in fall**)
- Read the following document via Google Classroom:
 1. California Standards for the Teaching Profession (CSTP's) CSTPs 3, 4, & 5
 2. Continuum of Teaching Practice (COTP) CSTPs 3, 4, & 5
 3. Select Chapters of ELA/ELD Framework

Spring Document Due Dates

Begin Unit 2/16

Finish Unit 4/14

<u>Due Dates</u>	<u>Folder and Points</u>	<u>Documents</u> ☞ Both Semesters ☞ Spring (Portfolio due 4/21 **** Final corrections by 5/1)
	CFT	
1/23	2	CFT 1 Class Profile, Overview UPDATE
1/23	2	CFT 2 Classroom Layout UPDATE
1/30, 2/27, 3/20 & 4/24	8	CFT 4 Home/School Connection UPDATE
1/30	2	CFT.7.1 Pedagogy
1/30	2	CFT.7.2 Equity
2/13	2	CFT.7.3 ELs
3/13	2	CFT.7.4 Special Populations
	Inquiry 2	
1/20	2	C.1 Individual Growth Plan cells 1-2
1/27	2	C.1 Individual Growth Plan cells 1-4
2/6	2	C.1 Individual Growth Plan cells 5-6
4/17	2	C.1 Individual Growth Plan cells 7-10
2/6	6	C.2 Essential Components for Instruction
2/20	2	C.3 Entry Level Assessment Rubric
2/20	2	C.3 Blank copy of assessment
2/20	2	C.3 Answer Key
2/20	2	C.3 Rubric
2/20	2	C.3 and C.7 Recording Sheet (C.3 completed)

2/27	2	C.4 Focus Student Selection
3/6	2	C.5 Lesson Plan Template/ Formal Observation (Inquiry 2 Lesson)
3/27	2	C5 Lesson Video- MP4 format (Inquiry 2 Lesson)
3/27	2	Formal Observation Self-Reflection (Inquiry 2 Lesson)
3/31	2	Formal Observation Mentor-Reflection (Inquiry 2 Lesson)
3/31	2	Mentor Lesson Observation Sheet (Inquiry 2 Lesson)
4/3	2	C.6 Analysis of Student Work
4/3	2	C.6 Graded work sample from C.5 lesson for 3 focus students
4/10	2	C.7 Summative Assessment Reflection Rubric
4/10	2	C.7 Blank copy of assessment
4/10	2	C.7 Answer Key
4/10	2	C.7 Rubric
4/10	2	C.7 Graded Summative Assessment for 3 focus students
4/10	2	C.3 and C.7 Recording Sheet (C.7 completed)
4/17	2	Colloquium: Google Slides:
	Ongoing	
1/27	2	Individual Learning Plan (ILP) -Spring Triad Meeting
4/17	2	Individual Learning Plan (ILP) -Spring Evidence
1/23	2	Teaching Philosophy: Google Slides
2/27	2	Technology: Google Slides
4/24	2	Individual Learning Plan (ILP) - End of Program Triad Meeting
1/20	2	Self - Assessment of CSTPs (Pre for CSTP 3,4, & 5)
4/17	2	Self - Assessment of CSTPs (Post for CSTP 3,4, & 5)
4/17	2	Mentor/Mentee Collaborative Log (2nd Review)
4/17	2	Peer- Induction Checklist (Initial)
4/24	2	Peer- Induction Checklist (Final)
5/1	2	Resume
5/1	2	Cover Letter
Total	100	

Join Zoom Meeting
<https://msmu.zoom.us/j/92485214101>
Meeting ID: 924 8521 4101

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.

Prior to Session 1: Due by 1/20 Course Preparation

- ALL PORTFOLIO revisions from FALL are PAST DUE (revisions were due 12/18/20)
- Join Google Classroom: [edusocis](#) (**using the Gmail account created in fall**)
- Read the following document 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
- C1 cells 1-2

Weekend 1: January 23,2021 (*Synchronous 8:00 am– 12:15 pm*)

Topics: *Course Overview, SMART Goals and Research*

- EDU 226 B Overview
- Calendar and unit implementation
- Teaching philosophy Slide Presentation in groups of 4
- Partner work on SMART Goals (C.1 cells 1-4) Start thinking about research strategies
- Update CFT.1 Class Profile
- Access online journal databases for research strategy to implement

Assignments Due Dates:

- Due 1/23 *UPDATE* CFT 1 Class Profile
- Due 1/23 *UPDATE* CFT 2 Classroom Layout
- Due 1/27 C1 Individual Growth Plan cells 1-4 email Portfolio Reviewer cc Teckla at tlowdermilk@msmu.edu
- Due 1/27 Spring Induction Individualized Learning Plan (ILP) Mid Program signed by Participant, Mentor, and Principal
- Due 1/30 Update CFT.4 Home/School Connection
- Due 1/30 CFT 7.1 Pedagogy discussing with MENTOR (final 2 questions)
- Due 1/30 CFT 7.2 Equity discussing with MENTOR (final 2 questions)

Work to be done with Mentor

- Discuss ILP Mid Program/Spring Semester and **get Principal and Mentor Signature**
- Discuss CFT 7.1 Special Populations with your Mentor
- Discuss CFT 7.2 Equity with your Mentor
- Observe/discuss inquiry strategies with a work colleague or mentor to add to C1 (cells 5-6)

- Start planning your 4-6-week unit of study before next class (February 6, 2021). Remember you must implement your research strategy on a regular basis during instruction beginning 2/16 (right after President's day.)

