

EDU 151/251A Atypical Development
Mount St. Mary's University
Fall 2020

Instructor: Litzzy Z. Ruiz, M.A., Ph.D. Candidate
Location: **Online: Asynchronous and synchronous** (Canvas and Zoom)
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Course Description: Candidates establish a basic understanding of the stages for human development ranging from prenatal through adulthood and the atypical factors that may influence or disrupt the learning stages throughout a lifetime. Numerous disabilities commonly seen in schools, social cultural and personal influences are associated with the common consequences of atypical development. Candidates learn to effectively construct interventions for resiliency and redevelopment, for both the subject and their families.

Required Texts (available at the Doheny Bookstore):

Friend, M. (2012). *Special education: Contemporary Perspectives for School Professionals* (3rd ed.). Upper Saddle River, NJ: Pearson.

Commission on Teacher Credentialing (CTC) Program Standard 11: Typical and Atypical Development (Education Specialist)

- The program prepares candidates to demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood, including knowledge of developmental stages and their implications for learning. (11a)
- Candidates will demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g., visual impairment, autism spectrum disorder (ASD), cerebral palsy), resilience and protective factors (e.g., attachment, temperament), and their implications for learning. (11b)
- Candidates will recognize the potential influence of varying cultural factors and practices on development. (11c)
- Candidates will demonstrate skills required to provide information to family members regarding typical developmental expectations, as well as the impact of the disability on developmental progress. (11d)
- Candidates will demonstrate skills required to ensure that the intervention and/or instructional environment is/are appropriate to the student's chronological age, developmental differences, and disability-specific needs. (11e)

Disability Statement: Mount Saint Mary's University Los Angeles, in compliance with state and federal laws and regulations, does not discriminate on the basis of disability in administration of its education related programs and activities. We have an institutional commitment to provide equal educational opportunities for disabled students who are otherwise qualified. Students with documented disabilities must see (CHOOSE FOR YOUR CAMPUS Lisa Villa, Associate Director, Student Support Services (310) 954-4138, lvilla@msmu.edu OR Brandon Roberson, Director of the Doheny Student Resource Center (213) 477-2692, broberson@msmu.edu), to make arrangements for classroom accommodations. It is the responsibility of the student to obtain accommodation letters from the director and to make arrangements for the implementation of accommodations with faculty and/or staff in advance. Students who believe they have been subjected to discrimination on the basis of disability, or have been denied access to services or accommodations required by law, should contact the campus Disability Services Coordinator at his/her campus for resolution. For more information regarding disability grievance procedures, go to: <https://welcome.msmu.edu/academics/learning-assistance-ISAIE/Documents/DisabilityGrievanceProcedures.pdf>

- **Accommodation Policy:** Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the 2014/16 MSMU catalog.

PARC Syllabus Statement

Want help with one of your assignments? The Professional and Academic Resource Center (PARC) is available! Located on the sunny second floor of Building 10, the PARC serves the needs of the Graduate Division and the Weekend/Evening College. Friendly, highly-qualified associates are available evenings and weekends to assist students with a wide range of topics, including writing, research, math, statistics, and career development.

The PARC offers appointments in-person and over the phone. To make an appointment, please visit the PARC page on the portal (MSMU Portal at Academics at Professional and Academic Resource Center at Schedule an Appointment). The PARC also offers an online paper review service, which allows students to submit a paper and receive comments from an associate within 72 hours. To access this service, simply click “Submit a Draft Online” on the PARC portal page. All appointments (in-person, phone, or online) are 45 minutes long.

Assessment

Assessment of Student Learning Outcomes:

Student learning is at the core of the MSMU mission. MSMU faculty developed a plan to assess the student learning outcomes that represent the knowledge, skills, and attitudes expected of a student in our credentialing and Masters programs. In this class, one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this Department, and throughout the College.

The course aims to model the importance of using multiples measures of assessment to gauge the progress of learners. Assignments must be completed on time according to course requirements and due dates. **No late work will be accepted.** If you are absent, you may submit your work to Canvas before the start of the class session (on the due date), by 5:30 PM.

Assignments/Requirements

Your course grade and advancement in the Education Program will be based on your performance in the following activities:

Case Study Assignments: Four (4) Mini Case Studies x 15 Possible Points Each = 60

There are four (4) Case Study assignments for which you will submit answers to questions related to the content from each session’s topics and from your textbook. Each response should be approximately 2-4 pages in length, (typed and double spaced). Each Case Study assignment is evaluated on the **application** of concepts presented/discussed in class and found in your readings, with attention to the dynamics of the case studies. Each Case Study assignment can earn a maximum of 15 points.

PLEASE NOTE THE I WILL BE USING THE 3RD EDITION OF THE FRIEND (2012) TEXT FOR THE CASE STUDIES ASSIGNMENTS.

Online Discussions: Four (4) Online Discussions x 5 Possible Points Each = 20

You will participate in four (4) online discussions with other students in this class. Each discussion will be initiated by an instructor-led prompt. A rubric for the online discussion will be provided.

