



**EDU 251B/151B Child and Adolescent Development (Typical and Atypical)  
and Learning Across Cultures – 3 units**  
Graduate Weekend Summer Session 2021 (online)

**Instructor(s):** Monica Boomgard, Ed.D. , NBCT                      Elise Morgan, M.S.  
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**Location/Time:** online

**Office hours:** By appointment (Zoom or phone) Estimated response time to email/text/phone may be up to 48 hours.

**Required Texts (2) & additional readings posted on Canvas:**

- Keenan, T., Evans, S., & Crowley, K. (2018). An Introduction to Child Development (Third Ed.). New York, NY: Sage
- Pohlman, C.,(2009). How can my kid succeed in school?: What parents and teachers can do to conquer learning problems. San Francisco, CA: Jossey-Bass
- Students are responsible for additional reading provided during this class. Additional readings will be posted on Canvas, **please check Canvas weekly for updates.**

**Course Description:** This course studies learning and development as it occurs in children and adolescents across cultures. The course examines human universals, individual differences, and cross-cultural variability in psychosocial and cognitive development. Emphasis is placed on the influence of sociocultural factors on cognitive performance and the ability and motivation to learning during childhood and adolescence. This course also provides candidates the opportunity to develop an understanding of atypical development and how these factors influence academic, social and behavioral performance. The atypical characteristics of various common disabilities are examined and aligned to child and adolescent development. The basic skills for test score analysis are introduced and candidates learn the impact that is associated with academic behaviors demonstrated in the classroom. Candidates learn to promote resiliency in students and how to construct a supportive learning environment.

**Course Objectives: CDE Program Standards**

This course addresses, but is not limited to, the following objectives from the California State Department of Education (CDE). Program Standards. Credential Candidates will:

1. Learn major concepts, principles, theories and research associated with theories of human learning and achievement and related to the cognitive, linguistic, social, emotional and physical development of children and adolescents. They begin to use this knowledge to create learning opportunities that support student development, motivation and learning. (11a, b)
2. Become acquainted with research-based theories and principles of human learning and development, and reflect on how these theories and practices inform school policies and practices, and affect student conduct, attitudes, and achievements. (3b)
3. Study, learn and begin to apply concepts and strategies that contributes to respectful and productive teacher relationships with families and local communities, with emphasis on: (a) the effects of family involvement on teaching, learning and academic achievement; (b) knowledge of and respect for diverse family structures, community structures, community structures and child rearing practices; (c) effective communication with all families; and (d) the variety of support and resource roles that families may assume within and outside the school. (10a)
4. Learn about the professional responsibilities of teachers related to the personal, social and emotional development of children and youth, while emphasizing the teacher's unique role in advancing each student's academic achievement. (12e)

5. Identify common age-level characteristics and developmental milestones of children and adolescents from different cultures and around the world and compare child rearing practices across cultures. (8Af)
6. Examine the effects of biology on learning, and study the various types of learning that occur at different stages of development.
7. Develop an understanding of the sociocultural factors which lead to variability in developmental outcomes among children from differing cultural groups.
8. Identify factors that compromise healthy development and learning and to understand factors that contribute to resiliency in children.

**Course Objectives: Commission on Teacher Credentialing (CTC) Standard 11: Typical and Atypical Development. (Education Specialist)**

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

Teaching Performance Expectations:

This course is designed to prepare candidates to teach all learners in California, by addressing specific Teaching Performance Expectations (TPEs). In the description of each assignment in this syllabus, the TPEs addressed in the assignment will be identified, followed by the letters I, P or A. This designation will identify whether the TPE is being Introduced (I), Practiced (P), or Assessed (A). Following are the TPEs addressed in this course:

*TPE 1: Engaging and Supporting All Students in Learning:*

1.2 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.

1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning

1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered Systems of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

*TPE 2: Creating and Maintaining Effective Environments for Student Learning. Beginning teachers.*

2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers

2.4 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

*TPE 3: Understanding and Organizing Subject Matter for Student Learning. Beginning teachers.*

3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

*TPE 4: Planning Instruction and Designing Learning Experiences for All Students. Beginning teachers.*

*4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.*

*4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.*

*TPE 6: Developing as a Professional*

*6.1 Reflect on their own teaching practice and level of subject matter and pedagogy knowledge to plan and implement instruction that can improve student learning.*

*6.2 Recognize their own value and implicit biases and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness to all students and families, as well as toward their colleagues.*

*6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.*

**Field Work Requirements:** As part of the Commission on Teacher Credential Program Standards, 15 hours of fieldwork are required for this course. These hours will be met through a Case Study field work project.

