National UNIVERSITY

SED 609 Lang & Lit Case Studies (4.50)

Prerequisite: *SED 607*

Duration: 4 Modules

Course provides substantive, research-based instruction that effectively prepares candidates to assess and teach literacy to students with MMSN and ESN. Through a case study, candidates will administer and analyze a variety of reading/writing assessments, develop IEP goals specific to data from the assessments and plan lessons that promote student access and achievement in mastering literacy standards.

Course Learning Outcomes:

1. Analyze (level 4) a battery of literacy, reading and writing formative assessments from case studies addressing language/literacy/writing SMART goals, objectives and evidence-based interventions to enable MMSN and ESN students to progress with their reading and/or proficiency skills.

2. Applying (level 3) knowledge of reading standards, assessments and evidence-based interventions in language, literacy and writing, candidates examining the 20 domains of language, literacy and writing.

3. Design (level 6) comprehensive language/literacy/writing intervention strategies to address the social, cultural, and multilinguistic performance of MMSN/ESN students in the academic content areas.

4. Utilize (level 6) case studies MMSN/ESN who are English learners, student with learning disabilities, intellectual delays and are adolescents developing an explicit plan of structured literacy instruction to support students become independent or functional readers/writers.

5. Incorporate (level 6) technology and assistive technology for MMSN/ESN students, for digital literacy skills and strategies for interconnectedness of language/literacy/writing in the academic content areas.

6. Formulate (level 6) a comprehensive explicit and sequential lesson plan for either MMSN or ESN students inclusive of the state standards and evidence-based interventions.

Course Specific Expectations

- o Candidates are expected to attend all class sessions, participate in all class activities, and complete assessment measures/assignments as scheduled.

- o Candidates are expected to obtain a Mastery level (80% of criteria) on all assignments and have the opportunity for resubmission to accomplish that goal.

- o Candidates are expected to integrate course readings, educational research and literature, multimedia sources, and lecture concepts into all appropriate assignment requirements.

Course Assignments The following learning activities are designed to develop further your knowledge of language, literacy, and reading and assessment and interventions for struggling readers and students whose reading levels vary from survival to proficient.

Assignments/ Required Readings /Discussion Board/ Lectures & PPT / Text
CDE REQUIRED RESOURCES:
California Department of Education. (2019). *California Dyslexia Guidelines.* Retrieved from https://research.ebsco.com/c/udgvh3/search/details/bozghr4qwr?db=nlebk **English Language Development Standards. (2012).** *California Kindergarten Through Grade 12.* Retrieved from https://www.cde.ca.gov/sp/ml/documents/eldstndspublication14.pdf   **California Commission on Teacher Credentialing. (2022).** *Literacy Standard and Teaching Performance Expectations for Preliminary Multiple Subject and Single Subject Credentials.* **Retrieved from** https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/ms-ss-literacy-standard-tpes.pdf?sfvrsn=eea226b1_12 **California Department of Education (2019).** California practitioner's guide for educating English learners with disabilities. **Retrieved from** https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf **Commission on Teacher Credentialing (2016, June).** California teaching performance expectations/standards for educator preparation**. Retrieved**

from https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf

California Department of Education. **(2019). Special Education. Retrieved from https://www.cde.ca.gov/sp/se/**

California Commission on Teacher Credentialing (CTC) (2019). Credential information. Retrieved from https://www.ctc.ca.gov/

Park, S., Martinez, M., Chou, F. (2017). CCSSO English learners with disabilities guide. Washington DC: Council of Chief State School Officers. Retrieved from https://ccsso.org/resource-library/ccsso-english-learners-disabilities-guide

SIP. (2018). Supporting inclusive practices. Retrieved from https://www.sipinclusion.org/.

Wrightslaw. (2019). Topics A-Z. Retrieved from http://www.wrightslaw.com/topics.html

Reading Rockets: High-Leverage and Evidence-Based Practices: A Promising Pair for all Learners https://www.readingrockets.org/topics/autism-spectrum-disorder/articles/high-leverage-and-evidence-based-practices-promising-pair

Universal Design Learning

https://udlguidelines.cast.org/

Module 1: Case Study Student with Intellectual Delay, Reading Skills Levels, Word Study, Adolescent Reading, AAC

REQUIRED READINGS:

TPE 7.5/U 7.5 (i) I	**TEXT** Fisher, D. & Frey, N. (2020). Improving Adolescent Literacy: Content Areas Strategies at Work (5th ed.) Hoboken, NJ.: Pearson Education. ISBN: X004G1HQ6V
	Text: Chapter 1 – Ensuring All Students, Read, Write. Think and Learn
TPE 7.8/U 7.8	TEXT Chapter 6 – Speaking Volumes: Using Collaborative Conversation to Build Students' Content Knowledge

	Text Chapter 7 - Picture This Graphic Organizers in the Classroom
Recommended Resources:	

Teaching Reading

Adolf, S. M., & Hogan, T. P. (2019). If we don't look, we won't see: Measuring language development to inform literacy instruction. Policy Insights from the Behavioral and Brain Sciences. https://doi.org/10.1177/2372732219839075

This article validates the need for oral language instruction to support literacy development.

Moats, L. C. (2020). Teaching reading is rocket science: What expert teachers of reading should know and be able to do. American Educator, 44 (2), 4-39. https://www.readingrockets.org/resources/resource-library/teaching-reading-rocket-science-2020-what-expert-teachers-reading-should

This article describes the knowledge base that is essential for teacher candidates and practicing teachers to master if they are to be successful in teaching all children to read well.

Academic Language

Barth, A. E., Ankrum, E. R, & Newman Thomas, Cath (2024). Inference instruction for students with reading disabilities. Rural Special Education Quarterly, 43(4), 225-234.

This article details the explicit instruction process for addressing inference in textbooks.

Broadening the Lens on the Science of Reading: A Multifaceted Perspective on the Role of Academic Language in Text Understanding https://ila.onlinelibrary.wiley.com/doi/abs/10.1002/rrq.359

This article is about the role of academic language in understanding text.

Toews, S., Zimmerman, K., Kurth, J., & Crump, N. (2025). Comparison of using modified and nonmodified books on comprehension of students with extensive support needs. Remedial and Special Education, 46(1), 53–65.

This article demonstrates the value of text modifications in shared reading for ESN students.

Adolescent Literacy

Adolescent Literacy – What's Technology got to do with it? https://www.adlit.org/topics/technology/adolescent-literacy-whats-technology-got-do-it

This article focuses on the use of technology to support adolescent reading.

