

EDU 213B: Healthy Environments for Student Learning
FULL SYLLABUS
Mount Saint Mary's University – Fall 2020
2 Credit Units

Instructor: S. Mae Choe, MA, PhD Candidate
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Office Hours: By appointment. To schedule a meeting, go to <https://smcofficehours.as.me/>

*It is best to reach me by email, but please allow me at least one to two business days to respond.

Course Time & Location: Weekend format on **Saturdays from 10:25 a.m. to 4:30 p.m.**
The scheduled weekends are: **September 12, September 26, October 10, October 24, November 7 and November 21**, VIA ZOOM (See Canvas for Customized Link)

Required Text

No textbook required. However, electronic readings or handouts will be made available through CANVAS.

Optional Text:

APA style guidebook of your choice. The following link may also be helpful:
<https://owl.english.purdue.edu/owl/resource/560/01/>

Please note: APA format (7th Edition) will be required for the final paper/project and is the standard for many fields including education.

Course Description:

This advanced course addresses major concepts and principles related to creating supportive, healthy environments for student learning. Educators will identify mental health and social-emotional factors including trauma related factors that influence student well-being. They will become knowledgeable about school and community resources and practices that support health and safety for all students; including mindfulness, compassionate schools practices, non-violent communication strategies, restorative justice practices along with school and community health and mental health resources.

In addition to learning best practices in creating student-centered healthy learning environments, educators will investigate strategies for building a classroom/school climate of trust and respect that is trauma-sensitive where students can develop positive socio-emotional skills. They will utilize various practices to build mutually trusting relationships with students, families, and community members to create compassionate school environments that nurture all students, while creating a positive and supportive learning environment that is trauma sensitive and meets the needs of all students

Student Learning Outcomes:

It is our goal that by the end of this course, you will have a strengthened understanding of:

1. The key elements for creating a supportive, trauma sensitive, and trusting learning environments maximizing student well-being and belonging.

2. How Restorative Justice practices are a foundational element for creating a positive, cooperative learning environment. Students will have an opportunity to practice implementing a Restorative Justice community building circle.
3. How social-emotional learning is key behavioral foundation for all learning to take place. Students will have an opportunity to learn and practice the unique skills needed to teach students in this subject matter by exploring contemplative practices and nonviolent communication practices and strategies.
4. Health and trauma factors that impact student learning and learn how to work with families to help them access local and community health and mental health resources that support student health, based on each school's referral procedures.
5. How compassionate systems serve to foster the creation of eco systems within the classroom and schools that is based on the ladder of connectedness.

Class Structure

Due to the current circumstances related to the Covid-19 pandemic, all group and/or individual meetings will occur online via zoom and through CANVAS modules. Before each class meeting, please go to CANVAS to review any readings/resources assigned for our morning discussions.

The morning sessions of our designated class meeting days (10:25 am to 12:25 pm) will be dedicated to group meeting with all students. During this time, you are expected to come to class having completed all assigned readings/activities and ready to contribute to discussion.

The afternoon sessions of our designated class meeting days (1:15 am to 4:30 pm) will be dedicated to guest speakers, assigned group work, and/or one-on-one meetings with the instructor (as needed).

Sh*t Happens Policy:

Life happens. As graduate students, many of you juggle several responsibilities and sometimes it's all just too much. If something falls through the cracks (missed assignment or unplanned absence), you may invoke the "Sh*t happens" policy, no questions asked. No explanations necessary. When you do so, you may request a three-day extension on an assignment without deduction of points. **You may use this only once in the semester, and you must inform me if you plan to apply the policy.** It is not automatically applied.

However, if your outside commitments are interfering with your ability to succeed in class or you are struggling with any aspect of the course, let me know and we'll work together to figure out how I can help you. *It is important for you to consult with me early so we can devise a plan for a successful semester.*

Participation and Attendance

Given our limited number of meetings, *regular class attendance is necessary to pass the course.* Your **timely** attendance each weekend session is appreciated! Please note, MSMU/Departmental policies below regarding attendance.

Writing:

Good research/technical writing comes with practice and you are encouraged to use all the tools available to you to help with grammar, syntax, and overall formatting. Resources include use of spell/grammar checkers such as Grammarly, seeking assistance from the school's writing center (PARC) or the library, or peer-reviewing each other's drafts.

