MMEDU 110/210 Culminating Seminar
for Elementary, Secondary and Special Education Candidates
Mount St. Mary's University
Course Syllabus Spring 2021
Wednesdays 5:30 to 8:30 p.m.
Jan 13- May 5, 2021

Instructor: Elizabeth Weiner, M.S. Ed (Co-Instructor- Lorenza Arengo-Yarnes, Ph.D, Brian Gonzalez, M.S.Ed.)
Email: eweiner@msmu.edu, larengo@msmu.edu, bgonzalez@msmu.edu
Office hours: Call Catalina Hurtado at 213-477-2620 to leave a message or email in advance to schedule an appointment.
Estimated response time to email: 24-48 hours

Education Department Philosophy:
MSMU Education Department courses are meant to be laboratories of learning. Our hope is that the activities and materials included will serve your learning goals as you explore the various course topics. Our intent is that students from all diverse backgrounds and perspectives be well-served, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to each course be viewed as a resource, strength and benefit. Throughout the semester, please feel free to let your course instructor know ways to improve the effectiveness of the course for you personally, or for other students or student groups, if you have any suggestions.

Investment in Inclusivity:
- This class aims to be an anti-discriminatory environment that is inclusive of differences of race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. The success of this expectation relies on the support and understanding of everyone in the class. We seek to establish a community where we engage in critical dialogue and active listening. While all are expected to make their best effort to be respectful, we understand that someone may say something that results in unintentional offense and hurt feelings. We invite everyone to adopt a stance of assumed positive intent that seeks greater knowledge and understanding.
- All people have the right to be addressed and referred to in accordance with their personal identity. You may choose to indicate the name that you prefer to be called and, if you choose, to identify pronouns with which you would like to be addressed.
- It is the policy of MSMU to permit students to observe holidays set aside by their chosen religious faith. If you plan to be absent from class on your religious holiday, please make arrangements with the course instructor in advance.

Student Support Statements:
- MSMU has a Minors on Campus policy statement published in the Student Handbook that allows for faculty discretion. If you are a parent and are concerned that childcare needs could disrupt your ability to attend class, please reach out so we can create a plan, in advance, for potential emergencies.
- If personal challenges related to health issues might affect the ability to perform in this class, please know that there are resources to assist you with appropriate accommodations.
- 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. Chalon Campus: Laura Crow, Dean of Student Life 310-954-4133 and lcrow@msmu.edu. Doheny Campus/WEC & Online/Sunset Gower/Graduate: Jessica Cuevas, Dean of Student Life 213-477-2570 and jcuevas@msmu.edu. Also, please feel free to notify your course instructor or program director if you are comfortable doing so.

Web site: Canvas contains the course documents, supervised teaching handbook, Cal-TPA tasks, and assignment links. All correspondence must come from your MSMU email address. Please make sure to check your email through Canvas.

Course Description

This course is the final seminar in the Teacher Preparation Program. Taken concurrently with the supervised teaching fieldwork, if required, it provides candidates with a culminating forum for discussion, reflection, and goal setting toward developing professionalism as an educator.

Course activities will extend candidates' understanding of key concepts and principles in the California Standards for the Teaching Profession and allow them to demonstrate competence in the California Standards and the Teacher Performance Expectancies (TPEs).

Prerequisite to this course, candidates have taken all program courses, achieved a 3.0 GPA.

Course Objectives

This course addresses the following objectives from the California State Department of Education Program Standards:

Technology

Candidates find technology resources for teaching and communicating expectations and class progress.

Health

Knowledge of major laws, concepts and principles related to student health and safety and begin to apply concepts and strategies that foster student health and safety and begin to apply this knowledge to fostering student health and contributing to a healthy environment for learning. Candidates will demonstrate knowledge of Child Abuse laws and reporting procedures.

Knowledge of the health status of children and youth, its impact on students' academic achievement and how common behaviors of children and adolescents can foster or compromise their health and safety.

Knowledge of common chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school.

Knowledge of effective strategies for encouraging the healthy nutrition of children and youth.

Knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco; and ways to identify, refer, and support students and their families who may be at risk of physical, psychological, emotional or social health problems.

Knowledge of health resources and service agencies available in schools and communities.

Understand how multiple factors, including health, can influence students' behavior, and understand the connections between students' health and their ability to learn.

Special Needs Students

Candidates understand and use instructional practices that promote English language development, including management of first- and second-languages, classroom organization, and participation by specialists and paraprofessionals.

September 10, 2021 EW

Candidates assess the learning and language abilities of special population students in order to identify them for referral to special education programs and gifted and talented education programs.

Candidates learn to select and use appropriate instructional materials and technologies, including assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the general education classroom.

Candidates learn the skills to plan and deliver instruction to those identified as students with special needs and/or those who are gifted and talented that will provide these students access to the core curriculum.

Candidates learn skills to know when and how to address the issues of social integration for students with special needs who are included in the general education classroom.

Instructional Effectiveness in General
Candidates continue to plan and practice multiple strategies for managing and delivering instruction introduced and examined in previous courses.