Intensifying Reading Instruction for Students Who are Not Making Desired Progress. https://improvingliteracy.org/code-assets/briefs/intensifying-reading-instruction.pdf

Pitcher, S. M., Albright, L. K., DeLaney, C. J., Walker, N. T., Seunarinesingh, K., Mogge, S., Headley, K. N., Ridgeway, V. G., Peck, S., Hunt, R., & Dunston, P. J. (2007). Assessing adolescents' motivation to read. Journal of Adolescent & Adult Literacy, 50(5), 378–396.

This article describes ways to get adolescents motivated to read.

Sedita, J. (2011). Adolescent Literacy: Addressing the Needs of Students in Grades 4–12. In Birsh, J. R. Multisensory Teaching of Basic Language Skills. (3rd ed.). Brookes Publishing https://keystoliteracy.com/wp-content/uploads/2012/08/Adolescent-Literacy-addressing-the-needs-of-students.pdf#page=2.01

Teaching Adolescents to Read: It's not too Late The Top Ten Things New High School Teachers Need to Know About Servicing Students with Special Needs https://milnepublishing.geneseo.edu/steps-to-success/chapter/9-literacy-instruction-for-students-with-intellectual-and-developmental-disabilities/

This article describes 10 researched based tips for supporting students with extensive support needs in literacy instruction.

Augmentative and Alternative Communication

Leonet , O., Orcasitas-Vicandi, M., Langarika-Rocafort, A., Mondragon, N.I., & Etxebarrieta, G.R. (2022, July 6). A systematic review of augmentative and alternative communication interventions for children aged from 0 to 6 years. Language, Speech, and Hearing Services in School,53(3), 894-920. doi: 10.1044/2022_LSHSS-21-00191. Epub 2022 Jun 27. PMID: 35759607. https://pubmed.ncbi.nlm.nih.gov/35759607/

This systematic review evaluates the latest available evidence regarding augmentative and alternative communication (AAC) interventions in children from 0 to 6 years old diagnosed with various disabilities.

Walker, V.L., & Chung, Y.C. (2022, January 5). Augmentative and alternative communication in an elementary school setting: A case study. Language, Speech, and Hearing Services in School, 53(1),167-180. doi: 10.1044/2021_LSHSS-21-00052. Epub 2021 Dec 13. PMID: 34902289. https://pubmed.ncbi.nlm.nih.gov/34902289/

This case study examines the use of Augmentative and Alternative Communication in a school setting.

Intellectual and Developmental Disabilities

Duffy, M. A., (2016). Literacy Instruction for Students with Intellectual and Developmental Disabilities. Chapter 9. In Munger, K.A. (Ed). Steps to Success: Crossing the Bridge Between Literacy Research and Practice. https://milnepublishing.geneseo.edu/steps-to-success/chapter/9-literacy-instruction-for-students-with-intellectual-and-developmental-disabilities/

Intensifying Reading Instruction for Students Who are Not Making Desired Progress. https://improvingliteracy.org/code-assets/briefs/intensifying-reading-instruction.pdf

This article is about intensifying instruction for students who are not making progress in instruction.

Johnston, S. S., O, K. B. V., & Stokes, K. (2018). Early Literacy Support for Students with Physical Disabilities and Complex Communication Needs. Teaching Exceptional Children, 51(2), 91–99. https://doi.org/10.1177/0040059918802808\

Supporting student with physical disabilities with reading

Lemons, C. J., Allor, J. H., Al Otaiba, S., & LeJeune, L. M. (2018). 10 research-based tips for enhancing literacy instruction for students with intellectual disability. Teaching Exceptional Children, 50(4), 220–232. https://doi.org/10.1177/0040059918758162

Developing Reading Goals and Programs for student with intellectual delays

Teaching Adolescents to Read: It's not too Late The Top Ten Things New High School Teachers Need to Know About Servicing Students with Special Needs https://milnepublishing.geneseo.edu/steps-to-success/chapter/9-literacy-instruction-for-students-with-intellectual-and-developmental-disabilities/

This article describes 10 researched based tips for supporting students with extensive support needs in literacy instruction.

Whitbread, K. M., Knapp, S. L., & Bengtson, M. (2021). Teaching foundational reading skills to students with intellectual disabilities. Teaching Exceptional Children, 53(6), 424–432. https://doi.org/10.1177/0040059920976674

Word Study

Curriculum Vocabulary Learning of Fourth Graders Using the Vocabulary Scenario Technique https://pubmed.ncbi.nlm.nih.gov/33826414/

This article focuses on the importance of vocabulary instruction using the Vocabulary Scenario technique.

Effective Vocabulary Instruction Fosters Knowing Words, Using Words, and Understanding How Words Work https://pubmed.ncbi.nlm.nih.gov/31600467/

This clinical focus article will highlight the importance of vocabulary instruction.

The Role of Instruction for Spelling Performance and Spelling Consciousness https://www.tandfonline.com/doi/full/10.1080/00220973.2017.1315711

This study examined the role of instruction for spelling performance and spelling consciousness in the Dutch language. Spelling consciousness is the ability to reflect on one's spelling and correct errors.

Wanzek, J., Wood, C., & Schatschneider, C. (2023, September 13). Teacher Vocabulary Use and Student Language and Literacy Achievement. Journal of Speech, Language, and Hearing Research,66(9),3574-3587. doi: 10.1044/2023_JSLHR-22-00605. Epub 2023 Aug 4. PMID: 37541302. https://pubmed.ncbi.nlm.nih.gov/37541302/

This article summarizes the benefits of teacher talk on the reading achievement of students.

Word Study Instruction in the K-2 Classroom
https://www.readingrockets.org/topics/curriculum-and-instruction/articles/word-study-instruction-k-2-classroom

This article describes nine tips for implementing a word study program in your classroom

HIgh Leverage Practices, Evidence Based Practices and Bloom's Hierarchy of Learning

McCray, E., Brownell, M., Kamman, M., Robinson, S., & Ceedar Center. (n.d.). High leverage and evidence-based practices: A promising pair for all learners. Reading Rockets. https://www.readingrockets.org/topics/autism-spectrum-disorder/articles/high-leverage-and-evidence-based-practices-promising-pair

High Leverage Practice and Higher Order Thinking

High Leverage Practices for Students with Disabilities
https://ceedar.education.ufl.edu/wp-content/uploads/2024/03/High-Leverage-Practices-for-Students-with-Disabilties-updated.pdf

Higher Order Thinking
https://www.readingrockets.org/topics/comprehension/articles/higher-order-thinking

Universal Design for Learning: https://universaldesign.ie/about-universal-design/the-7-principles Website about Universal Design for Learning

Oxford Owl: https://www.oxfordowl.co.uk/   Free online books for students

Online Resources

Epic: https://www.getepic.com/educators Teacher resource for online books

Unite for Literacy: https://www.uniteforliteracy.com/ Free online books for students

World reader: https://www.worldreader.org/booklists/ Free online books for students.