Instructor Commitment and Responsibilities:

Teaching and learning is a partnership. Just as I ask for your commitment and engagement throughout the course, you should expect that I will:

- Come to class prepared, interested, and engaged in your work and our class discussion;
- Recognize and value that you bring your own experience, background, and perspective to class;
- Read and return your work in a timely manner;
- Meet with you individually or in groups per request either in person, by telephone, or skype;
- Respond to e-mail inquiries within one business day;
- Learn from you.

Assignments and Grading:

NOTE: Assignments will be due 10 am the day of class unless otherwise indicated or announced.

Self-Reflections

1. Education Experience Reflection
2. Mid-semester Self-Reflection
3. Late-Semester Self-Reflection

Self-reflection essays will be treated on a credit/no credit basis. The purpose of these self-reflections is for me to get to know you as a scholar and teacher as well as to assess our progress in the course.

Individual “Expert” Facilitation

Choose a week when you will lead a class discussion related to the week’s topic. YOU will choose and assign us a reading of your choice. Your selected reading and any supplemental resources (videos, podcasts, etc.) should be sent to the class by the weekend before we meet to give everyone enough time to prepare for active participation. Then, you will act as a facilitator for a portion of the Saturday morning class discussion.

You should plan to facilitate a conversation for about 30 minutes. You have a great deal of freedom in how you choose to organize this. You may choose to use PowerPoint and “screen share” this or email to us ahead of time. (Reminder! Keep information on a PowerPoint minimal, and do not allow it to take you away from having a “conversation” with us! This is a discussion, not a presentation.) Or, you may choose to focus entirely on dialogue. Either way, consider prompting us with questions, examples, exercises, a case study, a short film, or other activities. Challenge us to go “deeper” on the topic.

NOTE: Depending on how many students we have in the class, more than 1 student may facilitate a discussion.

Final Project Proposal

By our second meeting session (9/26) you will propose your final project. In this proposal, provide a 1-2 paragraph description of why you chose this project, what you hope to learn, and what format your project will take. Some final projects examples include:

1. Write critical review of the literature on a topic related to the key concepts to be discussed in class. For example, you may choose to look at the school-to-prison pipeline and the role of healthy environments in addressing that issue. (approximately 10 pages)
2. Based on key class concepts and outside readings, evaluate/critique of your school’s crisis response plan. (approximately 10 pages)
3. Create a Professional Development presentation on a key concept(s) discussed in class.*
4. Create a student-center workshop based on a key concept(s) discussed in class.*
5. Design a creative project using the medium of your choice (e.g., organizational brochure, website, graphic novel, etc.)*

*If you are not writing a traditional paper (such as suggestions 1 and 2), your project will need to be accompanied by a 3 to 4-page synopsis showing 1) familiarity with major perspectives related to your topic, 2) a description of why you chose to create your final project in this medium, and 3) recommendations for support, practices, and/or policy.

See CANVAS for full guidelines

Final Project Roadmap Draft 1

Write a 1-2 page (single-spaced) outline of your project. See CANVAS for full guidelines.

Final Project Roadmap Draft 2

Submit a revised roadmap, based on the feedback you received on the first draft of your roadmap.

Final Project

The purpose of your self-designed final project is to provide you with an opportunity to examine, in depth, a specific issue related to your interest. I highly suggest you make the project work for you. For example, if you are working with students on restorative justice you may want to create a project with them. Or if you are in a leadership role and are expected to put together a presentation, you may want to consider putting together a PD.

Some tips on tackling the final project: 1) Start reading at least 1 article a week on your selected topic so that you're not cramming it all in at the last minute. 2) Use the discussion board reflection to help you understand your outside sources and how they connect to what we're studying in class. 3) Brainstorm with your peers. 4) Make use of my office hours to brainstorm ideas for your final project 😊

Final Project Presentation

On our last day of class, you will have an opportunity to share your final project with your peers. Presentations should be about 10 minutes (not including Q&A). This is an opportunity to share what you've learned from your self-designed final project and receive feedback from your peers about your work.

Participation

Active participation is based on class preparation (through readings and assignments), engagement in discussions in a variety of group configurations (i.e. pairs, small groups, entire class, etc.), and engagement with guest speakers. As a class we are embarking on a shared inquiry process; I truly believe we all have something to contribute to teaching and learning about building healthy environments in our schools.

