Dear Administrator or Professional Development Coordinator,

Since 1988, Advancement Courses has been a leader in professional development, providing expertly-crafted, classroom-applicable courses to thousands of teachers. Our extensive curriculum includes over 280 online, self-paced courses in a broad range of subjects covering both foundational topics and emerging trends in K-12 education. Created by expert teachers with extensive classroom experience and a deep understanding of national standards, courses are reviewed and offered in partnership with regionally-accredited universities for graduate level semester hours of credit and professional development hours (or their equivalent).

<table>
<thead>
<tr>
<th>Select</th>
<th>University</th>
<th>Accreditation</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Andrews University</td>
<td>Andrews University is accredited by the Higher Learning Commission (HLC). Its teacher training and school services programs are further accredited by the Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE), and by the Michigan Department of Education.</td>
<td>3 Graduate Credits</td>
</tr>
<tr>
<td></td>
<td>Avila University</td>
<td>Avila University is accredited by the Higher Learning Commission (HLC). Avila’s School of Education is nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE), and the Missouri Department of Elementary and Secondary Education.</td>
<td>3 Graduate Credits</td>
</tr>
<tr>
<td></td>
<td>Concordia University, St. Paul</td>
<td>Concordia University, St. Paul is accredited by the Higher Learning Commission (HLC). The College of Education at Concordia University, St. Paul is accredited through the Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE), and the Minnesota Professional Educator Licensing and Standards Board.</td>
<td>3 Graduate Credits</td>
</tr>
<tr>
<td></td>
<td>Greenville</td>
<td>Greenville has been accredited since 1947 by the Higher Learning Commission (HLC). The School of Education at Greenville University is accredited through the Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE), and the Illinois State Board of Education.</td>
<td>3 Graduate Credits</td>
</tr>
<tr>
<td></td>
<td>Loyola Marymount University</td>
<td>Loyola Marymount University is regionally accredited by the Western Association of Schools and Colleges (WASC).</td>
<td>3 Graduate Level PD Credits</td>
</tr>
<tr>
<td></td>
<td>Medaille College</td>
<td>Medaille College is accredited by the Middle States Commission on Higher Education (MSCHE), and the Teacher Education Accreditation Council (TEAC).</td>
<td>3 Graduate Credits</td>
</tr>
<tr>
<td></td>
<td>Southern New Hampshire University</td>
<td>Southern New Hampshire University is accredited by the New England Commission of Higher Education (NECHE). Its teaching and education programs are further accredited by the Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE), and by the New Hampshire State Department of Education.</td>
<td>3 Graduate Credits</td>
</tr>
</tbody>
</table>

While we have helped thousands of educators across the country earn advancement on their district’s salary scale and meet their relicensing needs, please be sure to follow your district’s individual approval requirements.

“Student achievement is at the core of everything we do.”
Why should teachers take our courses?

A Focus on Student Success
Fostering student success in both academics and social-emotional growth is the main focus of all of our courses. Our courses are filled with strategies, techniques, and activities that are directly tied to improving student achievement in the classroom.

Classroom Applicable
We believe that professional development should be directly related to the classroom, so our courses are designed to include valuable resources for the classroom, innovative strategies and perspectives, and activities aimed at developing content teachers can use in the classroom immediately.

Feedback & Facilitation
Experienced facilitators guide learners through every course, answering questions and offering detailed feedback on assignments. Feedback is rubric-driven, constructive, and positive.

Authentic Assessments
As every subject and grade range has its own needs, we have designed our courses to include authentic assessments that mirror the type of work teachers do in the classroom. With case studies, active reading exercises, and time for developing student-facing activities, our courses provide consistent opportunities to express learning in an authentic manner.

Reflective Practice
A key component of all of our courses is time dedicated to reflective practice. Each course includes a journaling component, which prompts the teacher to connect the reading to their practice, experiences, student population, and school community.

Connection to Special Populations
While many professional development courses may tack on a section on special populations at the end, we believe that knowledge of special populations is integral to all subjects and grade ranges. The majority of our courses include direct strategies for working with exceptional students (special needs, English Language learners, at-risk students, and gifted and talented students).

Professional Learning Community
A dedicated online community space allows teachers to interact with course instructors and their peers, sharing resources, exploring new ideas, and connecting with other educators from across the country.
Reimagining Literature: Using Graphic Novels in the Classroom

Course Description

Often, teachers don’t consider including graphic novels in their curriculum because they believe they lack the academic rigor and relevance found in traditional literature. However, this literary form has tremendous educational potential in secondary English language arts (ELA) classrooms.

