



Course Outline
MMS617 Introduction to Assessment, Collaboration, and Instruction

Course Prerequisite – SED 615 Special Education Law

Course Description

The course provides the knowledge and skills required for assessing the learning strengths and needs of children and youth with mild to moderate support needs. Candidates examine multiple sources of information to create an individualized comprehensive learner profile. A comprehensive profile is required for linking assessment findings to instructional planning including the development, implementation, and communication of the individualized education program (IEP). Candidates reflect on formative assessment data to determine the academic progress of students receiving special education to achieve the California Common Core Standards in comparison to their non-disabled, grade-level peers. Throughout MMS617 and MMS620 emphasis is placed on the use of multiple formal and informal assessments to inform instructional decision-making for students with mild to moderate support needs.

OER Statement

The course readings have been selected from a variety of Open Educational Resources (OER) and available through the National University Library to students enrolled in the Sanford College of Education.

Required Textbook

Spinelli, C. G. (2012). *Classroom assessment for students in special and general education* (3rd ed.). Pearson.

eText ISBN: 9780133467536

Course Learning Outcomes (CLOs)

Upon the successful completion of this course, candidates will:

CLO 1: Critique appropriate uses of different types of assessment to determine students; academic needs; for service eligibility, progress monitoring, and to create short- and long-term goals for IEP/ITP for students to access grade level requirements per core curriculum. (BL5)

CLO 2: Examine knowledge of appropriate ethical administration of assessment according to protocols and students' academic and communication needs including accommodations and/or AAC on assessments for students with disabilities. (BL4)

CLO 3: Create and coordinate collaborative plan for differentiated instruction with Paraprofessionals and other service providers to ensure compliance with IEP/ITP to access students the LRE. (BL6)

CLO 4: Critique a safe and appropriate environment to accommodate and support students; needs including those who present with physical/medical access issues; long short-term memory issues; movement mobility; sensory; and/or specialized health care needs in addition to appropriate medical equipment required for students to participate fully in classrooms, schools, and the community. (BL5)

CLO 5: Explore evidence-based support strategies for families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions. (BL4)

CLO 6: Evaluate appropriate short- and long-term for IEP and instruction goals for students with mild to moderate disabilities with atypical language development, communication skills, social programmatic, language skills (e.g., executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills. (BL5)

Course Expectations

Requirements

This course is built on the premise that learning is a process that involves acquiring knowledge, applying that knowledge and skills and integrating that knowledge and skills into real experiences. You are expected to fully participate in and complete all learning activities graded or non-graded to meet the requirements of the course. Grades are based upon points accumulated from all assignments, collaborative activities, participation, case studies, and presentations. Each candidate may accumulate 100 points.

Course Specific Expectations

- Candidates are expected to: actively participate in weekly online sessions or view the recordings and complete a summary; and complete assessment measures and assignments as scheduled.
- Candidates are expected to obtain a Mastery level (80% of criteria) on all assignments and have the opportunity for resubmission to accomplish that goal.
- Candidates are expected to integrate course readings, educational research and literature, multimedia sources, and lecture concepts into all appropriate assignment requirements.

Faculty Feedback Expectations

Substantive and Regular Interactions: National University is committed to meet Department of Education requirements for substantive and regular interactions between faculty and students. National University faculty meet this requirement

through participation in at least one of the following course activities:

- Participate in regularly occurring class meetings.
- Participate in a regularly occurring online discussion about academic course content.
- Offer faculty-scheduled consultations with a student to discuss academic course content.
- Provide substantive and personalized feedback on student assignments.
- Provide regularly occurring posts of instructor guidance to summarize weekly assignments or adding individual faculty voice to the online course experience.
- Participate in regularly scheduled learning sessions (synchronously); or
- Provide proactive and scheduled communication initiated by faculty in response to student progress.
- Respond to students within 48 hours of an inquiry.

Fieldwork Assignments

To fulfill the California Commission on Teacher Credentialing (CCTC) required 200 hours of early fieldwork, fieldwork is required throughout the MMS617 course.

Please email your instructor directly with any questions about your fieldwork requirement.