IBBY https://www.ibby.org/ Free online books for kids

Videos

	Center for Dyslexia MTSU. (2025, January 23). Reading instruction from students with intellectual disabilities [Video]. YouTube. https://www.youtube.com/watch?v=ePdeV6v5FHg Cincinnati Children's. (2025, January 23). What is AAC? Augmentative and alternative communication [Video]. YouTube. https://www.youtube.com/watch?v=r3m8_YmTDDM
CDE REQUIRED RESOURCES: Focus on Standards for Intellectual Delayed Students	
	ELA Reading Standards: Literature: Kindergarten pp 11-12 **ELA Reading Standards: Informational Text pp14 -15,** **ELA Reading Standards: Foundational Skills pp 17-19** **ELA Reading Standards: Speaking & listening Kindergarten pp 27-28.** **ELA Language Standards: Kindergarten pp 32 -35** **CA Dyslexia Guidelines Chapter 12 Assistive Technology pp 75-80** **ELD Glossary pp 190-194**
Module 1 Activities	
TPE 7.5/U 7.5 (d) I	Lecture 1 & PPT: Reading Skill Levels Lecture 2 & PPT: Word Study Lecture 3 & PPT: Assistive Technology
	Assignment #1 **Check for Understanding:** Report on 3 things you learned 2 questions you have 1 strategy you will implement for teaching reading in your classroom.
TPE 7.5/U 7.5 (f) P MM/EX 7.1 P	**Assignment # 2** <u>**CASE STUDY:**</u> High school student with Intellectual Delays (ID) After completing the required reading resources, you will be able to: • Review a case study of an ESN student and determine the student's strengths and barriers,

TPE 7.10(a) P	- On the study template, using the ELA standards write a SMART goal(s) and objectives for the student in word study, comprehension, and writing. - Develop evidence-based interventions to address the student's academic performance in word study, comprehension, and writing. - Identify resources for supporting teachers. - Provide parents with reading materials to use at home.
TPE 7.7/U 7/7	Assignment #3 **LITERACY GRAPHIC ORGANIZER (LGO):** **Part 1,** these components/domains/skills are listed on the left side of the template: Motivating adolescents for literacy, Word Study, Academic Language, Figurative and Conversation Skills. Using the template, address the following categories. <table><tr><td>**How would you define this term?**</td><td>**What is the CCSS/ELA for this domain?**</td><td>**What is an evidence-based intervention strategy for ESN students and the one for MMSN students?**</td><td>**How would you completely monitor progress in this domain?**</td></tr></table> **Part 2** Select one of the components/domains/skills. Using go React develop a video teaching a 5-minute lesson on an evidence-based strategy. You can use a student in your class or general education.
	Discussion Board 1: using PackBack After reading Chapter 6 Productive Group Work Routines and Chapter 7 Types of Graphic Organizer, develop a probing question to share with your peers.

Module 2: English Learner with Dyslexia, Academic Reading

Required Readings:

<mark>7.5/U</mark> <mark>7.5 (i)</mark> <mark>P</mark>	**COURSE RESOURCES (LIBGUIDE) Fisher, D., & Frey, N., (2020). Improving Adolescent Literacy: Content Areas Strategies at Work (5th ed.) Hoboken, NJ.: Pearson Education. ISBN: X004G1HQ6V** • Chapter 2: Setting the Stage: Building and Activating Prior Knowledge • Chapter 3: Word for Word: Vocabulary Development Across the Curriculum • Chapter 4: Well, read: Promoting Comprehension Through Read-Aloud, Shared Readings and Close Reading

Recommended Resources:

Academic Language:

Barth, A. E., Ankrum, E. R., & Newman Thomas, C. (2024). Inference instruction for students with reading disabilities. Rural Special Education Quarterly, 43(4), 225-234.

This article details the explicit instruction process for addressing inference in textbooks.

Broadening the Lens on the Science of Reading: A Multifaceted Perspective on the Role of Academic Language in Text Understanding https://ila.onlinelibrary.wiley.com/doi/abs/10.1002/rrq.359

This article is about the role of academic language in understanding text.

Toews, S., Zimmerman, K., Kurth, J., & Crump, N. (2025). Comparison of using modified and nonmodified books on comprehension of students with extensive support needs. Remedial and Special Education, 46(1), 53–65. This article demonstrates the value of text modifications in shared reading for ESN students.

Academic Language

Barth, A. E., Ankrum, E. R., & Newman Thomas, C. (2024). Inference instruction for students with reading disabilities. Rural Special Education Quarterly, 43(4), 225-234. This article details the explicit instruction process for addressing inference in textbooks.

Broadening the Lens on the Science of Reading: A Multifaceted Perspective on the Role of Academic Language in Text Understanding https://ila.onlinelibrary.wiley.com/doi/abs/10.1002/rrq.359 This article is about the role of academic language in understanding text.

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Dyslexia

Dawson, K., Antonenko, P., Lane, H., & Zhu, J. (2019). Assistive Technologies to Support Students with Dyslexia

October 2018. Teaching Exceptional Children 51(4):004005991879402. https://go.openathens.net/redirector/nu.edu?url=https%3A%2F%2Fjournals.sagepub.com%2Fdoi%2F10.1177%2F0040059918794027

English Language Development Standards. (2012). California Kindergarten Through Grade 12. Retrieved from https://www.cde.ca.gov/sp/ml/documents/eldstndspublication14.pdf

Herbert, M., Kearns, D., Baker Hayes, J., Bazis, P., & Cooper, S. (2018). Why children with dyslexia struggle with writing and how to help them. Language, Speech & Hearing Services in Schools, 49(4), 843-863.https://pubmed.ncbi.nlm.nih.gov/30458545/

Johnston, V. (2019). Dyslexia: What reading teachers need to know. The Reading Teacher, 73(3), 339-346.

https://research.ebsco.com/c/yi2or4/viewer/pdf/n6gk5xxtqb

Kearns, D., Hancock, R., Hoeft, F., Pugh, K., & Frost, S. (2019). The Neurobiology of Dyslexia, 175-188.