In this course, you’ll learn how graphic novels can provide you with opportunities to develop your students’ media literacy, teach essential nonfiction and fiction standards, engage your students in high-level analysis and discussions, and foster your students’ creativity and enthusiasm for reading. You’ll acquire tools that will help you successfully integrate graphic novels into your ELA curriculum and study specific techniques for reaching English language learners. In addition, you’ll examine how to use the form’s unique access points to expand your students’ proficiency with language, close reading strategies, critical thinking and analysis, and literacy skills.

By the end of the course, you’ll recognize the scholastic value of graphic novels and be ready to incorporate them into your ELA instruction.

Connections to Practice

This course provides the following classroom connections:

- Ways to knowledgeably respond to criticism of and misconceptions about graphic novels to defend the value of the form in ELA instruction
- Strategies for teaching specific graphic novel terms and concepts necessary for student comprehension and analysis
- Tools for teaching students how to construct meaning from images, words, and word–image combinations in graphic novels
- Techniques for transforming nonfiction writing assignments into projects in which students create their own graphic novel
- Ways to build students’ media literacy by teaching them how to identify media construction and intention and conduct media analysis
- Approaches to teaching English language learners at every level of language proficiency through graphic novels
Course Outcomes

In this course, participants will:

- Evaluate the graphic novel format as a tool in the ELA classroom.
- Explain how graphic novels differ from traditional forms of literature.
- Describe how graphic novels support students in developing visual and media literacy skills.
- Plan strategies for teaching reading comprehension, nonfiction and fiction standards, and writing through graphic novels.
- Explain the use of graphic novels to teach key elements of nonfiction and fiction reading and writing.
- Propose ways to utilize graphic novels as a classroom support for English language learners.

Charlotte Danielson Framework for Teaching Alignment

Domain 1: Planning and Preparation
1a: Knowledge of Content and Pedagogy
1e: Designing Coherent Instruction
1d: Knowledge of Resources

Domain 3: Instruction
3c: Engaging Students in Learning
3e: Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities
4a: Reflecting on Teaching

Credit Hour Equivalency Calculations

A three-credit hour graduate course consists of 135 hours, 45 hours of which is in-seat time and 90 hours of which is practice (outside of class) time. To meet the requirement for 90 in-practice hours, you will be prompted throughout the course assignments to reflect upon how you are working to implement the course concepts in your professional environment and how implementing them is helping you meet your professional goals.

If you are not currently working in a classroom or school setting in which you can complete the implementation, you may do so by working with an audience that is available to you. This could mean working with students attending summer school, volunteering at a community center that offers educational programs, or school-aged students in your personal life (e.g., kids, neighbors). You may also work with same-age peers in your current work or college study setting.
<table>
<thead>
<tr>
<th>Course Component</th>
<th>Estimated Student Academic Engagement Time (In-Seat)</th>
<th>Application of Concepts in Instructional Practice</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Assignments</td>
<td>15 minutes/assignment 0.5 hours</td>
<td>1.5 hours</td>
<td>2 hours</td>
</tr>
<tr>
<td>Project Checkpoint Assignment</td>
<td>Module 2 Checkpoint 240 minutes/assignment 4 hours</td>
<td>16 hours</td>
<td>20 hours</td>
</tr>
<tr>
<td>Project Checkpoint Assignment</td>
<td>Module 3 Checkpoint 180 minutes/assignment 3 hours</td>
<td>12 hours</td>
<td>15 hours</td>
</tr>
<tr>
<td>Discussions: Initial Posts and Responses</td>
<td>120 minutes/discussion 16 hours</td>
<td>8 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td>Concept Practice</td>
<td>15 minutes/module 1.25 hours</td>
<td>7.5 hours</td>
<td>8.75 hours</td>
</tr>
<tr>
<td>Final Project</td>
<td>150 minutes 2.5 hours</td>
<td>15 hours</td>
<td>17.5 hours</td>
</tr>
<tr>
<td>Videos</td>
<td>2-17 Minutes/Video 1.5 Hours</td>
<td>11.25 hours</td>
<td>12.75 hours</td>
</tr>
<tr>
<td>Reading Assignments</td>
<td>2-4 Hours/Module 14 Hours</td>
<td>11.25 hours</td>
<td>25.25 hours</td>
</tr>
<tr>
<td>Instructive Feedback</td>
<td>45 minutes/assignment 2.25 hours</td>
<td>7.5 hours</td>
<td>9.75 hours</td>
</tr>
<tr>
<td>Total Hours</td>
<td>45 hours</td>
<td>90 hours</td>
<td>135 hours</td>
</tr>
</tbody>
</table>