Final Exam: Three Case Studies x 15 Possible Points Each = 45

You will respond to three case studies that include a series of questions related to the content that you learned during this class. These relate to the major concepts found in the material that has

been assigned, taught and/or discussed. Expected responses will reference the readings, and lecture materials.

Engagement and Participation in the Online Learning Environment – 25 points

The class will include a variety of pedagogical approaches for content delivery and its application. These approaches may include, but are not limited to, lecture, whole class and small group discussions via Zoom, and a variety of activities. Attendance and participation are crucial. There are no make-up or extra credit assignments for lack of engagement and participation.

Assignments (sessions/weeks x pts) = possible points	Possible Points	% of Final Course Grade
Weekly Mini Case Studies (4 @ 15 pts)	60	40
Weekly Online Discussions (4 @ 5 pts)	20	13
Final Exam: Three Case Studies (3 @ 15 pts)	45	30
Participation and Engagement - Online Learning	25	17
Total Possible Points	150	100

Grading Scale

< 65 = F	65–69= D	70–73 = C-	80-83=B-	90-93 = A-
		74-76 = C	84-86=B	94-100 = A
		77-79 = C+	87-89= B+	

A 3.0 must be maintained to proceed in the MSMU Credential Programs.

Assessment of Student Learning Outcomes:

Student learning is at the core of the MSMU mission. MSMU faculty developed a plan to assess the student-learning outcomes that represent the knowledge, skills and attitudes expected of MSMU’s graduate students. In this class one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this department, and throughout the University.

MSMU University and Education Department Policies:

- **Absences:** Regular online attendance is especially important in the Education Department’s hybrid education courses. Students are allowed to miss: one session of a 1 or 2-unit course or two sessions of a 3 or 4-unit course. Should you miss one additional session beyond the allowable, you will be required to submit a 5-page (minimum) additional assignment to the instructor. This additional assignment must be completed or you will be administratively dropped from the course. Students who miss more than two class sessions of 1 or 2-unit course or more than three class sessions of a 3 or 4-unit course may be administratively dropped from the class. This represents 20% of the instructional time and is in accordance with university policy as stated in the MSMU catalog.
- **Student Credit Hour Policy:** A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:
- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

- **Writing Expectations:** The Education Department expects all credential and Masters candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality, written assignments and projects. Candidates' assignments turned in with serious writing errors, including high numbers of typos, will either be asked to resubmit the assignment or have significant point/percentage reductions.
- **Learning Resource Center:** The Doheny Learning Resource Center will arrange personal tutoring or assistance for you according to your needs. Both graduate and undergraduate students are welcome. Call (213) 488-2692.
- **Academic Integrity:** Candidates are expected to adhere to the MSMU statements on Academic Integrity in the MSMU catalog.
- **Academic Freedom:** Students' and faculty's freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion – and allow the same freedom for others. See MSMU's Student Handbook for further discussion.
- **Candidate Dispositions:** The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) Students who do not meet expectations will receive a Notice of Concern as part of the Department's formative feedback assessment process.
- **E-Learning System (Canvas):** The syllabus, presentations, assignments, and most handouts will be posted on Canvas. Also, be sure to check your MSMU email or set the filters to receive the messages automatically on your personal account.
- **Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.
- **Use of electronics during class:** The use of phones during online synchronous class sessions may only be used as a tool during an activity. Any multitasking disrupts the cognitive ability to fully process course content and limits memory retention. Candidates who think they are not missing much during off-task sessions generally demonstrate a lower performance, as they are often not as well prepared for the assignments.
- **Cell Phone Number Access:** The Education office maintains a cell phone number list so that we can call you for any immediate changes in class meetings, or other emergencies. Please keep your instructor informed with your best contact numbers throughout the program.
- **Learning Resource Center:** Students are encouraged to make use of the Learning Resource Center and/or the Graduate Writing Tutors, Christine Jun, cjun@msmc.la.edu or Christine Mills, cmills@msmc.la.edu. You can leave a message for them at 213-477-2873. They are there to support you! *See PARC Statement earlier in this syllabus*

Education Department Office Information:

Please call Catalina Hurtado, Education Department Administrative Assistant, for Education Department related information or to make an appointment with your program advisor: (213) 477-2620.