https://journals.sagepub.com/doi/10.1177/0040059918820051

Lama, A. (2019). Difficulties in English language learning for students with dyslexia. SEEU Review, 14(1), 196-206 https://www.researchgate.net/publication/335064945_Difficulties_in_English_Language_Learning_for_Students_with_Dyslexia

	Lindstrom, J. (2019). Dyslexia in the schools: Assessment and identification. Teaching Exceptional Children, 51(3), 189-200.
	https://nu.primo.exlibrisgroup.com/permalink/01NATIONAL_INST/1gmol9r/cdi_proquest_journals_2170256605
	Michigan Handbook on Dyslexia: A guide to Accelerating Learner Outcomes in Literacy V. 1.0 August, 2022
	https://www.michigan.gov/mde/-/media/Project/Websites/mde/Literacy/Lit-in-MI-and-Essential-Practices/MDE_Dyslexia_Handbook.pdf
	High Leverage Practices
	McCray, E., Brownell, M., Kamman, M., Robinson, S., & CEEDAR CENTER. (n.d.). High leverage and evidence-based practices: A promising pair for all learners. Reading Rockets. https://www.readingrockets.org/topics/autism-spectrum-disorder/articles/high-leverage-and-evidence-based-practices-promising-pair
	High Leverage Practices for Students with Disabilities https://ceedar.education.ufl.edu/wp-content/uploads/2024/03/High-Leverage-Practices-for-Students-with-Disabilties-updated.pdf
	Thomas, A. & Thorne, G. Comprehension: Higher Order Thinking
	https://www.readingrockets.org/topics/comprehension/articles/higher-order-thinking
	Videos:
	Dyslexia and the Brain https://youtu.be/QrF6m1mRsCQ
	The Power of Assistive Technology
	https://www.youtube.com/watch?v=upL-3PYaPSM
	Dr. Anita Archer- Vocabulary Instruction
	https://www.youtube.com/watch?v=DC0HNtvxuRg
CDE REQUIRED RESOURCES: Focus on Student with Dyslexia	
TPE 7.10 (a) P	**CA Dyslexia Guideline** : **Chapter 1 A Twenty-First-Century Definition of Dyslexia (pp 3-4)** **CA Dyslexia Guideline: Chapter 2 Neuroscience of Dyslexia (pp. 6 –9)**

	CA Dyslexia Guideline: Chapter 3 Dyslexia as a Language-Learning Disability (pp. 9 – 13)
	CA Dyslexia Guidelines: Chapter 4 Characteristics of Dyslexia by Age Group (pp. 14 – 23)
	CA Dyslexia Guidelines: Chapter 5 Socioemotional Factors of Dyslexia (pp. 24 - 25)
	CA Dyslexia Guidelines: Chapter 6 When the Concern May Not Be Dyslexia (pp. 26-32)
	CA Dyslexia Guideline: Chapter 9 Screening and Assessment for Dyslexia (pp. 42 – 58)
	CA Dyslexia Guidelines Chapter 12 Assistive Technology (pp. 75 - 80)
	CA Language K – 5 (pp. 32 – 39)
Module 2 Activities	
7.6/U 7 7.7/U 7.7 P	**LECTURES & PPTs** Lecture & PPT 4 - Introduction to Dyslexia Lecture & PPT 5 -Idioms & Figurative Language Lecture & PPT 6 - Academic Reading Lecture & PPT 7 The Five Domains of Reading
	Assignment # 4 **CHECK FOR UNDERSTANDING** Report on 3 things you learned 2 questions you have 1 strategy you will implement for teaching reading in your classroom.
TPE 7.5/U 7.5(f) TPE 7.10 (a) P TPE 7.10 (b) P TPE 7.10 © P	Assignment # 5 <u>**CASE STUDY:**</u> High school student with Learning Disabilities and Dyslexia After completing the required reading resources, you will be able to: • Review a case study of an ESN student and determine the student's strengths and barriers to language, literacy and writing. • On the study template, using the CCSS and ELA standards write a SMART goal(s) and objectives for the student in word study, comprehension, and writing. • Develop evidence-based interventions to address the student's academic performance in word study, comprehension, and writing.

	• Identify resources for supporting teachers. • Provide parents with reading materials to use at home using CA Dyslexia Guidelines pp 81-94
7.6/U 7.6	Assignment # 6 **LITERACY GRAPHIC ORGANIZER (LGO):** **Part 1,** these components/domains/skills are listed on the left side of the template: Dyslexia, Story Grammar, Text Genres, Narrative Comprehension and Expressive Comprehension Using the template, address the following categories. <table><tr><td>**How would you define this term?**</td><td>**What is the CCSS/ELA for this domain?**</td><td>**What is an evidence-based intervention strategy for ESN students and the one for MMSN students?**</td><td>**How would you completely monitor progress in this domain?**</td></tr></table> **Part 2** Select one of the components/domains/skills and develop a video teaching a 5-minute lesson using an evidence-based strategy. You can use a student in your class or general education. Using GoReact teach, tag/ annotate & evaluate your teaching strategies.
	Assignment #2 **DISCUSSION BOARD:** Examine the Strategies at Work for English, Social Studies and Mathematics. Using PlayBack Develop 2 questions from each area to share with your peers.

	Assignment # 7 **TECHNOLOGY TOOLKIT: Developed from the CA Dyslexia Guideline Appendix B pp103** Part 1 EXAMINING APPS FOR WORD This toolkit will require searching apps that address the reading areas of word study, comprehension, and writing/notetaking for students with dyslexia. In each of those areas identified in the template, determine: Reading domain/skill addressed Appropriate age/grade for use with students Cost of the app Part 2: **APPLICATION OF TOOLBOX TO STUDENT WITH DYSLEXIA** **Then, the student will select apps for a 6th-grade student with dyslexia who is 3 years behind in reading, spelling, writing and provide a rationale for that selection.** The candidate will review apps for iPads in the areas of Spelling Tools, Reading Tools, Writing/Notetaking Tools, and Applications. Then select and purchase materials for a student with dyslexia who is 3 years behind grade level in spelling, reading, and writing and provide a rationale for that selection.
	Assignment # 1 **QUIZ on Dyslexia**

Module 3: English Learner with Learning Disabilities, Literature, and Informational Text

Required Reading: COURSE RESOURCES (LIBGUIDE) : Fisher, D., & Frey, N. (2020). Improving adolescent literacy: Content areas strategies at work (5th ed.). Pearson Education. ISBN: X004G1HQ6V

  • Read Chapters 5 and 8.