**Materials**

Online reading, viewing, and listening resources will be provided in each course module.
Method of Evaluating Students’ Performance

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Total Point Value</th>
<th>Percentage of Total Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Checkpoint Activities (2)</td>
<td>35 points</td>
<td>35%</td>
</tr>
<tr>
<td>Participation</td>
<td>20 points</td>
<td>25%</td>
</tr>
<tr>
<td>Assignments: Self-reflection and goal setting, concept practice questions, discussion and reflection forums, and the Module 4 checkpoint activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Project</td>
<td>30 points</td>
<td>40%</td>
</tr>
</tbody>
</table>

*Please note that you must receive a percentage of 80% or higher for successful completion of this course. Completion of all activities is required to receive credit.

Assessments

Self-Reflection and Goal Setting

This course will include a self-reflection and goal setting assignment in the first module, in which you will articulate what you hope to learn and achieve because of the course. You will be guided to reflect briefly upon your intentions for the course and to set one to two specific (SMART) goals for your learning.

Concept Practice

These automatically scored questions will appear in each module and will cover concepts discussed in the module. You will receive immediate feedback for each question.

Discussions

Discussions will appear in each module and include questions about concepts that appear in the module. There are discussion forums in Modules 3, 4, and 5 that will give you an opportunity to review and reflect on facilitator and peer feedback as the course progresses and discuss how you plan to incorporate that feedback into your checkpoints and final project.

You will be expected to post one original response to the prompt and respond to two peers.

Discussions will be evaluated on a pass–fail basis as part of the participation grade for the course, per the following guidelines for completion:
• Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.
• Participant provides an adequate level of detail in entries.
• Examples are satisfactorily helpful and informative and foster discussions or demonstrate substantial reflection.
• Participant’s responses are clear and well written and employ proper APA citation.

Project Checkpoint Activities

Each course will include three project checkpoint activities for submission in Modules 2, 3, and 4. The checkpoint activities serve as a framework that supports learners in planning for and managing the development of the final project. Thus, these checkpoints allow learners to create artifacts or components that will later serve in completing the final project.

You will receive feedback from the course facilitator on the checkpoints in Modules 2 and 3 and peer feedback on the checkpoint in Module 4. Please note that to access the submission block for the checkpoint due in Module 3, you will first need to submit and receive a grade from your course facilitator for the checkpoint assignment in Module 2. Since the final project for the course provides you a way to test your goals through a scaffolded summative assessment, it is vital that you utilize that feedback along the way to refine your work as you progress through the course. Because we know how important feedback is as educators, this course feature will ensure your instructor provides you with feedback and a grade on each checkpoint activity before you move on to submit the next one, while also allowing you to choose the assessments you submit to ensure the most applicable professional development experience for your professional role.

Please allow approximately five to 10 business days to receive feedback and grades from your facilitator. We strive to get this to you as quickly as possible, but we also want to give your work the time and attention it deserves, so the turnaround time may vary. You will still able to see the directions and rubrics of the upcoming checkpoints and final projects via the Moodle page as you compile feedback to inform improvements.