Course grade definition and definition of Grades for Graduate Courses

Please refer to the most recent National University, Course Catalog, (available at www.nu.edu under the “Our Programs” tab) for policy on Grading, Incompletes, Withdrawal, et cetera.

Course Grading Policy

GRADE	Percentage	Point Range
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	0-59	0

GRADE	Percentage	Definition
A	90 – 100%	Outstanding Achievement
B	80 – 89%	Commendable Achievement
C	70 – 79%	Marginal Achievement
D	60 – 69%	Unsatisfactory Achievement

The final grade evaluation in this course will be based on points as follows:

Assignments		Points
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Collaboration – Weekly synchronous and asynchronous opportunities to collaborate through Brightspace, a virtual learning management platform facilitated by the instructor.	3 x 4	12
Discussion Forum Threads – Candidates engage with peer-reviewed articles designed to promote higher order thinking and meaningful interactions.	5 x 4	20
Activity – Designed to access, analyze, and synthesize course resources to demonstrate application of course concepts using a variety of mediums.	3 x 05 1 x 10	25

Field Work – Designed to provide hands-on opportunities to learn about students with special needs to make connections between course offerings to actual real-life situations.	1 x 07 1 x 08 1 x 10	25
QUIZ - Check for Understanding of Formative Assessments, Ethical Practices, and Supports	05 pts	05
Signature Assignment – Designed to assess candidate's mastery of core concepts covered in collaboration sessions, discussions, presentations, and assigned readings and resources.	1 x 13	13
Total		100

Weeks at a Glance

Summary: Assignments and Preservice Hours/Field Experiences

1	Introduction to Assessments – A Foundational Role in Special Education		
Assignments		Points	Due Date
1	Weekly Collaborate – Describe Assessments to Develop a Comprehensive Learner Profile <ul style="list-style-type: none"> Identify types of assessment used in special education. Define the purposes of formal and informal assessments. Articulate the role in conducting comprehensive educational evaluations. 	03	Sunday
1	Discussion Forum – Articulate familiarity of multiple sources of assessment used to develop a comprehensive profile. Download and read HLPs in Special Education Assessment Research Synthesis. Focusing on HLP4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs. (pp. 2-3).	05	Sunday*

	<p>Post an initial response to the following questions:</p> <ol style="list-style-type: none"> 1. Which variety of assessments are most familiar to you? Explain why. Heard of them. Administered them? 2. What ones are least familiar to you? Have you heard of them, haven't heard of them? 3. Ponder the tenets of assessment literacy argued by CEC and CEEDAR (McLesky et al., 2017). Argue how gaining assessment literacy sets expectations in your role as an education specialist. Give specific example from your personal experiences. <p>References</p> <p>McLeskey, J., Barringer, M. D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheler, M.C., Winn, J., & Ziegler, D. (2017). <i>High leverage practices in special education: Assessment Research Synthesist</i>. Arlington, VA: Council for Exceptional Children & CEEDAR Center. https://highleveragepractices.org/four-areas-practice-k-12/assessment</p> <p>Riccomini, P. J., Morano, S., & Hughes, C. A. (2017). Big ideas in special education. <i>Teaching Exceptional Children</i>, 50(1), 20-27. https://nu.primo.exlibrisgroup.com/permalink/01NATIONAL_INST/1g/mol9r/cdi_crossref_primary_10_1177_0040059917724412</p> <p>Spinelli, C. G. (2012). <i>Classroom assessment for students in special and general education</i> (3rd ed.). Pearson.</p> <ul style="list-style-type: none"> • Chapter 3 – Standardized assessment types, scores, and accommodations, pp. 53-94. <p>U4.1; U4.3; U5.1; U5.2; MM4.2; MM4.4; MM5.1</p>		
1	<p>Activity 1: Record information from statistical concepts and scoring terminology.</p> <ul style="list-style-type: none"> ○ Descriptive statistics and scoring terminology used frequently in special education. ○ Select key vocabulary words from the color-coded chart, Basic Statistical Concepts and Scoring Terminology Handout ○ Create digital vocabulary cards using the provided Frayer Model template. <p>U5.1; U5.6; U7.10; MM5.1; MM5.3; MM5.4</p>	05	Sunday
1	<p>Activity 2 - Complete steps to administer a standardized academic achievement test.</p> <ul style="list-style-type: none"> ○ Preparation to administer a standardized academic achievement test – WJIV <p><u>Completion of WJIV Tutorials</u></p>	10	Sunday