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**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 Brandon Roberson, Director of the Doheny Learning Resource Center, 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: [msmu.edu/disabilitygrievanceprocedures](http://msmu.edu/disabilitygrievanceprocedures).

**PERSON-CENTERED AND PERSON-FIRST LANGUAGE**

The Education Department at MSMU believes that a person is more important than a disability. Accordingly, use of Person-First Language is the norm for both speaking and writing, for students and faculty. For example, "children with learning disabilities" is considered more appropriate than "learning disabled children." However, the important principle in consideration of language is not using a correct

formula, but rather respectful acknowledgement that personhood is valued above disability. This includes learning what the preferred language is for a particular person, and using language that aligns with how they self-identify. Many people prefer to self-identify other ways, and it is more important to respect each person's self-identification than to over-apply a standard when it is not wanted. Thus, we are moving toward a "person-centered" framework at MSMU rather than exclusively "person-first." Please see this article for more on person-centered language: <https://radicalcopyeditor.com/2017/07/03/person-centered-language/>

#### **Professional and Academic Resource Center - Writing assistance**

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 Courses. 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 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 University.

The course aims to model the importance of using multiple measures of assessment to gauge the progress of learners. Assignments must be completed on time according to agreed upon guidelines.

#### **Online Activities**

Education is a social endeavor and we learn from one another. Due to the interactive nature of this course, participation is critical. Learning activities require collaboration, application, reflection, and self-analysis of skills studied in this class and covered in readings.

ED251B/151B is an online course. **All requirements are completed online.** Participation in weekly activities is a **mandatory** component of this class and is required to earn a passing grade. The class will include a variety of pedagogical approaches for content delivery. These approaches may include, but are not limited to, lecture, whole class and small group discussions and a variety of projects and activities. Participation is crucial. There are no make-up or extra credit assignments for lack of engagement and participation.

#### **Major Assignments:**

**All modules/units are from SUNDAY-to-SATURDAY.** New activities open on **SUNDAYS** and close **SATURDAYS** at 11:55PM. It is strongly recommended that you designate **THREE** regular times each week to complete online activities.

Five (5) Professional Learning Community (Mandatory) Group Zoom Sessions with the Professor (5 points each)

- 15 minutes

Students will be placed in Learning Community Small Groups at the beginning of the semester. Five (5) times during the semester you are asked to sign up with your Group members for A MANDATORY Zoom session. Access to the professor’s calendar will be provided. These sessions are opportunities for you to ask clarifying questions with regards to assignments, activities, readings, reflections or discussions, as well as create collaboration with your Small Group. Education is a social endeavor and we learn from one another. Due to the interactive nature of this course, participation is critical. Learning activities require collaboration, application, reflection, and self-analysis of skills studied in this class and covered in readings.

Six (6) Reading Responses (8 points each) to “How Can My Kid Succeed?”

Students will complete six (6) reading responses to “How Can My Kid Succeed” which will be submitted and graded in sections throughout the semester. Students will be responsible for reading chapters 1-8 and will provide a reflective analysis. Key topics will focus on each of the 8 chapters. **The purpose of this assignment is for you to be able to:**

- Clearly articulate the importance of each neurodevelopmental construct of “How Can My Kid Succeed?”, its role on the developing brain, and its role in the school setting
- Make personal reflections & connections with the content covered in the book.

You will summarize your reactions to and understanding of “Schools for All Kinds of Minds” along with all other supplementary resources for the module. You will be responsible for **synthesizing ALL materials** together into one reflective analysis related based on guiding questions on Canvas. For each response, take a look at the guiding questions and compile a **1 to 2 paragraph response** that answers the questions. Your paragraphs should NOT be in a question-answer format but a well-developed response that is reflective. **You must include in-text citations** to demonstrate your understanding of the text, and synthesize the course’s materials throughout your response. *Full credit is based on (a) evidence that you have read the texts; and (b) personal reaction/reflection/connection to the content of the chapter.*

Fifteen (15) Online “Topical” Discussions / Activities: (5 points each)