For the checkpoint activity in Module 4, we encourage you to share your work with a broader community to diversify the feedback you receive. You can accomplish this through the professional learning community on the learning management system, with colleagues in their professional environment, or both! In addition to engaging with peers in the professional learning community, you will be required to conduct a trial run of your final project with an audience of your choosing (e.g., current or former students, students’ parents, professional learning community).
The checkpoint assignment in Module 2 will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Does Not Meet Expectations (1 point)</th>
<th>Partially Meets Expectations (3 points)</th>
<th>Meets Expectations (4 points)</th>
<th>Exceeds Expectations (5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Course Content</td>
<td>Checkpoint relates incomplete or incorrect information about course concepts, and/or demonstrates no achievement of learning outcomes.</td>
<td>Checkpoint relates superficial information about course concepts, and achievement of 1 learning outcome.</td>
<td>Checkpoint relates clear information about course concepts, and achievement of 2–3 learning outcomes.</td>
<td>Checkpoint relates detailed and thorough information about course concepts and achievement of 4 or more learning outcomes.</td>
</tr>
<tr>
<td>Evidence of In-Practice Application</td>
<td>The learner provides an unclear reflection upon how they have applied course concepts into their professional practice.</td>
<td>The learner provides a superficial reflection upon how he or she have applied course concepts into their professional practice.</td>
<td>The learner provides a clear and detailed reflection upon how they have applied multiple course concepts into their professional practice.</td>
<td>The learner provides a clear and detailed reflection upon how they have applied course concepts into their professional practice and includes specific results achieved or other evidence of their own professional growth.</td>
</tr>
<tr>
<td>Application of Course Content</td>
<td>Checkpoint does not include discussion of how course concepts will be applied to the final project.</td>
<td>Checkpoint includes discussion of how course concepts will be applied to final project, but it is unclear.</td>
<td>Checkpoint includes a general discussion of how course concepts will be applied to final project.</td>
<td>Checkpoint includes a clear discussion of how the learner anticipates course concepts will be applied to the final project.</td>
</tr>
</tbody>
</table>
The checkpoint assignment in Module 3 will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Does Not Meet Expectations (1 point)</th>
<th>Partially Meets Expectations (3 points)</th>
<th>Meets Expectations (4 points)</th>
<th>Exceeds Expectations (5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Course Content</td>
<td>Checkpoint relates incomplete or incorrect information about course concepts, and/or demonstrates no achievement of learning outcomes.</td>
<td>Checkpoint relates superficial information about course concepts, and achievement of 1 learning outcome.</td>
<td>Checkpoint relates clear information about course concepts, and achievement of 2–3 learning outcomes.</td>
<td>Checkpoint relates detailed and thorough information about course concepts and achievement of 4 or more learning outcomes.</td>
</tr>
<tr>
<td>Evidence of In-Practice Application</td>
<td>The learner provides an unclear reflection upon how they have applied course concepts into their professional practice.</td>
<td>The learner provides a superficial reflection upon how they have applied course concepts into their professional practice.</td>
<td>The learner provides a clear and detailed reflection upon how they have applied multiple course concepts into their professional practice.</td>
<td>The learner provides a clear and detailed reflection upon how they have applied course concepts into their professional practice and includes specific results achieved or other evidence of their own professional growth.</td>
</tr>
<tr>
<td>Application of Course Content</td>
<td>The learner does not articulate plans for the final project to be completed in the course and/or does not clearly align the plan to a chosen audience.</td>
<td>The learner provides some ideas for how course concepts will be applied to a final project, but the plan may be unfinished or unclear in some places.</td>
<td>The learner clearly applies course concepts to a plan for the final project and tailors them to a specific audience.</td>
<td>The learner skillfully applies course concepts to a detailed and coherent plan for the final project and for a specific audience.</td>
</tr>
<tr>
<td>Course Goal Reflection</td>
<td>The learner provides an unclear reflection upon how they will evaluate personal progress toward established course goals.</td>
<td>The learner provides a superficial reflection upon how they will evaluate personal progress toward established course goals.</td>
<td>The learner provides a satisfactory reflection upon how they will evaluate personal progress toward established course goals.</td>
<td>The learner provides a detailed reflection upon how they will evaluate personal progress toward established course goals.</td>
</tr>
</tbody>
</table>
Final Project

The final project for each course will appear in the final module and will include a prompt that aligns with each category (including the "evaluate" and "create" categories) of Bloom’s taxonomy, building on the concepts from each module.

We have designed the final projects for you to create an artifact that demonstrates application and understanding of concepts and skills learned through each module of the course. You will have a choice of structure regarding the kind of the artifact that best suits your professional role (e.g., lesson plan, individualized education plan, self-action plan).

Final projects will include integration of project milestone activities that you have completed throughout the course.

Final projects will include a self-reflection component in which you will evaluate the (SMART) goals you articulated at the beginning of the course work and articulate how you feel you have met your goals and how you can meet those goals in the future.

Please note that to access the submission block for the final project in Module 5, you will first need to submit and receive a grade from your course facilitator for the checkpoint assignment in Module 3.