<p>1. Go to WJIV-Riverside Publishing Test of Achievement –</p> <ol style="list-style-type: none"> 1. https://vimeo.com/showcase/6928712 2. Password: WJTraining32820 <p>2. Watch ALL videos for the administration of the assessment. Where applicable, pay close attention to basal and ceiling and suggested starting points.</p> <p>3. Capture screen shots of at least 4 completed tutorials as evidence of completion. (These will be uploaded as part of the assignment into Brightspace.)</p> <p>4. Reflecting on the application of the test for students with various mild to moderate support needs (e.g., specific learning disabilities, emotional disturbance, physical and other health impairments, mild intellectual disabilities, and autism spectrum disorders)</p> <p>Answer ALL reflection questions.</p> <ol style="list-style-type: none"> 1. What information gained from observing the student during the administration of the test will add to the formal testing? 2. What are the advantages and disadvantages of using age and grade equivalent scores on standardized tests? What factors should be considered in the decision making? 3. What should you do when setting up the testing environment to allow for a student's behavioral issues and/or health/medical issues? 4. What procedures illustrate best practices? What can you do to ensure the assessment is consistent with appropriate ethical conduct expected from professionals? Explain. 5. When a student does not get a basal score in a subtest, what does that mean about the student's standard score and percentile rank in that area? <p>Optional Resources</p> <p>Mather, N., & Wendling, B. J. (2015). <i>Essentials of WJIV test of achievement assessment</i>. Hoboken, NJ: John Wiley & Sons. https://ebookcentral.proquest.com/lib/nu/detail.action?docID=1895609</p> <ul style="list-style-type: none"> • Review as needed Chapters 2 – How to administer; 3 – How to score, and 4 – How to interpret, pp. 21-158. • The achievement assessment guide provides additional step-by-step information about the parts of standardized assessments, terminology, purposes, and analysis. It is designed to be used in tandem with online tutorials. <p>Mindrila, S. (2017). <i>Standardized assessments</i> [Video]. YouTube. https://www.youtube.com/watch?v=QINm-81yw-o</p> <p>U5.1; U5.2; U5.4; U5.6; U5.8; U7.10; MM5.1; MM5.3; MM5.4; MM5.6</p>		
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2	Considerations for Selection, Administration, and Evaluation of Accommodations		
	Assignments	Points	Due Dates
2	<p>Weekly Collaborate – Explore Guidelines for Accommodations</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of selecting, administering, and evaluating accessibility tools for instruction and testing. 2. Clarify teacher and support staff roles in instruction and assessment of student progress. 3. Conduct an ecological assessment as an evaluation tool to learn the demands of inclusive settings to support IEP goals. 	03	Sunday
2	<p>Discussion Forum – Demonstrate knowledge of accommodations.</p> <p>Read the peer-reviewed article by Edgemon et al. (2006). Then take the quiz posted in Module 2 (Accessibility Tools). Keep track of your score – what tools were unfamiliar to you?</p> <p>Post an initial response:</p> <ol style="list-style-type: none"> 1. How would you use the decision-making process (Fig. 1) for accommodations developed by Edgemon et al. (2006, p. 10) during an IEP meeting with parents and other members when selecting accommodations for a student with MMSN? 2. Take the quiz, Accessibility Tools. How familiar are you with the testing accommodations allowed for the SBAC. Share your score. 3. What will you do to move forward to build your knowledge of accessibility tools for both assessment and instruction to optimize access to the curriculum and SBAC tests for students with MMSN? <p>References</p> <p>Edgemon, E. A., Jablonski, B. R., & Lloyd, J. W. (2006). Large-scale assessments: A teacher’s guide to making decisions about accommodations. <i>Teaching Exceptional Children</i>, 28(3), 6-11. https://nu.primo.exlibrisgroup.com/permalink/01NATIONAL_IN ST/1gmo19r/cdi_proquest_journals_201145140</p> <p>The Regents of the University of California. (2023, July 29). Usability accessibility and accommodations guidelines. https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf</p> <p>U1.4; U4.4; U5.2; U5.4; MM1.4; MM2.1; MM4.1; MM5.6</p>	05	Sunday*
2	<p>Fieldwork 1– Conduct an ecological assessment</p> <p>Instructions</p> <p>Candidates conduct an ecological assessment within a school or community domain. Select a focus student with mild/moderate</p>	07	Sunday