Most weeks, there will be a “topical discussion or activity” to complete related to course content. These activities include a range from assignments, such as a topical discussion, a creative representation, or an interview on a specific topic. (See Canvas for details and due dates)

Seven (7) **Discussions** (5 points each)

You will participate in six (6) online discussions (Canvas) by responding to one or more instructor led prompts related to class content and must be completed by the due dates outlined in Canvas. Your initial post must be completed by Thursday night in the way your colleagues can respond in a thoughtful and timely manner. **You must include sources from the course and in-text citations to receive full credit.**

**Discussion “Rubric”**

INITIAL POST POINTS	3
REPLY TO 2 PEERS POINTS	2
REPLY TO 0 TO 1 PEER - NO POINTS	0
<b>DISCUSSION TOTAL POSSIBLE POINTS</b>	<b>5</b>

**Seven (7) Online Tasks/Activities** (5 points each)

Each module/class session will include a variety of tasks, projects and activities that you will complete in small groups or individually.

Virtual Observation Case Study (25 points)

The purpose of the case study is for you to:

Demonstrate the understanding of major concepts, principles and theories associated with cognitive, physical and social-emotional development of children and adolescents.

Apply concepts presented/discussed in class, and found in readings, with particular attention to the dynamics of your case study.

Explore and discuss the various cultural and contextual influences on child and/or adolescent development, the similarities between children and families of different cultures, and the variations that may occur within cultures. A template will be provided.

Quizzes (156 pts.)

Your course instructors will be using class time to apply and enrich the concepts covered in the textbook. This requires that students have **completed the required reading**. Major points from the readings will be highlighted and discussed. Class time will not be used to restate the content from the text, but to expand upon and discuss the main ideas, and to provide information and ideas not covered in the text. Quizzes will serve as a mechanism to ensure student reading of the text, as well as information covered in class.

<b>Assignments</b> <i>(sessions/weeks x pts) = possible points</i>	<b>Possible Points</b>	<b>TPE</b>
<b>Mandatory Group Meetings (5 @ 5 pts)</b>	<b>25</b>	<b>6.4 IP</b>
<b>Reading Responses (6 @ 8 pts)</b>	<b>48</b>	<b>1. 1 IP, 1. 3 IP, 1.4 IP, 2.1 IP, 2.4 IP, 6.1 IP, 6.2 IP</b>
<b>Online "Topical" Discussions/Activities (16 @ 5 pts)</b>	<b>80</b>	<b>3. 5 IP, 4.2 IP, 4.6 IP</b>
<b>Virtual Observation Paper</b>	<b>25</b>	<b>1.2 PA, 2.4 PA, 4.2 PA, 4.6 PA,</b>
<b>Quizzes (4 @ range of 34 – 46 points each)</b>	<b>156</b>	<b>1.2 PA, 4.2 PA</b>
<b>Total Possible Points</b>	<b>317</b>	

**Note: Rubrics will be provided in Canvas in the "Rubrics" folder as well as in the Appendix Section of this syllabus**

Grading

Remember that you must maintain a 3.0 GPA in order to proceed in the MSMU Multiple, Single Subject or Education Specialist Credential Program. This course requires many activities, some worth a small number of points. Please be aware that completion of all assignments are required.

**Grading Scale**

<b>&lt; 65 = F</b>	<b>65–69= D</b>	<b>70–73 = C-</b> <b>74-76 = C</b> <b>77-79 = C+</b>	<b>80-83=B-</b> <b>84-86=B</b> <b>87-89= B+</b>	<b>90-93 = A-</b> <b>94-100 = A</b>
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**Grading Rubric**

**A = Outstanding** - Performance reflects a thorough understanding of the material, including integration of information and application of theory and research to practice. Projects and exams are comprehensive, thoughtful and provide new insights. All assignments are well-organized and clearly written. Participation in class is consistent and engaging.

**B = Very Good** - Performance reflects complete and accurate understanding of the material. There is generalization of the information that demonstrates the ability to integrate and apply information. All assignments are thoughtful, well-organized, and clearly written. Participation in class is consistent and engaging.

**C = Satisfactory** - Performance reflects minimal level of competency attainment, understanding, and skill. Does not meet graduate and professional standards. Lacks demonstration of generalization and application of the information. Assignments are incomplete, poorly prepared, and/or possess notable misconceptions. Participation is sporadic and limited.