Course Requirements and Evaluation Criteria:

Self-Reflections	5
Individual "Expert" Facilitation	20
Final Project Proposal	10
Final Project Roadmap 1	15
Final Project Roadmap 2	15
Final Project	15
Final Project Presentation	10
Participation	10

100% of grade

Grading Scale:

A 93-100	A- 90-92.9		An earned grade in the "A" range is of excellent quality. Assignments will reflect original thought, critical thinking, and mastery of course materials. Writing will be well-organized and skillfully integrate theory, research, practice, and personal experience in a reflective manner. Moreover, it will be relatively free of grammatical or syntax errors and will be properly formatted in APA style. "A" work is truly distinctive.
B+ 87-89.9	B 83-86.9	B- 80-82.9	An earned grade in the "B" range is of good quality. Assignments will reflect a solid grasp of the material and meet all the basic guidelines of the assignment. Writing will be clear, though may contain a few grammatical, syntax, or APA errors. "B" work is above-average quality, but not distinctive.
C+ 77-79.9 D+ 67-69.9 F 0-59.9	C 73-76.9 D 63-66.9	C- 70-72.9 D- 60-62.9	All students are encouraged to strive for work in the "B" or "A" range. Per university policies, "Students must earn the grade of B- or better in each course applied toward degree requirements. Any grade below a B- is not a passing grade." (Mount St. Mary's University, 2018).

Semester Schedule:

- All topics and related dates are subject to change depending upon class progress and instructor's discretion. Students will be informed of any changes made to the schedule.
- All assignments should be uploaded to Canvas (and/or emailed to instructor) by 10:00 am on the due date.

Date	Topics	Readings and Assignment(s) Due
September 12 10:25 am to 12:25 pm	<ul style="list-style-type: none"> • What is your "ideal" learning environment? • Establish Classroom Guidelines for Discussion • Syllabus Q&A • Facilitation Sign-up 	<ul style="list-style-type: none"> • Read: FULL Syllabus • Read: Cozolino (2013) Introduction & Ch. 1 • Education Experience Reflection
September 12 1:15 to 3:15 pm	No group meeting. Use the time to get ready for next week or sign up for a one-on-one meeting with me to start brainstorming your final project topic.	
September 26 10:25 am to 12:25 pm	Social Emotional Learning	<ul style="list-style-type: none"> • Reading & Resources: TBD by facilitator, see Module before class • Final Project Proposal
September 26 1:15 to 3:15 pm	Afternoon Speaker: Anais Janoyan, PhD Candidate, Claremont Graduate University and 2 nd Grade Teacher, Madison Elementary School, Pasadena, CA	

October 10 10:25 am to 12:25 pm	Resilience, Grit, and Mindset	<ul style="list-style-type: none"> • Reading & Resources: TBD by facilitator, see Module before class • Mid-Semester Self-Reflection
October 10 1:15 to 3:15 pm	Afternoon Guest Speaker: Juanita Razo Dueñas, PhD Candidate, Claremont Graduate University	
October 24 10:25 am to 12:25 pm	Restorative Justice	<ul style="list-style-type: none"> • Reading & Resources: TBD by facilitator, see Module before class • Final Project Roadmap Draft 1
October 24 1:15 to 3:15 pm	Afternoon Guest Speaker or Activity TBD	
November 7 10:25 am to 12:25 pm	Trauma Informed Pedagogy vs Healing Centered Engagement	<ul style="list-style-type: none"> • Reading & Resources: TBD by facilitator, see Module before class • Late Semester Self-Reflection • Final Project Roadmap Draft 2
November 7 1:15 to 3:15 pm	Afternoon speaker: Kenya Harper, PhD Student, Claremont Graduate University and High School English and ESL Teacher, Harold McAllister High School, Los Angeles, CA	
November 21 10:25 am to 12:25 pm	Elements of Self-Care Final Project Sharing	<ul style="list-style-type: none"> • Reading & Resources: see Module before class • Final Project & Presentations
November 21 1:15 to 3:15 pm	Afternoon speaker: Sarah Marie Mamaril, Co-Head Counselor, Olympian High School, Chula Vista, CA	

MSMU Policies

Please review these policies from the MSMU catalogs.

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

Academic Freedom Statement – For faculty, academic freedom in research, teaching, and publication is fundamental to the advancement of truth and learning. Freedom of thought and expression is essential to fulfill the mission, and obligations, of academics and educators.

The student has the freedom to express ideas that differ from any interpretation or any viewpoint presented by an instructor. In exercising this freedom, there should be no disruption of the academic process of the class.

The student has the right to be evaluated accurately and fairly on academic performance as outlined by the instructor at the beginning of the course. The student has the right to discuss and review any academic performance with instructors. A student who believes that an evaluation was made on a basis other than academic performance has the right to an appeal procedure. (For appeal procedures, see Student Handbook).