	<p>support needs. Provide a brief description of the focus student and rationale for the domain, setting, and skill selected.</p> <ul style="list-style-type: none"> • School examples - Classroom, recess area, auditorium, administration building/office, library, cafeteria, track, or gymnasium. • Community examples - Library, recreation center, theatre, church, or park. Select areas that are frequently utilized by your focus student. <p>Resources to get you started. Murphy, M., & Beam, H. (2021, Feb. 19). Four tips for self-contained classroom. https://www.edutopia.org/article/4-tips-successful-self-contained-classroom Spinelli, C. G. (2012). <i>Classroom assessment for students in special and general education</i> (3rd ed.). Pearson.</p> <ul style="list-style-type: none"> • Figure 4-20 – Class/School Environmental Checklist, p.119. <p>U1.4; U2.3; U4.4; U4.5; MM1.4; MM2.2; MM4.1; MM4.7</p>		
2	<p>Fieldwork 2 – Identify accessibility supports</p> <ol style="list-style-type: none"> 1. Select a focus student with mild to moderate support needs. 2. Identify and describe the focus student's characteristics. Grade Level; Disability (disabilities); Language proficiency (applicable to all students, not just ELs); Accessibility supports (universal tools, designated supports, and accommodations) used in the classroom and assessments listed on the student's IEP. (Some students may not have identified accessibility support listed on their IEPs.) 3. Categorize the accommodations by the type (e.g., presentation, response, setting, timing/scheduling). 4. Refer to the following resource for support; Section 7: Accommodations for Testing (Spinelli, 2012, pp.77-87) 5. Use the questions and adapt as appropriate to identify various types of presentation, responses, setting, and timing/scheduling accommodations for your focus student. 6. Complete the tool with your focus student. 7. Reflection: Share what you learned from this activity. What surprised you? What would be your next steps to ensure the selection, administration, and evaluation of accommodations for instruction and assessment of students with disabilities is conducted with fidelity? Was the student aware of his/her accommodations and/or able to tell you when he/she uses it and if is purposeful? 8. Upload the focus student's responses and your reflection using the template. <p>References</p>	8	Sunday

	<p>Shyyan, V., Thurlow, M., Christensen, L., Lazarus, S., Paul, J., & Touchette, B. (2016, August). <i>CCSSO accessibility manual: How to select, administer, and evaluate use of accessibility supports for instruction and assessment of all students</i>. Washington, DC: CCSSO. http://dataserver.lrp.com/DATA/servlet/DataServlet?fname=CCSSO+Accessibility+Manual(0).pdf</p> <p>Smarter Balanced. (2023, July). <i>Usability, accessibility, and accommodations implementation guide</i>. https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf</p> <p>Thompson, S. J., Morse, A. B., Sharpe, M., & Hall, S. (2005, August). <i>Accommodations manual: How to select, administer, and evaluate the use of accommodations for instructions and assessment of students with disabilities</i>. https://osepideasthatwork.org/sites/default/files/AccommodationsManual.pdf</p> <p>U1.3; U1.4; U2.2; U3.2; U5.8; U7.8; MM1.4; MM1.6; MM2.1; MM3.2</p>		
3	Introduction to Criterion-Referenced Assessments		
Assignments		Points	Due Dates
3	<p>Weekly Collaborate – Examine Rubrics as Criterion-Referenced Assessments</p> <ul style="list-style-type: none"> ○ Define elements and types of progress monitoring tools. ○ Create a criterion-referenced assessment for an academic growth measure that aligns with IEP goals for students with MMSN. ○ Facilitate a safe and appropriate environment to promote student independence and interdependence with peers. ○ Analyze strategies to promote students’ ability to self-monitor their own progress. <p>MM/EX 7.1</p>	03	Sunday
3	<p>Discussion Forum – Communicate recommendations to support paraprofessionals.</p> <p>Instructions</p> <ul style="list-style-type: none"> • Watch the video, <i>Rethinking the role of educational assistants</i> (https://youtu.be/UIH7Dz3wMpQ) (Alberta Schools, 2018). • Jot down key takeaways. • Read the article, <i>The Golden Rule of Providing Support in Inclusive Classrooms: Support Others as You Would Wish to be Supported</i> (Causton-Theoharis, 2009). • Think about the scenarios shared and the suggested strategies to fade away support to encourage independence and interdependence of students with disabilities during school. 	05	Sunday*