**D = Barely Passing** - Performance reflects severe misconceptions about the information. There is little or no demonstration of generalization or application. Assignments are incomplete, poorly prepared, and/or missing. Participation is poor.

**F = Failing** - Performance reflects lack of engagement with the information. No assignments are completed. Participation is poor.

### **MSMU University and Education Department Policies:**

- **Incompletes:** Applying for an incomplete grade is not a solution to poor attendance and must be filed no later than 1 week prior to finals. Incompletes are meant to provide support for students who have experienced an emergency in their lives and need special consideration on a case-by-case basis. An application for an Incomplete may be granted **only** if the student:
  - has completed the majority of assignments
  - on the basis of the work completed, has a passing grade in the class (C or better). This is not necessarily the same as the default grade. In other words, although the student may have a B grade for the completed work, if they fail the missing assignment or do not complete it, their final grade might be a D.
  - is prevented from completing the final assignment for serious medical/personal reasons
  - can complete the work within one semester
- **Academic Integrity:** Candidates are expected to adhere to the MSMU statements on Academic Integrity in the MSMU catalog.
- **Academic Freedom:** Students' and faculty 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.
- **Students with Disabilities:** 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 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-ISAE/Documents/DisabilityGrievanceProcedures.pdf>

### **Other Classroom Information and Instructional Policies**

**Writing Expectations:** "Writing Expectations: The MSMC Education Department expects all credential and Master's 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."

- All assignments should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and typed. Please format your written assignments using 12-point Times New Roman font, double-space, and one-inch margins. (Note: Educators must be excellent language and literacy models. Written work with multiple grammatical/spelling errors per page will receive point reductions.)
- **Participation** (see previous grading policies)
- **Peer Support:** Please exchange current contact information with your classmates/colleagues for mutual help and support. Find a friend who will read and edit your assignments with you. If you're absent, I expect you to check in with a classmate and meet to discuss what you've missed.

**E-Learning System (Canvas):** The syllabus, presentations, assignment and corresponding rubrics 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. You are responsible for receiving messages and reading Canvas

**Online Rules of Conduct (Netiquette and Zoom Rules posted in Canvas):** Respectful conduct is expected at all times, when dealing your colleagues in class and your professor. Respectful collaboration is an important part of successful teaching, and is assessed through your personal dispositions, as outlined below. In this online class your communications in discussion forums must be respectful and inclusive of others' ideas. Please see this "Netiquette" resource for guidelines on respectful online interactions: <http://www.albion.com/netiquette/corerules.html>

**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:** 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.

**Late Work:** Every effort has been made to provide detailed rubrics for assignments in Canvas. Late discussion posts will not be accepted, as it is essential to participate in the discussion when it is taking place. Other late assignments will not be accepted after a module has closed. Emergencies situations will be reviewed on a case by case basis.

**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.

**MSMU Office Information:**

- Please call the Education Department secretary, Catalina Hurtado to make an advisement appointment: (213) 477-2620.
- The FAX number for the Education Department is (213) 477-2629.

**EDU 251 Schedule  
Summer 2021**

This schedule may be adjusted as needed during the summer term at the instructor's discretion. **All modules/units are from SUNDAY-to-SATURDAY.** New activities open on **SUNDAYS** and close **SATURDAYS** at 11:55PM. *Keep in mind that this is a working syllabus, subject to change and should not be misconstrued as a contract.*

Unit Date Sun-Sat	Topic	Activities/Assignments	Readings
Unit #1 (2 weeks)  May 23* – June 05	<p><b><i>Getting Started and Introduction to Perspectives and Contexts for Development Theories &amp; Models</i></b></p> <ul style="list-style-type: none"> <li>• Culture, Diversity and Development</li> <li>• Biological perspectives</li> <li>• Psychoanalytic Theory Social</li> <li>• Learning Theory</li> <li>• Behavioral Learning</li> </ul>	<p>May 23 at 10am ONLINE MANDATORY MEETING (ZOOM LINK)</p> <p>View Introductory Video by Profs. Boomgard and Morgan</p> <p>Topical Activity #1 Introduce Yourself on Canvas</p> <p>Topical Activity #2- Syllabus Sign off – due 5/30</p> <p>Topical Activity #3 – Discussion of Equity and Justice</p> <p>Topical Activity #4 – Discussion on Infant Capacity and Adult Responsiveness</p> <p>Topical Activity #5: Objective Reporting and Observation review</p> <p>Topical Activity #6 - Including Samuel</p> <p>Sign up for 1<sup>st</sup> Small Learning Community Zoom Session by 5/30 for meeting the week of 5/31</p> <p>Reading Response #1 due 6/5</p> <p>Upload signed <b>Department of Education</b></p>	<p>Keenan: Chaps. 1 -3</p> <p><b>How Can My Kid Succeed in School?: Intro and Chapter 1</b></p> <p>Including Samuel (video)</p>