The final project for each course will include a customized evaluation rubric. There will be final project evaluation rubrics for each course to account for the following criteria:

- The final project reflects the learner’s knowledge of the course concepts.
- The final project includes application of the course concepts.
- The final project includes a reflection upon progress toward course goals.
- The final project includes implementation of the course concepts in the role-specific environment.
- The final project includes evidence of in-practice application of course concepts.
- The final project includes the learner’s evaluation of, or plan for evaluation of, the implementation of the course concepts in the role-specific environment.

Course Outline

Module 1

The landscape of literature for students of all ages has rapidly grown and changed in recent years, and the graphic novel is quickly becoming a staple on library shelves. The graphic novel has been followed into many classrooms by a poor reputation and a misunderstanding of its value in student learning. In this module, we will examine the misconceptions that often follow the idea of including graphic novels in the classroom and discuss the benefits of making graphic novels a part of the classroom curriculum.
Learning Outcomes

By the conclusion of this module, you will be able to do the following:

- Explain the benefits of teaching with graphic novels in the classroom.
- Describe and refute misconceptions about the graphic novel literary form.
- Predict some ways that incorporating graphic novels into your classroom may enhance your practice and engage your students.

Agenda

Review the reading, viewing, and listening resources provided in Module 1, and complete the:

- **Self-Reflection and Goal Setting Activity:** In this discussion forum, you will articulate what you hope to learn and achieve because of the course. Please reflect briefly upon their intentions for the course and to set one to two specific (SMART) goals for your learning.
- **Introductory Forum:** In this discussion forum, you will have an opportunity to introduce yourself and meet other learners in the course.
- **Module 1 Concept Practice Questions:** These automatically scored questions will appear in each module and will cover concepts discussed in the module. You will receive immediate feedback for each question.
- **Module 1 Discussion:** In this discussion forum, you will provide an original response to a question posed about topics in Module 1 and respond to the original posts of your peers.

Module 2

Graphic novels have different characteristics than other forms of literature, and it is very important to understand these differences before introducing graphic novels into your classroom or instruction. In this module, we will examine how graphic novels compare to traditional literature.

Learning Outcomes

By the conclusion of this module, you will be able to do the following:

- Compare the graphic novel format with other forms of literature.
- Explain the characteristics of graphic novels.
- Describe the role of graphic novels in promoting visual literacy.
- Predict ways that incorporating graphic novels into your teaching can enhance your ability to support your students in developing visual literacy skills.

Agenda

Review the reading, viewing, and listening resources provided in Module 2, and complete the:
• **Module 2 Concept Practice Questions**: These automatically scored questions will appear in each module and will cover concepts discussed in the module. You will receive immediate feedback for each question.

• **Module 2 Discussion**: In this discussion forum, you will provide an original response to a question posed about topics in Module 2 and respond to the original posts of your peers.

• **Module 2 Project Checkpoint**: This first checkpoint serves to help you identify course concepts that will inform your final artifact and discuss the relationship between those concepts and your professional goals and outcomes for the course.

### Module 3

The differences between graphic novels and traditional forms of literature contribute to many of the benefits gained from teaching with graphic novels. These differences, however, do present additional considerations regarding reading comprehension that teachers must address when teaching graphic novels in the classroom. In this module, we will examine the relationship between graphic novels and reading comprehension, and some strategies for helping students navigate the differences between graphic novels and traditional literature.

**Learning Outcomes**

By the conclusion of this module, you will be able to do the following:

- Explain ways that graphic novels support reading comprehension in students.
- Discuss steps for teaching reading comprehension strategies to students navigating the features of graphic novels.
- Propose ways that you could use graphic novels to support reading comprehension skills in your students.

**Agenda**

Review the reading, viewing, and listening resources provided in Module 3, and complete the:

- **Module 3 Concept Practice Questions**: These automatically scored questions will appear in each module and will cover concepts discussed in the module. You will receive immediate feedback for each question.
- **Module 3 Discussion**: In this discussion forum, you will provide an original response to a question posed about topics in Module 3 and respond to the original posts of your peers.
- **Module 3 Project Checkpoint**: This second checkpoint serves to help you generate ideas for your final project through creation of an outline that demonstrates application of course concepts.
- **Module 3 Reflection**: In this discussion forum, you will reflect on the feedback you received from the course facilitator regarding your checkpoint activity from Module 2 and respond to the prompt.
Module 4

Graphic novels can be used in the classroom to support students as they develop a range of literacy skills. In this module, we will examine how graphic novels can be used to teach students about fiction and nonfiction, and how they can be used to support students in writing.