	<ul style="list-style-type: none"> Place yourself in the student's shoes and share a similar situation as a paraeducator or former educator, or working with a paraeducator where you observed unnecessary dependence by adults such as interference with peer interactions, or interference with creativity or interference with teacher contact and instruction. Respond to the following questions: <ol style="list-style-type: none"> Describe the situation, the actions taken. What actions could have been taken to support interdependence and independence of the student(s)? <p>References</p> <p>Alberta Schools (2018, April 10) <i>Rethinking the role of educational assistants</i> [Video]. YouTube. https://www.youtube.com/watch?v=UIH7Dz3wMpQ</p> <p>Causton-Theoharis, J. N. (2009). The golden rule of providing support in inclusive classrooms: Support others as you would wish to be supported. <i>Teaching Exceptional Children</i>, 42(2), 36–43. https://doi.org/10.1177/004005990904200204 https://nu.primo.exlibrisgroup.com/permalink/01NATIONAL_INST/1g/mol9r/cdi_proquest_journals_201168209</p> <p>U1.1; U4.5; U4.6; MM1.7; MM4.6; MM4.7; MM6.1</p>		
3	<p>Activity 3 – Paraphrase the types and purposes of progress monitoring.</p> <p>Instructions</p> <p>Review the rubric and Word Document worksheets attached prior to beginning the activity.</p> <ol style="list-style-type: none"> Complete the following IRIS Center modules on Progress Monitoring: <ol style="list-style-type: none"> Progress Monitoring: Reading https://iris.peabody.vanderbilt.edu/module/pmr/#content Progress Monitoring: Mathematics https://iris.peabody.vanderbilt.edu/module/pmm/#content Allow for 2-3 hours to complete the modules. Since some of the information is the same in both modules, you should be able to complete both modules within 3 hours or less. The section <i>Perspectives and Resources</i> has several practice activities. Take 3-4 screenshots during the completion of those activities to submit as evidence of completing the modules. Pay close attention to the formulas to determine the baseline and projection of growth to determine if the student is making adequate progress. 	05	Sunday