Commented [2]: additional sources?

		<b>Candidate Dispositions Statement to Canvas by 6/5 found at the end of the syllabus</b>	
<b>Unit #2 (2 weeks)</b>  <b>June 06 – June 19</b>	<b><i>Birth to Toddlerhood</i></b> <ul style="list-style-type: none"> <li>● Genetic Abnormalities &amp; Disabilities</li> <li>● Nature and Nurture</li> <li>● Typical and Atypical Development –Infancy through Toddlerhood</li> <li>● Developmental Challenges</li> <li>● Early Intervention</li> <li>● Introduction to Family Systems</li> </ul>	<p>Topical Activity #7: Discussion on Poverty and Development</p> <p>Topical Activity #8: Discussion on Nature and Nurture</p> <p>Topical Activity #9: Person-First Language</p> <p>Reading Response #2 due 6/19</p> <p>Sign up for 2<sup>st</sup> Small Learning Community Zoom Session by 6/12 for week of 6/213</p> <p>Quiz #1 (chapters 1-4)– due 6/19</p>	<p><b>Keenan: Chaps. 4 - 7</b></p> <p><b>How Can My Kid Succeed in School?: Chapter 2-3</b></p> <p><a href="#">23 weeks, 6 days</a> [Podcast]</p> <p><a href="#">When Your Child is a Psychopath</a></p> <p><a href="#">Inheritance</a> [Podcast]</p>
<b>Unit #3 (3 weeks)</b>  <b>June 20 – July 10</b>	<b><i>Physical and Cognitive Development in Early Childhood Education</i></b> <ul style="list-style-type: none"> <li>● Language in Early Childhood</li> <li>● Health and Well-being</li> <li>● Special Physical Needs</li> <li>● Social</li> <li>● Emotional Development in Early Childhood</li> <li>● Family Systems continued...</li> </ul>	<p>Topical Activity #10: Discussion on Family Systems</p> <p>Topical Activity #11: Choose your Article</p> <p>Topical Activity #12: F.A.T. City</p> <p>Questionnaire about Observation Project</p> <p>Reading Response #3 due 7/10</p>	<p><b>Keenan: Chaps. 8 - 11</b></p> <p><b>How Can My Kid Succeed in School?: Chapters 4-5</b></p> <p><a href="#">F.A.T. City</a></p> <p><a href="#">Child of Rage</a></p> <p><b>Choose one:</b> <a href="#">When should a child be taken from his parents?</a></p>