Learning Outcomes

By the conclusion of this module, you will be able to do the following:

- Explain ways that graphic novels support students in studying fictional texts.
- Explain ways that graphic novels support students in studying nonfiction texts.
- Discuss how graphic novels can be used to engage students and support them in writing.

Agenda

Review the reading, viewing, and listening resources provided in Module 4, and complete the:

- **Module 4 Concept Practice Questions**: These automatically scored questions will appear in each module and will cover concepts discussed in the module. You will receive immediate feedback for each question.
- **Module 4 Discussion**: In this discussion forum, you will provide an original response to a question posed about topics in Module 4 and respond to the original posts of your peers.
- **Module 4 Project Checkpoint**: This module checkpoint requires you to share your final project with others via a discussion forum so that you can collect valuable feedback that will inform the completion your final project.
- **Module 4 Reflection**: In this discussion forum, you will reflect on the feedback you received from the course facilitator regarding your checkpoint activity from Module 3 and respond to the prompt.

Module 5

As you consider incorporating graphic novels into your practice and curriculum, it's important to understand the many ways that they can support and benefit your students. In this module, we will examine some additional considerations for graphic novels in the classroom, including their impact on media literacy in students and ways that they can support English language learners.

Learning Outcomes

By the conclusion of this module, you will be able to do the following:

- Explain the importance of media literacy to students, and describe how graphic novels support media literacy.
- Describe specific ways that graphic novels support English language learners in the classroom.
• Evaluate the use of graphic novels as a support for English language learners.

**Agenda**

Review the reading, viewing, and listening resources provided in Module 5, and complete the:

- **Module 5 Concept Practice Questions:** These automatically scored questions will appear in each module and will cover concepts discussed in the module. You will receive immediate feedback for each question.

- **Module 5 Discussion:** In this discussion forum, you will provide an original response to a question posed about topics in Module 5 and respond to the original posts of your peers.

- **Module 5 Reflection:** In this discussion forum, you will reflect on the feedback you received from the course facilitator regarding your checkpoint activity from Module 4 and respond to the prompt.

- **Final Project:** For your final project, you will create an artifact that would support you in teaching the concepts you have learned in this course to an audience of your choosing. The artifact and audience that you choose should be designed to suit your professional role.

- **Course Evaluation Survey**

**Technology Requirements**

Please review the [System Requirements for Moodle](#).

**Netiquette Policy**

Anyone enrolled in online courses has the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in the course that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the course.

To maintain a positive, professional, and supportive online environment for this class, learners should adhere to the following standard guidelines. Everyone is expected to:

- Show respect for the facilitator and for other learners in the class, including use of polite, professional tone, respecting and valuing the privacy of other learners, and expressing differences of opinion in a polite and rational way.

- Maintain an environment of constructive criticism when commenting on the work of other learners by offering feedback that is supportive and helpful in nature.

- Contribute relevant topics and ideas when involved in group discussions or other collaborative activities.

- Use appropriate grammar and structure in online communication and refrain from use of all capital letters, as this equates to and can be interpreted as shouting in the online environment.
Compliance With the Americans With Disabilities Act

In compliance with Section 504 of the Rehabilitation Act and the Americans With Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to complete this course, are encouraged to reach out to support@advancementcourses.com at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Plagiarism and cheating of any kind will not be tolerated.

Plagiarize: “To steal and pass off (the ideas or words of another) as one’s own without crediting the source; presenting as new and original an idea or product derived from an existing source” (Webster’s New Collegiate Dictionary, 1973, p. 870). This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author’s words and ideas.

Cheating: Submitting or presenting an assignment as your own when it was written or created by someone else is not permissible in this class.

References

TEDX Talks. (2016). Why comics belong in the classroom | Gene Yang | TEDxManhattanBeach [Video file].
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Applicable & Practical. Created by subject matter experts with extensive classroom experience, our courses are designed to provide you with more than just information – you’ll develop tangible tools and resources to use in your own classroom immediately.

Feedback & Facilitation. Experienced facilitators guide learners through every course, answering questions and offering detailed feedback on assignments. Feedback is research-based, positive, and constructive.

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