	<p>5. Refer to the resources attached for the established range of scores to calculate growth, benchmarks, and goal setting.</p> <p>6. Complete the Assessment given at the end of each module. Assessment templates for both mathematics and reading are provided for you in the attached Word Document to complete the Assessments.</p> <p>7. Submit the screenshots and the completed Assessments into Brightspace.</p> <p>References</p> <p>The IRIS Center. (2005), Rev. 2019). Progress monitoring: Reading. https://iris.peabody.vanderbilt.edu/module/pmr/</p> <p>The IRIS Center. (2019). Progress monitoring: Mathematics. https://iris.peabody.vanderbilt.edu/module/pmm/.</p> <p>U4.1; U4.3; U5.1; MM4.2; MM4.4; MM5.1; MM7.1</p>		
3	<p>Fieldwork 3 – Practice designing a rubric as a self-assessment tool.</p> <p>Select a focus student with mild/moderate support needs.</p> <p>Develop a lesson plan that teaches a small group of students (3-4) how to use a rubric. (Select one of the students as your focus student.) Read the article, <i>Chocolate Chip Cookies and Rubrics</i> (Hall & Salmon, 2012). Be creative to design a practice exercise that is engaging to your targeted participants.</p> <p>Decide on the content that is familiar to the students. See examples. Remember you are teaching them how to use a rubric – that is the focus of the lesson.</p> <p>References</p> <p>Hall, E. W., & Salmon, S. J. (2003). Chocolate chip cookies and rubrics. <i>Teaching Exceptional Children</i>, 35(4). 8-11.</p> <p>https://nu.primo.exlibrisgroup.com/permalink/01NATIONAL_INST/1g mol9r/cdi_proquest_journals_201104204</p> <p>Spinelli, C. G. (2012). <i>Classroom assessment for students in special and general education</i> (3rd ed.). Pearson.</p> <p>Rubrics - How and why to use a rubric, pp.135-138.</p> <p>U1.3; U1.5; U4.3; U5.1; MM1.5; MM1.6; MM4.2; MM5.1; MM7.1</p>	10	Sunday
4	Interpret & Communicate Assessment Information Data with IEP Team		
Assignments		Points	Due Date
4	<p>Weekly Collaborate – Synthesize Multiple Data Sources to Compile a Comprehensive Learner Profile.</p> <ul style="list-style-type: none"> Articulate assessment data to the IEP team members. 	03	Saturday**

	<ul style="list-style-type: none"> Practice interpreting and communicating assessment information to IEP team members. Communicate a collaborative plan for instruction. Depict safe and appropriate environments to support student learning. Express strategies for families of students with chronic illness and degenerative conditions. Justify responses to scenarios focusing on assessments. 		
4	<p>Discussion Forum – Justify responses to scenarios about assessments.</p> <p>Read the vignettes focusing on assessment. Select ONE to post an initial response to share what you would do to resolve the issue/problem and justify your decisions and/or actions.</p> <ul style="list-style-type: none"> Jess Enrique Kaden <p>First response – Respond to a candidate’s initial post that selected a different student scenario than yours.</p> <p>Second response – Respond to a candidate’s initial post that selected a different student scenario. Essentially, each candidate is contributing to all 3 scenarios.</p> <p>Cite the specific references provided below each scenario.</p> <p>U1.1; U1.4; U2.2; U2.3; U2.4; U5.6; MM1.4; MM1.7; MM2.1; MM2.2; MM2.7; MM2.8; MM5.4; MM6.4;</p>	05	Saturday**
4	<p>Quiz - Check for Understanding of Formative Assessments, Ethical Practices, and Supports</p> <p>Timed – One attempt is allowed</p> <p>U5.1; U5.2; U5.4; U5.6; U5.8; U7.10; MM5.1; MM5.3; MM5.4; MM5.6; MM7.1;</p>	05	Saturday**
4	<p>Activity 4 – Develop and implement high-quality educational programs</p> <p>Instructions</p> <ol style="list-style-type: none"> Go to the Learning Modules Library from the PROGRESS Center and National Center on Intensive Intervention Website https://courses-studentprogress.org/ Scroll down to the Module: Path to PROGRESS: Developing and Implementing High-Quality Educational Programs. Register for a free account. Some of you already have one from previously taken coursework. 	05	Saturday**

	<p>4. Complete the module. The module does not have to be completed in one session. Progress towards completing each section can be saved to allow for continuous attempts until completion. It should take approximately 30 minutes to complete.</p> <p>5. Upload your Certificate of Completion into Module 4 Assignment 4 as evidence of successfully completing the module.</p> <p>6. Submit at least one takeaway.</p> <p>U4.1; U4.3; U5.1; MM4.2; MM4.4; MM5.1; MM7.1;</p>		
4	<p>Signature Assessment – Analyzing and Sharing Data with the IEP Team</p> <p>Candidates will be given a WJIV Score Report and a CAASPP Score Report for ELA and Math of an elementary age student with MMSN. Candidates will analyze, interpret, and summarize assessment information based on norm referenced and criterion referenced assessments.</p> <ol style="list-style-type: none"> Write a professional report describing the student’s overall level of achievement. <ol style="list-style-type: none"> Note any discrepancies found between the WJIV and CAASPP results. Provide a visual tool, Bell Curve, in preparation to share and explain the results to the IEP team. Propose 3-4 IEP goal areas aligned to CA-CCSS based on data. <p>U4.1; U4.3; U4.5; U5.8; U6.4; U6.5; MM2.4; MM4.2; MM4.4; MM4.7; MM6.1; MM7.2.</p>	13	Saturday**

*Initial discussion forum thread and response postings are due as specified by instructor.