	<ul style="list-style-type: none"> <li>• Topics in Child Abuse</li> </ul>	<p>Sign up for 3rd Small Learning Community Zoom Session by 7/03 for week of 7/5</p> <p>Quiz #2 – due 7/10 (chapters 5-9)</p>	<p><a href="#">Children of the Opioid Epidemic</a></p> <p><a href="#">The Criminalization of Bad Mothers</a></p>
<p><b>Unit #4</b> <b>(2 weeks)</b></p> <p><b>Jul 11 – Jul 24</b></p>	<p><b><i>Physical, Cognitive and Social Emotional Development in Middle Childhood</i></b></p> <ul style="list-style-type: none"> <li>• Information processing and Memory</li> <li>• Health and Well-being</li> <li>• Special Physical Needs</li> <li>• Intelligence Testing</li> <li>• The Child in School</li> <li>• Eligibility for Special Education</li> </ul>	<p>Special Education Referral Process</p> <p>Topical Activity #13 Assessment: Bell Curve – Group Grid</p> <p>Topical Activity #14 – Discussion about Family and Social Skills for family gatherings</p> <p>Sign up for 4th Small Learning Community Zoom Session by 7/8 for week of 7/19</p> <p>Reading Response #4 due 7/24</p> <p>Quiz #3 (chapters 10-15) due 7/24</p>	<p><b>Keenan: Chaps. 12 - 15</b></p> <p><b>How Can My Kid Succeed in School?: Chapters 6-7</b></p> <p><a href="#">Separate and Unequal Special Education System</a></p> <p><a href="#">Families failed by a broken mental healthcare system</a></p>
<p><b>Unit #5</b> <b>(2 weeks)</b></p> <p><b>July 25 – Aug 07</b></p>	<p><b><i>Physical, Cognitive and Social Emotional Development in Adolescence</i></b></p> <ul style="list-style-type: none"> <li>• Neurobiology and Sexual Development</li> <li>• Threats to Well-being</li> <li>• Metacognition and Scientific Thinking</li> <li>• Identity and self-image</li> <li>• Mental Illness and Stigma</li> </ul>	<p>Topical Activity #15– Creative Representation</p> <p>Topical Activity #16- Discussion on article of your choice</p> <p>Reading Response #5 due 8/7</p> <p>Quiz #4 (chapters 16-19) due 8/7</p> <p>Sign up for 5th Small Learning Community Zoom Session by 7/31 for week of 8/1</p>	<p><b>Keenan: Chaps. 16 - 19</b></p> <p><b>How Can My Kid Succeed in School?: Conclusion and Appendices</b></p> <p><b>Including Samuel Follow-up (2020) (video)</b></p> <p><a href="#">Why you never truly leave High School</a></p> <p><b>Choose One:</b></p> <p><a href="#">Concussion Diaries</a></p> <p><a href="#">Troubled Teen Boot Camp</a></p>

			<a href="#">Trans, Teen and Homeless</a>
Unit #6 "Wrap it up" *Aug 08 - Aug 15	<i>Putting it all together</i>	<p>August 15th at 10am ONLINE MANDATORY MEETING (ZOOM LINK)</p> <p>Reflection on the course and major take-aways due 8/15</p> <p>Reading Response #6 due 8/15</p> <p>Observation Paper due 8/15</p> <p>Course Evaluations</p>	



## Syllabus Appendices

### Appendix A

#### MSMU Department of Education Candidate Dispositions Statement (to be uploaded to Canvas by Friday of the 1st week of the Semester)

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: \_\_\_\_\_

**Appendix B**  
**PLC (Professional Learning Communities)**

*Five (5) Professional Learning Community (Mandatory) Group Zoom Sessions with the Professor (5 points each)*

Students will be placed in Professional Learning Community Groups at the beginning of the semester. Five (5) times during the semester you are asked to sign up with your Group members for A MANDATORY Zoom session. (approximately 20 minutes in length). Access to the professor's calendar will be provided. These sessions are opportunities for you to ask clarifying questions with regards to assignments, activities, readings, reflections or discussions, as well as create collaboration with your Small Group. Education is a social endeavor and we learn from one another. Due to the interactive nature of this course, participation is critical. Learning activities require collaboration, application, reflection, and self-analysis of skills studied in this class and covered in readings.

**Appendix C**  
**Reading Responses Rubric**

Rubric for Schools for All Kinds of Minds Reaction Papers (5 points each)

**The purpose of this assignment is for you to be able to:**

- Clearly articulate the importance of each neurodevelopmental construct, its role on the developing brain, and its role in the school setting
- Make personal reflections & connections with the content covered in the book.

You will summarize your reactions to and understanding of “School for All Kinds of Minds.” You will be responsible for reading chapters 1-9 and provide a reflective analysis related to each chapter. Guiding questions are found within the each assignment posted on Canvas. For each chapter, take a look at the guiding questions and compile a **1 to 2 paragraphs response** that answers the questions. Your paragraphs should **NOT** be in a question-answer format but a well-developed response that is reflective. Points will be deducted from your reflections for grammar, spelling, or word usage. This is an upper division course and the expectation is that your writing reflects that.