Recommended Resource:	
7.6/U 7.6(a) P TPE 7.10 (b) I	**Learners of the English Language** Ell vs. Learning Disability Chart. Resource File see sharepoint IRIS Teaching English Language Learners: Effective Instructional Practices https://iris.peabody.vanderbilt.edu/module/ell/ This module presents multiple strategies to support Ell students with special needs, including sheltered instruction, vocabulary, and comprehension. Boon, R. T., & Barbetta, P. M. (2017). Reading interventions for elementary English language learners with learning disabilities: A review. Insights into Learning Disabilities, 14(1), 27–52. Hall, C., Steinle, P. K., & Vaughn, S. (2019). Reading instruction for English learners with learning disabilities: What do we already know, and what do we still need to learn? New Directions for Child and Adolescent Development, 2019(166), 145–189. https://doi.org/10.1002/cad.20302 Lama, A. (2019). Difficulties in English language learning for students with dyslexia. SEEU Review, 14(1), 196-206 https://www.researchgate.net/publication/335064945_Difficulties_in_English_Language_Learning_for_Students_with_Dyslexia Irujo, S. (n.d.). What does research tell us about teaching reading to English language learners? Reading Rockets. Retrieved from https://www.readingrockets.org/article/what-does-research-tell-us-about-teaching-reading-english-language-learners **Comprehension Resources:** CSR:A Reading Comprehension Strategy https://iris.peabody.vanderbilt.edu/module/csr/ Dr. Shanahan: What's Disciplinary Literacy https://www.shanahanonliteracy.com/publications/what-is-disciplinary-literacy-and-why-does-it-matter Dr. Deshler Disciplinary Strategies for Content Literacy https://ceedar.education.ufl.edu/portfolio/dr-don-deshler-disciplinary-literacy-strategies/

	High Leverage Practices • McCray, E., Brownell, M., Kamman, M., Robinson, S., & CEEDAR CENTER. (n.d.). *High leverage and evidence-based practices: A Promising pair for all learners*. Reading Rockets. https://www.readingrockets.org/topics/autism-spectrum-disorder/articles/high-leverage-and-evidence-based-practices-promising-pair • High leverage practices for students with disabilities https://ceedar.education.ufl.edu/wp-content/uploads/2024/03/High-Leverage-Practices-for-Students-with-Disabilties-updated.pdf • Higher Order Thinking https://www.readingrockets.org/topics/comprehension/articles/higher-order-thinking **Videos** Reading Rockets. (2019, Aug. 19). *Reading multisyllable words with Xavier, third grade* [Video]. YouTube. https://youtu.be/5xXEWm-6bnE?si=4EycSkFtlHrN76eR The IRIS Center Video Collection. (2018, May 4). *English language learners: Sheltered instruction* [Video]. YouTube. https://youtu.be/jkw_wZtJ6hY?si=T6mw6G9Utcw-rJXj
CDE REQUIRED RESOURCES	
	California Department of Education. (2019). California Dyslexia Guidelines. https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf These guidelines are to assist regular education teachers, special education teachers, and parents in identifying, assessing, and supporting. students with Dyslexia. • Required to read Chapter 7 pages 33-58. CA Practitioners' Guide for Educating English Learners with Disabilities https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf • Chapter 2: Support for English Learners with a Multi-Tier System and Support pp. 43 – 103

	English Language Development Standards. (2012). California Kindergarten Through Grade 12.
	
	https://www.cde.ca.gov/sp/ml/documents/eldstndspublication14.pdf
	
	This resource describes the key knowledge, skills, and abilities that students who are learning English as a new language need to access, engage with, and achieve in grade-level academic content.
	
	      •Required reading Chapters 2 and 3
	
	Literacy Standard and Teaching Performance Expectations for Preliminary Multiple Subject and Single Subject Credentials
	
	https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/ms-ss-literacy-standard-tpes.pdf?sfvrsn=eea226b1_12
	
	The literacy standards and the Teaching Performance Expectation for the new California Multiple Subject and Single Subject credentials outline the knowledge, skills, and competencies that a teacher candidate must present to effectively teach literacy to all students. Emphasis in this area focuses on foundational reading skills, comprehension strategies, writing development, and language acquisition, with social justice, diversity, and inclusion being its underlying values, correlating itself with the California Comprehensive State Literacy Plan.
	
	    • Required Reading pages 1-13

Module 3 Activities	
7.6/U 6 7.7/U 7.7©	**LECTURES** Lecture & PPT 9 Supporting the English Learner in Learning to Read Lecture & PPT 10 Reading Intervention for Narrative Comprehension Lecture & PPT 11 Reading Intervention for Expository Comprehension
	Assignment # 8 **CHECK FOR UNDERSTANDING Report** on 3 things you learned 2 questions you have 1 strategy you will implement for teaching reading in your classroom.
	Assignment # 9

TPE 7.10 (b) P TPE 7.10 © P	**CASE STUDY:** English Learning student with a learning disability After completing the required reading resources, you will be able to: - Review a study of a dyslexia student and determine the student's strengths and weaknesses, - On the study template, using the ELD and EL A standards write a SMART goal(s) and objectives for the student in word study, comprehension, and writing. - Develop evidence-based interventions to address the student's academic performance in word study, comprehension, and writing. - Identify resources for supporting teachers. - Provide parents with reading materials to use at home.
7.7/U 7.7© I P 7.8/U 7.8 (a) P	Assignment # 10 **LITERACY GRAPHIC ORGANIZER (LGO):** **Part 1,** these components/domains/skills are listed on the left side of the template: of Writing, Writing Organization, Writing Conventions, Translanguaging. Using the template, address the following categories. _(see table below)_ **Part 2** Select one of the components/domains/skills and develop a video teaching a 5-minute lesson on an evidence-based strategy. You can use a student in your class or general education. Using GoRaact evaluation your teaching.
7.5/U 7.5 (f) A 7.2 (a) P	Assignment # 14 Section A and B **SIGNATURE ASSIGNMENT Part I:** Select a special needs student from your class and complete the Template for Lesson Planning including UDL, MTSS, Engagement Strategies, Explicit Instruction and Guided Practice Independent Practice and Closing. Sections 1 and 2 will focus on Planning and Lesson

How would you define this term?	What is the CCSS /ELD for this domain?	What is an evidence-based intervention strategy for ESN students and the one for MMSN students?	How would you completely monitor progress in this domain?