**Module Four/Week Four assignments are due on Saturday unless otherwise specified by instructor.

Professional Dispositions and Civility

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Expectations for classroom behavior (which apply to online and onsite courses) include but are not limited to the following: Conflicting opinions among members of a class are to be respected and responded to in a professional manner. Respond to others in the way that you yourself would want to be addressed.

Professionalism

Candidates are expected to:

- Demonstrate the dispositions expected of teacher candidates.
- Demonstrate professionalism by being on time to live sessions and in turning in assignments.
- Be honest in all coursework.

- Bring the following skills and attitudes to the class discussions:
 - Willingness to accept the challenge of reading text and research concerning teaching and
 - Willingness to discuss, read and write independently and in small and large groups.
 - Willingness to listen with an open mind to the ideas and informed options of others
 - Attendance (online courses)

It is expected that candidates will:

- Login to the class at least twice a week (many candidates find that it important to login into the class most every day).
- Attend Collaborate sessions and be on time or complete summary assignment. Actively participate when called upon and have access to a microphone and a web camera throughout the session (netiquette).
- Mute microphone when not in use. Limit background noises and be attentive in class.
- Notify the professor immediately if technology problems prevent your attendance in the class.
- Notify the professor should any issues that arise that may effect on-time submission of work prior to the due date of the assignment. If the professor does not receive prior notification, no credit will be given for the work done for that class session or for an assignment that is due.
- Acknowledge that an absence is assessed each time a Candidate does not submit a Weekly Discussion Board prompt.
- Acknowledge that in accordance with National University policy, more than three absences, excused or unexcused, will result in a less than satisfactory grade.

Written Assignment Expectations

All assignments are to be:

- Submitted as Microsoft Word documents, Times New Roman or Arial style font, font size 12, double spaced with Candidate name and date indicated. (No PDFs.)
- Completed in standard English following APA 7th Edition guidelines, error free in sentence construction, grammar, punctuation, and spelling.
- Submitted in Brightspace, not as email.
- **For guidance with APA format, an excellent tutorial is available at**
<https://apastyle.apa.org/? ga=2.83849877.287074803.1633215642- 116669889.1633215642>

Late Work

Guidelines for late work are as follows:

- All assignments are due by 11:59 p.m. on Sundays unless noted differently by the instructor.
- Unless prior permission has been given to the candidate, late work will not be accepted, and no credit will be given for that assignment. Late assignments are accepted only with prior approval. To obtain that approval, you must request this approval via email, and the professor will respond by either approving or denying the request.
- If this request is approved, the instructor reserves the right to determine the timeframe to complete the assignment.
- Permission to submit work late applies to that assignment only and does not change the due dates for the subsequent assignments.
- If the request is denied, or if you fail to obtain approval, no credit is earned for the assignment.
- Late work that is accepted is subject to a grade deduction. Discretion is up to the course instructor.

Academic General Policies

At the start of the course, within the first week, make sure to read the [Academic Policies and Procedures \(NU\)](#).

Code of Conduct for Online Students

Freedom of speech and expression is valued not only throughout the society but also, and particularly, in the academic setting. Equally valued is the respect given to university computer systems and information technology. To that end, students will adhere to the following online code of conduct:

- Access National University courses only for lawful purposes.
- Respect the privacy of other members of the class and other students.
- Respect the integrity of the University's computer systems.
- Respect the diversity of opinions among the instructor and members of the class and respond to them in a courteous manner. Electronic communication consisting of all caps, large font, or bold print may be considered unprofessional and a form of verbal abuse.
- Maintain an environment free of harassment, stalking, threats, abuse, insults, or humiliation to the instructor and members of the class. This includes but is not limited to demeaning written or oral comments of an ethnic, religious, sexist (or sexual orientation), or racist nature, and unwanted sexual advances or intimidations by email, or on discussion boards and other postings in course shells.
- Abide by all rules and regulations published by the University and agree to be subject to disciplinary actions as described in the General Catalog.