	Possible	Earned
Responded to all areas/prompts in the provided outline	1	
Incorporate key vocabulary and ideas from class/text	1	
Demonstrated analysis and reflection in their description of the diversity of students in PK-12 education throughout the paper.	2	
Written with clarity, no spelling/grammatical errors	1	
Total	5	

**Commented [3]:** update rubric

**Appendix D**  
**Online Discussions**

Commented [4]: calendar

*To received FULL points ALL requirements must be met*  
*Please note – discussions are graded after the module window has closed. Points will be posted on Canvas.*

• All Discussion are Monday - Sunday. You must interact at least 3 times for full credit:

1. Initial post by **Thursday**
2. Post on at least two other people's threads by **Sunday**
3. Reflection/summation of your thread by **Sunday**

	Full points (5 points)	No Credit
<p><b>BY THURSDAY</b> : Initial post 2 PTS</p>	<p>Timely post of your own thread.</p> <p>Refers meaningfully to <b>assigned readings</b> (when applicable) and makes it clear to which reading you are referring (does not need to be APA format, but please use the author's name or title of the article).</p> <p>Posts and reflection are <b>written professionally</b> and have few or no grammatical errors.</p>	<p>After <b>THURSDAY</b>: NO CREDIT</p> <p>Does not refer to applicable readings.</p> <p>Writing is not of professional quality.</p>
<p><b>BY SUNDAY:</b> Post on 2 other threads 2 PTS</p>	<p>Timely post of a response on at least two other people's threads.</p> <p>Refers meaningfully to <b>assigned readings</b> (when applicable) and makes it clear to which reading you are referring (does not need to be APA format, but please use the author's name or title of the article).</p> <p>Posts and reflection are <b>written professionally</b> and have few or no grammatical errors.</p>	<p>After <b>SUNDAY</b>: NO CREDIT</p> <p>Does not refer to applicable readings.</p> <p>Writing is not of professional quality.</p>
<p><b>BY SUNDAY:</b> Reflect on all posts on thread 1 PTS</p>	<p>Timely final reflection for your instructor summing up key take-aways from your colleagues' posts. If there are no posts on your thread, discuss what you learned from reading other people's posts. (BY SUNDAY; the discussion will close automatically at 11:55 and you will not be able to post after it closes).</p> <p>Refers meaningfully to <b>assigned readings</b> (when applicable) and makes it clear to which reading you are referring (does not need to be APA format, but please use the author's name or title of the article).</p> <p>Posts and reflection are <b>written professionally</b> and have few or no grammatical errors.</p>	<p>NO CREDIT (Discussion closes SUNDAY, 10pm)</p> <p>Does not refer to applicable readings.</p> <p>Writing is not of professional quality.</p>

Commented [5]: update rubric

**Appendix E**

## Virtual Site Visitation Paper – 25 points Template Outline

### **Purpose:**

After the completion of this project, students should:

- Know and understand children’s and adolescents’ characteristics and needs.
- Know and understand the multiple influences on development and learning.
- Be able to use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.
- Know and understand cultural and contextual influences on development.
- Know and understand the similarities between children and families of different cultures, and the variations that occurs within cultures.

The purpose of this assignment is to promote awareness, and gain knowledge of the school sites program and services in order to better serve students with disabilities. There is not a discrete line that separates children who are “able” from children who are “disabled”. Rather, there are wide ranges of developmental abilities that children exhibit, some requiring a greater level of support/assistance than others. Children may appear “able” in one setting, but less “able” in another. Children may appear “able” in one subject area, and less “able” in another.

### **Instructions/Directions:**

**Step One:** Review all the directions carefully.

**Step Two:** Watch **at least THREE** of the videos provided. We have provided 1 option of a self-contained special day program class. There are 5 videos of typical classrooms with one or more children with special needs fully included.

[video in a self-contained special day program classroom:](#)

Mrs. Kelley’s special day program classroom

<https://www.youtube.com/watch?v=3heXNBciKrM>

videos of typical classrooms with 1 or more children with special needs fully included:

“Together”: a SWIFT film on integrated educational framework (Dan Habib)

<https://www.youtube.com/watch?v=neJp1wDdjik>

Westglen School: UDL

<https://www.youtube.com/watch?v=tRza2nHOsk4>

Inclusion

<https://www.youtube.com/watch?v=xvnjWu2fsRE>

Inclusive Learning: Everyone's In!  
Overview of 8 schools in Edmonton

<https://www.youtube.com/watch?v=aTXtT05782Y>

Inclusion Working in 2015 – primary school

<https://www.youtube.com/watch?v=w4B4CGopmZw>

Step Three: Take detailed notes and use the guideline questions as the foundation of your paper to summarize the observation(s).