	Delivery. Reference the CCSS/ELA/and EBP. The SMART goals and objectives should focus on Word Study, Comprehension and Writing.

Module 4: Writing and Lesson Delivery

Recommended Readings:	
	Burke, L., Poll, G., & Fiene, J. (2017). *Response to an expository writing strategy across middle school RtI tiers. Learning Disabilities: A Contemporary Journal, 15(1), 85–101. https://files.eric.ed.gov/fulltext/EJ1141987.pd*

Digital Storytelling: Extending the Potential for Struggling Writer

https://www.readingrockets.org/topics/common-core-standards/articles/digital-storytelling-extending-potential-struggling-writers

How Does Writing Fit into the ' Science of Reading?'

https://www.edweek.org/teaching-learning/how-does-writing-fit-into-the-science-of-reading/2023/01

Puranik, C., & Koutsoftas, A. (2024, July). Writing in elementary students with language-based learning disabilities: A pilot study to examine feasibility and promise. *Language, Speech & Hearing Services in Schools*.

LINK: https://research.ebsco.com/linkprocessor/plink?id=77729730-7f76-399e-8915-c0940c75eff3

6 + 1 Trait Writing Rubrics for K – 2

https://www.readingrockets.org/resources/resource-library/61-trait-writing-rubrics-grades-k-2

Teaching Writing to Diverse Student Populations

https://www.readingrockets.org/topics/writing/articles/teaching-writing-diverse-student-populations

Writer's Checklist: Procedural Support for Struggling Writing

https://ila.onlinelibrary.wiley.com/doi/abs/10.1002/trtr.1802 . |

	TEXT Fisher, D. & Frey, N. (2020). Improving Adolescent Literacy: Content Areas Strategies at Work (5th ed.) Hoboken, NJ.: Pearson Education. ISBN: X004G1HQ6V Chapter 9: Powerful Lines: Writing to Learn Content
CDE REQUIRED RESOURCES:	
	ELA Writing Standards; Writing K – 5 pp 21 -25 **ELA Writing Standards Writing 6 - 12 pp 56 - 69**
Module 4 Activities	
7.7/U 7.7(a) P 7.8/U 7/8(g) P 7.8/U 7.8© I	**LECTURES & PPTs** Lecture & PPT 12 The Writing Challenge
	Assignment # 12 **FIELDWORK Observation:** Select a classroom of special needs students learning to read. Complete the Template for the Observation for Classroom Management, Instructions Practices, and the Reading Domains. under Course Assignment header. Complete the Comments section and if it was not observed, provide information on how you would address that reading area.
	Assignment # 13 **FIELDWORK Interview:** The interview with an administrator of reading programs acquaints the Candidate with the dynamics of teaching MMSN and ENS students.
7.5/U 7.5 (f) A	Assignment # 14 Sections 3 & 4 **SIGNATURE ASSIGNMENT: Sections 3 and 4** After completion of the Lesson Planning and IntrocutionTemplate in Section 1 and 2, deliver a 15 minute within

<mark>TPE 2 P</mark>	GoReact. Then review the video , select the tags and evaluate/reflect on your lesson.
	Learning Activity #2 **QUIZ** Lesson Planning and Teaching Strategies

Course Policies:

Respectful Communication- Respectful communication is a key disposition evaluated within the Special Education (SPE) program and is expected. When communicating, especially through email, please ensure that your messages include the following components:

Communicating with the Instructor

- **Email: ensure** that your messages include the following components
  - **Identify Yourself:** Include your full name and student number.
  - **Class/Assignment Information (if applicable):** Clearly state the class name and assignment in question.
  - **Professional Address:** Refer to your instructor as "Professor [Last Name]."
  - **Clarity and Detail:** Use complete sentences and provide enough detail in your questions or requests to avoid the need for follow-up clarification.
- **Telephone/Text Messages:** Instructors may choose whether to provide their phone number for calls or texts. However, email is preferred as it provides a record of correspondence, which supports student success. The instructor will provide a follow up email that verifies the content of what was discussed via telephone or text message.
- **Response Time:** The instructor will respond to emails sent Monday through Thursday within 24-48 hours. Emails sent on Fridays or weekends may not receive a response until the following workday.
- **Assignment Inquiries:** Before reaching out with questions about assignments, please review the recorded Collaborate sessions. It is recommended to email your professor before Friday if you need assistance, as most assignments are due by

Sunday at midnight. This will allow ample time to address your concerns and avoid penalties under the late submission policy outlined below.

Communicating with Peers

- **Collaboration:** Engage with your classmates respectfully and constructively, whether in discussions, group projects, or peer reviews.

- **Tone:** Maintain a professional and courteous tone in all communications, both online and in person.

- **Constructive Feedback:** When providing feedback to peers, ensure it is constructive, supportive, and focused on the work rather than the individual.

- **Responsiveness:** Respond to peer communications in a timely manner, especially in group work settings, to ensure smooth collaboration.

Collaboration/Group Work

Collaboration is a cornerstone of Special Education, and as such, your professional disposition includes respectful interactions, active listening, and responding with positive intent are foundational expectations. In a special education setting, collaboration among professionals is vital for creating an inclusive learning environment. Engaging in effective collaboration allows you to draw diverse perspectives, sharpen critical thinking, and hone the interpersonal skills necessary for success in school settings.

In this program, collaboration should be approached with respect, openness, and a genuine willingness to listen to and consider others' ideas. Active participation, equitable sharing of responsibilities, and clear, constructive communication are crucial. True collaboration is built on mutual trust and a shared commitment to common goals, while also fostering creativity and innovation through collective effort.

To ensure all students in this course collaborate effectively on group assignments, timely contributions are essential. Active participation in online activities and collaborations, along with the completion of all homework and online assignments, is required to successfully pass this course.

Technology

To succeed in an online course, students are expected to have basic technology skills, including:

- Navigating the course management system (e.g., Brightspace).

- Accessing course materials, uploading assignments, and participating in discussions.

- Communicating effectively through email and other digital tools used in the course.

- Utilizing video conferencing software (e.g., Zoom) for live sessions.

- Troubleshooting common technical issues, such as connectivity problems or software updates.