Civility

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Rules of classroom behavior (which apply to online as well as onsite courses) include but are not limited to the following:

- Conflicting opinions among members of a class are to be respected and responded to in a professional manner.
- There are to be no offensive comments, language, or gestures. Learning to work with and value diversity is essential in every degree program. Students are required to act respectfully toward other students and instructors throughout the course.

Diversity

Students are also expected to exhibit an appreciation for multinational and gender diversity in the classroom and develop leadership skills and judgment appropriate to such diversity in the workplace.

Ethics

Ethical behavior in the class is required of every student. Students are also expected to identify ethical policies and practices relevant to course topics.

Disability

National University complies with the Americans with Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. If you need accommodations due to a documented disability, please contact Student Accessibility Services. Student Accessibility Services provides disability consultation and coordination of support services and accommodations for all eligible students with disabilities. Student Accessibility Services (858) 642-8058 or (specialservices@nu.edu).

Academic Integrity

Students are required to cite the use of materials written by others in all written communications for courses. Plagiarism is the presentation of someone else's ideas or work as one's own. This includes using ideas, words, or phrases without proper attribution. Students found plagiarizing are subject to the penalties outlined in the Policies and Procedures section of the University Catalog, which may include a failing grade for the work in question or for the entire course. Inadequately or improperly cited work receives no credit. In cases of plagiarism, the burden of proof rests on the student, not the instructor. In other words, the student will be required to prove that plagiarism has not occurred. For more information on proper citation and writing research papers see the web sites listed below:

- [Plagiarism](http://owl.english.purdue.edu/handouts/research/r_mla.html) (http://owl.english.purdue.edu/handouts/research/r_mla.html)
- [Quoting, Paraphrasing, and Summarizing](http://www.owl.english.purdue.edu/handouts/research/r_mla.html) (http://www.owl.english.purdue.edu/handouts/research/r_mla.html)

Technology Requirements

National University maintains a Technical Requirements web page that is updated frequently with Windows and Macintosh hardware and software requirements, including both recommended and supported web browser software. For further information, please access the [Online Course Technical Requirements](#) housed in the National University Knowledge Base.

Computer Skills/Digital Literacy

Candidates are expected to be competent in using current technology appropriate for this discipline. In the SCOE, candidates are expected to have headphones and microphone, or computer audio enabled for speaking and listening to participate orally in Collaborate sessions. Candidates must be competent using word processing, spreadsheet, and presentation software. Examples of these types of programs include Microsoft Word, Excel, and PowerPoint. You must also be able to use an Internet browser and email program.

Writing Standards

Students are expected to demonstrate writing skills in describing, analyzing, and evaluating ideas and experiences. Written material must follow specific standards regarding citations of authors' work within the text and references at the end of the paper. Students are encouraged to use the services of the University's Writing Center when preparing materials. Grades will be assigned for written material in accordance with the University catalog and the general criteria adopted by the School of Health and Human Services. The following website provides information on APA writing and citation styles required for written work: [NU Library Guides](#).

People First Language/Course Etiquette¹

The language we use both in written and oral format, reflects our attitudes and beliefs. Faculty and students are expected to refer to persons with disabilities with respect. We are expected to use "people first language". People First language refers to the person first and not as a label or category. As an example, refer to a student with Down Syndrome rather than a Down Syndrome student and a student with a disability rather than a disabled student.

¹ Assembly Concurrent Resolution 60 was introduced by Assembly Member Miguel Santiago (Los Angeles) on April 28, 2015. ACR 60 affirms the Legislature's intent that state policies and procedures should utilize "People First Language" to the greatest extent possible when referring to students with disabilities.