Weekend 2: February 6, 2021 (Asynchronous)

Topics: *Differentiation: Unit Planning Differentiated- SPED, GATE & EL*

- C.2 Essential Components for Instruction (Include ELD standards and specific strategies for second language learners)
- Email C2 to Portfolio Reviewer (cc tlowdermilk@msmu.edu)
- Unit dates: begin 2/16 & end 4/9

Assignments Due Dates:

- Due 2/6 C1 cells 5-6 (Collegial Conversation and 2 Academic Journals about research strategy)
- Due 2/6 email reviewer C1 cells 1-6 (add academic journals and collegial conversation/observation and cell 1-4 corrections)
- Due 2/6 C2 Essential Components of Instruction
- Due 2/6 email Portfolio Reviewer about C2 (cc tlowdermilk@msmu.edu)
- Due 2/13 CFT 7.3 English Language (EL) Learners
- Due 2/20 C.3 Entry Level Assessment (Do not forget blank copy of assessment, answer key, rubric for performance levels)
- Due 2/20 C.3 and C.7 Recording sheet (entry level side only)
- Due 2/27 (prior to class) Integration of Technology slides

Work to be done with Mentor

- Discuss English Language Learners CFT 7.3 with your mentor
- Discuss strategy to solve your problem of practice to be included on C1 cells 5-6
- Discuss Entry Level Assessment
- Start planning C5 Focus lesson to be video recorded. Lesson must be approved by Portfolio Reviewer. Lesson must be videoed by 3/26
- Discuss C4 Focus Student

Weekend 3: February 27,2021 (Synchronous 8:00- 10:00 am)

Topics: *Integration of Technology, Focus Lesson Differentiated- SPED & EL*

- Integration of Technology Slides Presentation in Quads
- C.4 Focus Student Selection
- Differentiate instruction to support your EL, SPED, GATE and Choice students lesson plan C.5
- C.5 Lesson video MP4 format
- Mentor Lesson Observation Sheet
- Formal Observation Mentor Observation Reflection
- Formal Observation Self-Reflection
- Portfolio Reviewer must approve C5 Focus lesson before video recording the lesson. Email your Reviewer as soon as possible, but before 3/6. Focus lesson must be taught/videoed by 3/26

Must be approved before videoing. Portfolio Reviewer gets 2 weeks to approve lesson

- C.6 Choose work sample to be collected during lesson plan videoing

Assignments Due Dates:

- Due 2/27 C.4 Focus Student Selection (embed student work samples)
- Due 2/27 *UPDATE* CFT 4 Home/School Connection
- Due 3/6 C.5 Lesson Plan Template/Formal Observation
- Due 3/6 email Portfolio Reviewer C5 (cc tlowdermilk@msmu.edu)
- Before 3/26 Teach C.5 Lesson

Work to be done with Mentor:

- C5 Focus lesson must be recorded before 3/23 (permission waivers must be signed by parents prior to recording)

Weekend 4: March 27, 2021 (Asynchronous)

Topics: **Assessment Data**

Assignments Due Dates:

- Due 3/27 C5 Lesson Plan Video
- Due 3/27 Formal Observation Self-Reflection
- Due 3/31 C6 Analysis of Student Work
- Due 3/31 Mentor Lesson Observation Sheet
- Due 3/31 Formal Observation Mentor Reflection
- Due 4/3 C6 Grade/correct Student work
- Due 4/10 - C.7 Summative Assessment Reflection
- Due 4/10 - C.3 and C.7 Recording Sheet

Work to be done with Mentor:

- View videoed lesson together (may be viewed via Zoom)
- Discuss with Mentor the following forms:
 1. Mentor Lesson Observation Sheet
 2. Formal Observation Mentor Reflection
 3. Formal Observation Self-Reflection
 4. Analysis of Student Work from videoed lesson (C6)
 5. Summative Assessment results (C.7 and C.3 & C.7 Recording sheet)

Weekend 5: April 17, 2021 (Synchronous 8:00 am– 12:15 pm)

Topics: **Portfolio Review and Colloquium**

- Colloquium Presentations
- Peer Review - Induction Portfolio Checklist
- Gather Evidence for ILP
- Upload Mentor logs
- MSMU Course Evaluation
- ILP Final/Post

Assignments Due Dates:

- Due 4/17 Colloquium: Google Slides (due before class begins)
- Due 4/17 - C1 Individual Growth Plan cells 7-10

- Due 4/17 - CSTP Self-Assessment Post 3, 4, & 5 (dated with evidence codes)
- Due 4/17 Post CSTP Self-Assessment form 1,2 & 6 (dated with evidence codes)
- Due 4/17 Spring ILP Evidence
- Due 4/17 Conduct Initial Peer Review
- 4/18 Email Reviewer Portfolio is complete (cc tlowdermilk@msmu.edu)
- Due 4/21 Finalize Peer Portfolio Review
- Due by 4/24 Update CFT 4 Home/School Connection
- 4/30 Sign, Complete, upload Collaborative Learning Logs (from EDU 326 with Barbara Locker-Halmy)
- Before May 1st **Email Reviewer when **ALL** corrections are made**

Work to be done with Mentor:

- 4/30 Complete all Portfolio Corrections

Weekend 6: May 1, 2021 ([Synchronous 8:00- 10:00 am](#))

Topics: *Credentialing and Celebration*

- Final Course Evaluation
- Credentialing Paperwork for the State
- Celebration

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 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, 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:

University PPE Policy: All students must comply with the University personal protective equipment (PPE) policy while on campus. Non-compliant students will not be allowed to stay in class.

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 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 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 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 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, 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 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 aid 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, found 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 take part 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.