Disability Statement - Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at disability@msmu.edu

Please be advised that this class may be audio- or video-recorded as an accommodation under the American with Disabilities Act, but only with prior permission from Disability Services and the instructor. Students may only use such recordings for personal use; no posting or further distribution or use is permitted.

Academic Difficulty Notice - MSMU policy requires students (as well as advisors and administrators) be notified, at least once, during the semester if an instructor believes a student's success in a course is potentially in jeopardy. Notices are sent to students earning less than a B (82% or less in the course), have three or more absences, and are usually sent mid-semester. Students receiving academic difficulty notices are strongly encouraged to discuss their course progress with the instructor and their advisor.

Credit Hour Equivalence: 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.

Academic Integrity - All degree candidates are expected to adhere to the MSMU statements on Academic Integrity (AI) in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review.

Attendance: Students who miss a significant number of class sessions may be withdrawn from the course by the instructor (1-2 unit courses = 1 absence permitted; 3-4 unit courses = 2 absences permitted). No course credit will be given if students are withdrawn (during the withdrawal period designated by the University) and a “W” will appear on their transcript. If the withdrawal period has passed students will receive a “U” (unauthorized withdrawal) on their transcript. No credit will be received for either a “W” or “U” and no reimbursement of tuition will be permitted unless allowed by College policies.

Email – Mount email is the official form of communication between faculty and students. Therefore, it is expected that students will check their email regularly and as they will be held accountable for any email communication from the instructor.

Assistance available at the PARC - 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, Academics, Professional and Academic Resource Center, 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.

For more information about the services provided or to make an appointment at the PARC go to the following website: <https://welcome.msmu.edu/academics/PARC/Pages/default.aspx>

Academic Integrity/Plagiarism Statement - Violations of academic integrity harm the individual, other students, and the quality of learning in the department. Plagiarism and cheating are dishonest, unethical, and illegal. Cheating in any way defeats the purpose of education, which is to improve your powers of thought and expression.

Plagiarism means presenting as one’s own, the work, opinions, or words of someone else. Plagiarism occurs when one uses the exact language of someone else without placing the words in quotation marks and naming the original author. Plagiarism also occurs when the arrangement of material or the pattern of thought of someone else is offered as your own, even if it is expressed in your own words. Obviously, the use of someone else’s researched and written report as your own is a clear-cut case of plagiarism. Another obvious case of plagiarism is turning in documents copied in part or in whole from the internet, or turning in a paper you purchased or borrowed from any other source.

Examination cheating includes using unauthorized materials or sources when completing an exam, stealing or falsifying exam responses, collaborating with others on exam answers, or sharing exam responses with other students. Other instances of cheating may be determined by the course instructor.

To avoid unintentional plagiarism and cheating, do not share any graded work (including rough drafts, finished papers, homework assignments, examinations) with other students. When taking notes on a published article,

be sure to either re-write the material in your own words, or to use quotation marks to remind yourself that the notes you have jotted down are direct quotes from another author. Be sure to identify the source of the idea in your own notes to make it easier to give proper credit.

Food/Housing Insecurity: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Student Life on their respective campus for support. Furthermore, please notify the professor if you are comfortable in doing so.

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Title IX Responsibilities of Faculty

Mount Saint Mary's University seeks to provide an environment free of bias, discrimination, and harassment. If you have been the victim of sexual harassment/misconduct/assault, we encourage you to report this. If you report this to a faculty member or any non-confidential employee of the University as a "Responsible Employee", she or he must notify our University's Title IX Coordinator about the basic facts of the incident (you may choose whether you or anyone involved is identified by name). Students are asked to immediately report incidents to Campus Security at #213-477-2502 (Doheny) or #310-954-4321 (Chalon) or the Title IX Coordinator #213-477-2511 (office) or #310-597-9043 (cell). Students may also report incidents to an instructor, faculty or staff member, who are required by law to notify the Title IX Coordinator. Students may speak to someone confidentially by contacting MSMU's Counseling and Psychological Services at #213-477-2668 (Doheny) or #310-954-4114 (Chalon), Student Health Services at #213-477-2685 (Doheny) or #310-954-4110 (Chalon), or our University Chaplain #310-954-4281. For questions/clarification, please contact your Title IX/ LGBTQ+ Student Advocate, Evelyn Oyuela-Kowalski at ekowalski@msmu.edu or via phone by 213-234-9840. For additional information, please see the University's Title IX Portal

Page: <https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/student-life/titleIX>