Candidates complete individual assignments and engage in group discussions in which strategies are used and reviewed in relation to (1) state-adopted student academic content standards and curriculum frameworks**;** (2) students' needs, interests and accomplishments; (3) practice classroom management, behavior support and structures; (4) practice a Student Success Team to individualize student support, (5) practice effective communication strategies and create a plan for communicating with families.

Fieldwork & Guidance
Candidates are supervised in daily teaching as required by the state of California. They gain experience teaching in public schools and with English Learners. Have a copy of your "Certificate of Clearance" with you when visiting a school site.

Candidates have access to supervisors who guide and assist them, as needed, in completing assigned tasks that resemble pedagogical assessment tasks in the TPA. Supervisors and advisors are available to clarify and review expectations for candidates' responsibilities. Candidates receive assistance and support in learning a broad range of the TPEs.

Collegiality and Professional Development
Candidates realize the benefits of collaborative, collegial planning consulting with colleagues regarding class management issues and intervention plans. Candidates will be introduced to and participate in Restorative Justice Circles.

Candidates will self-assess, set professional goals, develop a teaching philosophy and reflect on biases and ethical behavior.

Candidates will create a resume and a professional binder.

Student Learning Outcomes: In order to meet these objectives students will demonstrate, apply, analyze, etc.

Text Book:
- **The Tao of Teaching: (Optional)**

Classroom Policies:

September 10, 2021 EW

- **Submitting Work:** All assignments will be submitted via Canvas.
- **Formatting:** All written assignments are to be typed and double-spaced. Assignments should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors. The MSMU 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.
- **Grading:** Assignments will be graded based on preparation, assignment guidelines, neatness and formatting. Submission of assignments must be on or before the due date and time listed in the syllabus. Please note that up to a ½ point may be deducted for every day the assignment is late. It is imperative that you communicate any assignment difficulty prior to the due date.
- **Tardiness:** Some of the most important announcements are made during the first 15 minutes of class; therefore, it is critical that you arrive to class on time. Please see us as soon as possible if you are experiencing personal difficulties with getting to class on time. On those occasions when you are late, please check with a classmate to see what information or announcements you may have missed. Please note that ½ point per class may be deducted for excessive tardiness.
- **Classroom Participation:** Every session may include small group work. Since none of the in-class activities can be replicated outside the class session, no make-up assignment is possible if you are absent. Missing any session seriously jeopardizes your ability to earn a passing grade in the course. Candidates are graded on how they actively respond to instruction, questions, and engage in a group activity, 30 points total (2 pt. per session) earned for attendance/participation. 0 points when absent.
- **Peer Support:** Please exchange phone numbers and/or email addresses 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):** Assignments will be posted to Canvas.
- **SPECIAL CIRCUMSTANCES DUE TO COVID:**
- This course has been modified to include more online/remote activities due to COVID and social distancing protocols. In addition, if you are unwell, or have other issues preventing you from attending face-to-face meetings, please be in contact with the instructor to discuss accommodations.

- Potential COVID-19 Disruption: Should the course modality change during the semester the instructors will provide a comprehensive update of how the class will continue and any changes that may result.

Assessment of Student Learning Outcomes:
Student learning is at the core of the MSMU mission. MSMU faculty have 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 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.

Grading Scale

September 10, 2021 EW

< 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+	

MSMU University and Education Department Policies:

- **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.

- **Absences**: Your attendance helps us build a class community. Arriving on time allows
  everyone to benefit from planned activities and discussions, as the class functions as a lab and
  instructors strive to model a variety of pedagogical practices. Timeliness also is an indication
  of professionalism and generates an important and lasting positive impression. Also, please
  limit absences to no more than one session for a 1 or 2-unit course or two sessions for a 3 or
  4-unit course. Students will have an opportunity to do a make-up assignment if there is an
  additional absence due to an emergency. If more than three absences occur, so much content
  will have been missed that an administrative withdrawal would be necessary, and you would
  be invited to re-register for the course during a subsequent semester. If any concern arises
  that will prevent you from arriving to class regularly and/or in a timely way, please come talk
  with me so we can work together to ensure your successful course completion. For online
  sessions, submitting the assignments for that session count as your attendance for that
  session.

- **Academic Integrity:** Students are expected to adhere to the MSMU statements on
  Academic Integrity 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. For clarification on what constitutes plagiarism, students are
  encouraged to review the Preventing Plagiarism page on TurnItIn.com (see
  https://www.turnitin.com/solutions/plagiarism-prevention).

- **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.

- **Calendar Verification**: Please review the schedule in the tentative course calendar
  carefully. Education Department course calendars may not align with the generally
  published MSMU holidays and break schedule due to the nature of a teacher preparation
  program.

- **Fall Mid-Semester Break:** Some Graduate-level Education courses meet on the
  Thursday of mid-semester break. Check your course calendar.

- **Spring Break**: The MSMU Spring Break is observed for all education courses that meet on campus and the campus will also be closed. Courses involving other sites, such as for supervised teaching, will take their breaks consistent with the districts in which they take place. The result may be that those doing student teaching may not have any week that does not include Mount course meetings or obligations.
- **Study Days**: The "Study Days" policy does not apply to Education courses (including those cross-listed with UG students). As our courses meet only one day per week throughout each semester, it is not possible to lose an additional day. All students are expected to participate in class meetings (in person or online) on the final Thursday before finals.
- **Finals Week**: All Education evening courses meet as regularly scheduled during finals week.