Step Four: Paper should be 3-5 pages in length, double-spaced and typed. *Please note follow all writing expectation guidelines as stated on the syllabus.* This paper should be completed as a **narrative** including appropriate references to course materials, texts, and discussions.

## GUIDELINE QUESTIONS

Names of three (3) videos: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Guidelines for narrative discussion (the final paper **SHOULD BE A NARRATIVE ESSAY** using these questions as the foundation for your essay). **DO NOT** include the questions in your paper

**Clearly, you will not be able to notice all of these areas within the limitations of the provided videos. We are aware of that. So....do the best you can!**

1. Describe the type(s) of classroom/(s)/program(s), approximate ages of the students/clients, disability categories of the students/clients (this may or may not be possible based on the video. Do not guess and use a label. Instead, describe the individuals based on non-labeling descriptions.
2. Describe the physical environment of the classroom(s).
3. Describe the social/emotional environment observed.
4. Describe the academic program. This should include subject areas taught or services provided, and any programs that are used in the subject areas (reading, math, functional living skills, vocational).
5. What materials are used to support the program? Be specific.
6. Is there a behavior management system? How are behaviors addressed?
7. What types of assessment and evaluation are done in the classroom or agency (if available)? Some examples include IEP, class assessments, agency qualification criteria, etc.
8. What is the role of assistants who work with the teacher or the agency staff?
9. What other professionals support the educational/agency program?
10. Under different circumstances, if you could ask additional questions of the teachers, staff, school personnel, what might they be to understand the academic and non-academic features of the class or school site?

**Grading Rubric (25 points)**

**Grading: Rubric on a 3-point scale**

TOPIC	POINTS GIVEN /POSSIBLE	COMMENTS
Provides <b>evidence</b> of completed site visit. Documentation of three or more videos viewed <input type="checkbox"/> No evidence <input type="checkbox"/> Videos listed	/2	
Provides <b>examples</b> as evidence of what was viewed might be useful for the students with whom special education services are provided <input type="checkbox"/> Unclear <input type="checkbox"/> Adequate <input type="checkbox"/> Well detailed, insightful	/4	
Provides <b>evidence</b> from the text/content of the course to support observations/conclusions about program usefulness <input type="checkbox"/> Insufficient, Unclear <input type="checkbox"/> Adequate <input type="checkbox"/> Well developed, strong rationale	/5	
Provided <b>evidence</b> of additional questions asked that might be asked during an in-person visit <input type="checkbox"/> Unclear or too brief <input type="checkbox"/> Adequate <input type="checkbox"/> Well developed, insightful follow-up questions	/5	
Uses <b>professional, report-writing style</b> and non-judgmental people-first language <input type="checkbox"/> Unclear or too brief <input type="checkbox"/> Adequate <input type="checkbox"/> Well developed, insightful	/4	
Writing included responding to all areas/prompts in outline provided in narrative essay form <input type="checkbox"/> Did not address prompts with multiple errors <input type="checkbox"/> Adequately addressed prompts with some errors in grammar, spelling <input type="checkbox"/> Well developed response with few errors	/5	
Total points: 25	/25	

## **Appendix F ZOOM Norms**

*This will be revisited and updated as the semester proceeds based on how things are coming. \*

### **A few Zoom norms to get us started:**

1. Select "gallery view" once you're online - we'll go over how to do this.
2. Choose a place with minimal noise. If you're in a noisy environment (phones, dogs, kids), please use "mute" when you're not speaking.
3. Try to be "with" us as much as possible. I know there are a lot of distractors at home, so please try to reduce before class. Even though you are at home, it's still a dedicated class session.
4. It would be best practice to keep your camera on. If you need to step away for a bathroom break, do (but I will also have a designated break time) and THEN turn off your camera. The camera should only be off if you step away for a moment. If for a reason you feel uncomfortable with this, you may choose to use an avatar with your full name.
5. If you're new to Zoom, login and edit your name (if needed). Sometimes Zoom defaults to an alpha-numeric code. You want it to say your name.
6. Please be respectful to other speakers. We're a big group. Sometimes I'll break you into groups, but for lecture, we'll all be together.

Make note that #4 is SUPER IMPORTANT....it is about participation in our classroom community and a MUST-DO!