Brightspace Access

To successfully participate in this course on Brightspace, you will need reliable Internet access and a supported web browser (such as Google Chrome, Mozilla Firefox, or Safari). Ensure your browser is up-to-date and that you have the necessary plug-ins installed. As this is an asynchronous online course, a stable Internet connection is essential. I recommend downloading the Pulse app to your phone, which provides access to Brightspace even when your primary Internet connection is unavailable. For more information on using Brightspace, please refer to the available resources at: https://www.atalearning.org/brightspace-student-resources

Technical Assistance

If you encounter technical issues during the course, please contact the NU Help Desk as your first point of support. Your instructor may not be able to assist with technology problems promptly. You can reach the NU Help Desk at (877) 533-4733 or by email at servicedesk@nu.edu. **Please include the instructor in your email to the service desk.**

Required Software/Hardware

To participate in this course, you will need the following:

- A computer with an updated operating system (e.g., Windows, macOS, Linux)

- Updated web browsers (Google Chrome, Mozilla Firefox, Safari)

- DSL or Cable Internet connection with a speed of at least 6 Mbps

- Media players such as QuickTime or Windows Media Player

- Adobe Reader or an alternative PDF reader (free)

- Java plugin (free)

- Any other specialized or basic software required for the course (e.g., Microsoft Office, Adobe). NU students can download MS Office for free at: https://www.office.com/. Note that you must log in using your NU Single Sign-On credentials, not a personal Microsoft account.

Technology Capabilities

Students in this online course are expected to:

1. Use a word processor, such as MS Word, for assignments and communication

2. Attach files to emails or course areas. Please double-check all submissions to ensure they are correctly uploaded, as incomplete or blank submissions may be subject to the late policy

3. Navigate websites and course materials efficiently

4. Clean your web browser by clearing bookmarks, caches, and search history. This helps ensure optimal performance and access to the required resources.

5. Reach out to tech support when issues arise and be proactive in troubleshooting problems

Grading Scale:

Grade	Total Points/100	To remain in the program, you must maintain a minimum cumulative Grade Point Average (GPA) of 3.0, equivalent to a letter grade of "B."
A	94-100	
A-	90-93	
B+	87-89	
B	83-86	
B-	80-82	Falling below a 3.0 GPA may result in ineligibility to continue your internship.
C+	77-79	
C	73-76	
C-	70-72	
D or lower	Must retake the course	

- **Incomplete Grades:** An incomplete grade may be granted in exceptional cases where a student is unable to complete course requirements on time due to circumstances beyond their control. Arrangements for completing the course must be made with the instructor and are subject to university guidelines. For incompletes to be awarded, you must have completed with passing grades 2/3s

(66%) of the coursework, have a major life event as a constraint to complete the work, and request the incomplete from the instructor before the course ends.

- **Late Work:** Assignments submitted after the due date will be subject to the late submission policy outlined below. Consistently late or incomplete work can impact your overall grade and may affect your standing in the program. **See Late Work Policy for more specific information.**

- **Course Participation:** Active participation in class discussions, group work, and other activities is essential. For virtual collaborate sessions, please communicate with your instructor regarding your preferences for camera use. If you need to have your camera off during a session, please notify your instructor in advance or use the chat feature to inform them. While attendance at Collaborate sessions is expected, we understand that unforeseen life circumstances may affect your ability to attend. If this occurs, please reach out to your instructor promptly to discuss alternative assignments.

- **Impact of Grades on Program Standing:** Please be aware that receiving incomplete or multiple failing grades can jeopardize your ability to continue in the program at NU. Additionally, such grades may affect your eligibility to remain in an internship position, as maintaining satisfactory academic progress is a requirement for continued enrollment and professional placement.

Late Submission Policy: Timely submission of assignments is crucial for your success in this course. To uphold fairness and maintain academic rigor, the following late submission guidelines will be enforced:

- **Assignment Deadlines:** Assignments from Modules 1-3 are due by 11:59 p.m. on Sundays unless otherwise specified by the instructor. *Note:* Module 4 (or Module 8) assignments are due by 11:59 p.m. on the Saturday of the final week of class.

- **Late Work Policy:** Late submissions will not be accepted without prior written permission from the instructor. Requests for extensions must be initiated at least one day before the assignment is due, and approval is at the instructor's discretion and the instructor may ask student to submit draft of work as part of extension approval. If permission is granted, the student will have an additional 3 days to submit the assignment, with a 10% deduction in points for each day it is late. Failure to submit within this 3-day period will result in a grade of zero. An instructor may consider extenuating circumstances such as summer school assignments or conflicts due to a public school's calendar.

- **Individual Assignment Extensions:** Any extension granted applies solely to the specified assignment and does not alter the due dates for subsequent assignments.

- **Group Work:** For group assignments, if a section is missing due to one member's lateness, the assignment will be graded based on the sections completed and submitted on time. The late policy for the missing section will be determined at the instructor's discretion, including when and how it must be submitted.

- **Limit on Late Submissions:** Students may only request up to two late submission extensions during the course, subject to instructor approval. Failure to submit within this 3-day period will result in a grade of zero.

- **Discussion Boards:** To foster meaningful interaction, learning, and an online community, discussion board responses must be posted by their due dates. Suggested word counts in discussion board rubrics are advised. At the discretion of the professor, partial credit may be given for either a late initial response or a late peer response post. *Note: Missing the Week 4 discussion board deadline will result in a score of zero for this week.*

- **Final Course Deadline:** All assignments must be submitted by the end of the course as directed by the instructor. Failure to complete assignments will result in a grade of zero and may lead to a Candidate Assistance Plan (CAP). Accumulating more than two CAPs during the Special Education program could result in an academic warning.

Resubmission Guidelines

- **Approval Requirement:** Resubmissions will only be accepted with prior approval from the instructor.

- **Clear Revisions:** Resubmitted work must include clearly differentiated revisions. This can be demonstrated using track changes, cross-outs, color/font/style changes, or similar methods.

- **Visible Changes:** Assignments with changes that are not easily visible or identifiable for review will not be accepted, and the original grade will remain.

- **Submission Deadline:** Approved resubmissions must be submitted within one week of the instructor's approval.

- **Limit on Resubmissions:** A maximum of two assignments may be resubmitted at the instructor's discretion.

Referencing Research in APA Style

We encourage you to explore research and online resources to enhance your teaching in all assignments. As master's level students, you are expected to reference specific research or resources that support your ideas. Use APA in-text citations for each thought, comment, or observation (e.g., Author, year, p. #).