- The FAX number for the Education Department is (213) 477-2629

EDU 151/251A Schedule*
Fall 2020

Session # & Date	Topics	Readings and Assignments Due
<p>Session 1 Nov. 3 Asynchronous</p> <p><i>Review course content at your own pace.</i></p>	<ol style="list-style-type: none"> 1. Course Introduction 2. What is Atypical Development? 3. Intro to Learning Disabilities (Ch. 6) 4. Speech and Language Disorders (Ch. 9) 5. <i>Case Study #1 Example: Chapter 9, Page 265 "Jade"</i> <i>Note: Page reference is from 2nd edition of textbook</i> 	<p align="center">November 3</p> <p>No readings or assignments due today.</p>
<p>Session 2 Nov. 10 Synchronous via Zoom 5:30 – 7:30 <i>Instructor</i> 7:30 – 8:15 <i>Group Work</i> 8:15 – 8:30 <i>Chat Room</i></p>	<ol style="list-style-type: none"> 1. Autism Spectrum Disorders (Ch. 10) 2. Students with Emotional/Behavioral Disorders (Ch. 7) 	<p align="center">November 10</p> <p>Readings: Chapters 5, 6, and 9 Online Discussion #1 Case Study #1 <i>(Choose one student from each chapter)</i> Chapter 5: Page #125 – Nathaniel or Danielle or D'Andre Chapter 9 - Speech and Language: Page # 265 – Andrew or David</p>
<p>Session 3 Nov. 17 Synchronous via Zoom 5:30 – 7:30 <i>Instructor</i> 7:30 – 8:15 <i>Group Work</i> 8:15 – 8:30 <i>Chat Room</i></p>	<ol style="list-style-type: none"> 1. Atypical Development: Middle Childhood 2. The Special Education Eligibility Process 3. Intellectual Disabilities (Ch.8) 4. Physical, Other Health Impairments (Ch.13) 	<p align="center">November 17</p> <p>Readings: Chapters 2, 7* & 10 Online Discussion #2 Case Study #2 <i>(Choose one student from each chapter)</i> Chapter 10: - Autism Spectrum Disorders: Page # 297 – Lance or Geneva or Casey *Chapter 7 - Students with EBD, is studied during Online Discussion. There is no case study for Chapter 8.</p>
<p>Session 4 Nov. 24 Synchronous via Zoom 5:30 – 7:30 <i>Instructor</i> 7:30 – 8:15 <i>Group Work</i> 8:15– 8:30 <i>Chat Room</i></p>	<ol style="list-style-type: none"> 1. Atypical Development: Adolescence 2. Deaf and Hard of Hearing (Ch.11) 3. Visual Impairment (Ch.12) 	<p align="center">November 24</p> <p>Readings: Chapters 8 & 13 Online Discussion #3 Case Study #3 <i>(Choose one student from each chapter)</i> Chapter 8: Page # 233 – Hope or Anthony or Jack Chapter 13: Page # 400 – Ryan or Aponi or Jeffrey</p>
<p>Session 3 Dec. 1 Asynchronous</p>	<ol style="list-style-type: none"> 1. Wrap Up Course Content 2. Instructions for Final Exam will be provided. <p>FINAL EXAM CASE STUDIES: FINAL EXAM MUST BE SUBMITTED IN CANVAS, NO LATER THAN WEDNESDAY, DECEMBER 9 BY 10:00 PM.</p>	<p align="center">December 1</p> <p>Readings: Chapters 11 & 12 Online Discussion #4 Case Study #4 <i>(Choose one student from each chapter)</i> Chapter 11: Page # 330 – Paige, Zachary, JJ Chapter 12: Page # 368 – Jonas, Anna Marie, Thomas</p>

*The course schedule may be adjusted at the instructor's discretion.

**Department of Education
Candidate Dispositions Statement**

The Education Department of Mount Saint Mary's University ("MSMU") assesses the *disposition* of each candidate in its teaching program, in addition to assessing each candidate's knowledge and skills. This approach is in keeping with a national trend in which candidates are expected to demonstrate an orientation to learning that supports student achievement. Specific dispositions are determined by each teacher preparation program.

*MSMU Education Candidates are required to demonstrate the following dispositions:

1. Demonstrate classroom behaviors consistent with fairness and the belief that all students can learn.
2. Demonstrate respect for children, families, communities, colleagues, and supervisors.
3. Conduct and represent oneself in a professional manner (including dress, behavior, and attitude).
4. Exemplify ethical behavior and integrity.
5. Engage in self-reflective practice and professional growth.
6. Meet deadlines; be punctual; exemplify outstanding attendance and participation.
7. Follow coursework and fieldwork assignment directions given by instructors and advisors.
8. Receive and make use of constructive feedback from instructors and advisors with openness and interest in improvement.
9. Follow through with suggestions and/or direct instructions from instructors, advisors, and University staff.
10. Be engaged and collaborative during discussions and activities required by courses and fieldwork experiences.
11. Communicate clearly (both orally and in writing) with University staff, instructors, and advisors.
12. Reflect these expected dispositions in work with students, families, and communities.

MSMU Education Candidates will be evaluated to ensure they exhibit the Required Dispositions. These evaluations will be based on the candidate's approach to all aspects of their teacher preparation program (advisement, in class experiences, fieldwork experiences, and communication with MSMU faculty and staff).

Any MSMU Education Candidate who fails to exhibit the Required Dispositions may be dismissed from the Teacher Credential Program and/or the Graduate Division and/or the University. The ultimate decision as to dismissal shall remain with the Graduate Dean and/or President of the University. Nothing in this Policy shall limit in any way the ability of MSMU to dismiss a candidate without first providing a Notice of Concern and/or to dismiss a candidate for reasons other than those set forth in this Policy.

By signing below, I acknowledge that I understand MSMU's Candidate Disposition Policy and I understand that I must exhibit the Required Dispositions in order to successfully complete the MSMU education program to which I am applying.

Candidate's Printed Name: _____

Candidate Signature: _____

Date: _____