All work requiring citations must follow APA format. If you are unsure how to properly format citations, please seek guidance. Contact Academic Success Center at Home - APA Style - LibGuides at National University (nu.edu). for APA citation help or In-Text Citations: The Basics - Purdue OWL® - Purdue University

Plagiarism Policy

Statement on Academic Integrity- Upholding academic integrity is essential for fostering an environment where learning, research, and personal growth thrive. It embodies honesty, trust, fairness, respect, and responsibility. In the Special Education department, we are committed to maintaining the highest standards of academic integrity, ensuring the value of our credentials. Students, faculty, and staff must engage in ethical practices in all academic pursuits, including coursework, research, and collaboration. Violations, such as plagiarism, cheating, fabrication, and unauthorized collaboration, undermine the educational process and devalue others' hard work. Therefore, it is imperative that all assignments are your own work, better preparing you to be a special education teacher and uphold our profession's ethical standards. By embracing these principles, we create a culture of respect and accountability. We encourage everyone to seek guidance from their instructor and commit to the honest and ethical pursuit of academic excellence. Conducting any act that defrauds the academic process and diminishes the integrity of the profession (https://www.nu.edu/student-services/student-conduct/academic-integrity/ retrieved 7/31/24).

Some examples may include, but are not limited to:

- Using or attempting to use unauthorized materials, information, or study aids in any academic exercise

- Submitting work previously submitted in another course without the consent of the instructor

- Sitting for an examination by surrogate or acting as a surrogate

- Representing the words, ideas, or work of another as one's own in any academic exercise

Plagiarism is defined as including, without limitation, the act of representing the work of another as one's own. Plagiarism may consist of copying, paraphrasing, or otherwise using the written, electronic, or oral work of another without proper acknowledgment or consent of the source or presenting oral, electronic, or written material prepared by another as one's own. Plagiarism also includes using information from electronic resources, including the Internet, without proper citations. When in doubt- CITE IT! Correct APA format will be expected. **Submitting work found on Course Hero and other like websites and representing it as your own work will be considered plagiarism and you will fail the assignment if the instructor does not allow you to resubmit.** Teacher candidates will be referred to Curt Williams, Judicial Affairs Officer and a CAP will be conducted.

Responsible use of AI

In this course, students can use Artificial Intelligence based tools (such as ChatGPT) on some assignments. Assignment instructions will specify whether and how AI tools may be used. Proper citation of all sources, including AI tools, is required. Any use of AI inconsistent with these parameters will be considered academic misconduct.

- o   All the work submitted for this course must be your original work. Sample assignments found on Course Hero or other websites are monitored by faculty for redundancy in work. Using generative AI tools, such as ChatGPT, to complete assignments in their entirety is forbidden. Violations will be considered academic misconduct and will be reported.

- o   Students are encouraged to explore AI tools and collaborate with them on assignments. However, all work submitted must be their own. Proper citation of AI-generated content is essential. If you're unsure about the appropriateness of using AI for a specific task, consult with the instructor.

- o   AI tools can enhance your learning experience. Feel free to use them for research, brainstorming, or generating ideas. However, final submissions should reflect your understanding and originality. If you encounter challenges with AI, seek assistance from the Student Success Center.

- o   When incorporating AI-generated content, be transparent. If you use AI for any part of an assignment, mention it in your submission. Explain how AI influenced your work. Honesty and integrity are essential.

- o   AI systems can perpetuate biases. As you engage with AI tools, consider their limitations and potential biases. Reflect on how AI decisions impact different groups and be transparent with potential biases in your assignments.

Candidate Progress Alerts/ Candidate Assistance Plans

Candidate Progress Alerts (CPAs) and Candidate Assistance Plans (CAPs) are tools used in the Special Education Department to support candidates in achieving their academic, professional, and personal goals. These plans are particularly valuable for ensuring that candidates understand program or course expectations and for proactively addressing identified areas of concern. They provide targeted support when a teacher candidate is struggling academically and offer resources and interventions to aid in their success. Additionally, these plans clarify expectations to help candidates understand program requirements and professional standards, fostering accountability. They also serve as an early intervention strategy to promote equity and success by recognizing that individuals enter the program with diverse strengths, needs, and circumstances. Documentation through CPAs and CAPs ensures that faculty and staff maintain a consistent and fair approach to addressing concerns across all candidates.

Phase 1= A **Candidate Progress Alert (CPA)** may be issued when a student is struggling to meet expectations in a class. The Student Success Faculty and your course instructor will identify areas of support and connect you with the resources to be successful in the program.

Phase 2= When an instructor becomes aware that a candidate requires more formal assistance to effectively demonstrate the appropriate knowledge, skills, and/or dispositions within their program, a **Candidate Assistance Plan (CAP)** will be initiated by the instructor in collaboration with the course lead faculty member. If a candidate continues to struggle after Phase 1, or if the instructor identifies significant concerns warranting the immediate initiation of a CAP, the first step in the Candidate Assistance Process is the issuance of the CAP. This plan notifies the candidate of specific areas where their performance requires significant remediation to meet the academic requirements of the course or the professional expectations of a special education teacher.

Once an instructor identifies the need for a CAP, the candidate, the instructor, and the course lead will meet collaboratively to develop a plan to address these areas. A formal meeting is held with the candidate, during which the support needed for the candidate to demonstrate the required knowledge, skills, and/or dispositions for the Special Education Program are identified. Specific expectations, including due dates, are outlined in the CAP, and the candidate is accountable for meeting these requirements. If a candidate has multiple CAPs, their ability to continue in the program will be reviewed and considered.

 See National University Catalog for further details. [Course Catalog | View Classes | National University](#)

Support for NU Students

- **Student Accessibility Services-** Student Accessibility Services is committed to ensuring all information and communication pertaining to a student's disability is maintained as confidential as required and/or permitted by local, state and federal laws and regulations. To that end, the following guidelines govern the use and disclosure of information shared with the SAS office staff.

Phone: 858.521.3967

Email: sas@nu.edu

Web: www.nu.edu/sas

- **Student Wellness -** At National University, we believe holistic wellness is integral to student learning and success. Wellness is a practice that's cultivated over time. Our Student Wellness staff can help you on campus or online with the following.

  - Mental health concerns (anxiety, depression, etc.)

  - Housing, financial, and food insecurities

  - Financial wellness and budgeting

  - Solutions-focused and options counseling

  - Referrals to University and community resources

Phone: (858) 541-7784

Email: studentwellness@nu.edu

Web: www.nu.edu/studentwellness

If persistent challenges are affecting your wellness, please contact your advisor or Student Success Faculty member to discuss options. They can help you access an Intent to Return (ITR) form for short-term absences or explore a Leave of Absence (LOA) for more extended periods