- **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.) An assessment process exists so that candidates will receive formative feedback through a Notice of Concern, if necessary, in order to support candidates to meet expectations.

- **Certificate of Clearance**: In order to demonstrate eligibility to complete all elements of an Education course requiring public school fieldwork, students must submit a copy of a CCTC-issued Certificate of Clearance or valid California teaching credential to the course instructor as instructed and by the date due. According to the California Commission on Teacher Credentialing (CCTC), teacher credential candidates MUST have a Certificate of Clearance PRIOR to entering a school for fieldwork. This is a non- negotiable state requirement. (**This requirement applies to EDU courses 1/207, 1/208A, 1/250, 1/256, 1/266, 1/267, and 1/268.**)

- **Incompletes:** 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:
  - files the application no later than 1 week prior to finals
  - 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

- **Quality of Work**: The MSMU 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 with 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.

- **Resource Binder Maintenance**:
  All preliminary credential candidates are required to organize and maintain a resource binder each semester that will serve as a post-credential resource file. Instructions are provided in EDU 1/208A, made available via Canvas. Course materials provided in each class as handouts or made available on Canvas should be downloaded and kept in a

personal filing system, whether electronic or hardcopy. This material will be reviewed during the last semester in the Supervised Teaching Seminar: EDU 1/210.

- **Student Resources**
  Learning Resource Center: The Doheny Learning Resource Center will arrange personal tutoring or assistance for undergraduate students. Call (213) 477-2690. Professional and Academic Resource Center (PARC)
- The Professional and Academic Resource Center (PARC) offers assistance to graduate students in person, over the phone, or by video conferencing. To schedule an appointment. Access PARC page on my MSMU: https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/academics/ PARC
- All appointments (in-person, phone, or online) are 45 minutes long. (213) 477-2898, PARC@msmu.edu, located on the second floor of Building 10.

- **Students with Disabilities**: 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.

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

- **Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.

MSMU Office Information:
- Please call or email the Education Department Administrative Assistant, to make an advisement appointment: educationdepartment@msmu.edu or (213) 477-2620.

September 10, 2021 EW

Keep in mind that this is a working syllabus, subject to change, and should not be construed as a contract.

Your course grade and advancement in the Education Program will be based on your performance in the following activities: All assignments are due on the assigned date at 11:59 PM or if noted, by the end of the class session.

#1 School & Community Resources Group Work: Observe, collect data, research and share with your group about resources in your school or a school you are at or have been assigned to. (MM210uTPE1.1A)	**January 27**	**5**
#2 Applied Technology (Preparation for TPA 2). Groups brainstorm a draft of ideas for use of technology in a meaningful way to show how students learn (research or production) and ideas on student self-assessment. (MM210mmTPE1.6A)	**February 10**	**5**
#3 Place Based and Distance Learning Online Assignment Explore these beyond the classroom approaches for learning and consider how they can shape your practice and offer students a variety of access points.	**February 24**	**5**
#4 Online Assignment Health I: Nutrition, general health, disease, universal precautions.	**March 3**	**5**
#5 Online Assignment: Online Health Training 1 & II & III Complete All Sections	**March 24**	**10**
#6 Online Assignment Child Abuse Module - University/State Requirement (MM210uTPE6.6A) https://www.mandatedreporterca.com	**March 31**	**10**
#7 Online Assignment: Health IV Resilience (5 pts.) and Ethics Assignment (5 pts.): Part 1 -Health assignment on resiliency. Part 2 is an Ethics assignment (MM210uTPE 2.3A, MM210uTPE 6.2A)	**April 7**	**10**
#8 Ensuring Student Success: This is an in-class group assignment where groups will participate in a mock Student Success Team (SST) (MM210uTPE2.3A, MM210uTPE4.5A, MM210mmTPE1.1A, MM210mmTPE2.4A, MM210mmTPE3.1A)	**April 21**	**10**
#9 Completed Professional Binder and Resource Binder	**April 28**	**10**
Attendance/ Participation – 2 points includes Synchronous and Asynchronous Sessions with work completed by the due date.	**2 points per session x 15 weeks**	**30**

Grading*
1) Remember that you must maintain a 3.0 GPA in order to proceed in the MSMU Multiple or Single Subject Credential Program. This course requires many activities, some worth a small number of points. Please be aware that completion of these assignments is required in order to remain in good academic standing.

September 10, 2021 EW

2) **Resource Binder/Professional Documents**: This will include documents that record your growth as a professional educator. This will also be useful for applying for jobs as it helps the interviewer(s) to see samples of your work. This is due the last session of class and includes:

    a. Title Page
    b. Letter of Introduction
    c. Resume
    d. Two (2) Letters of Recommendation
    e. Personal Philosophy
    f. Copies of Degrees, Credentials, Special Trainings
    g. Professional Goals (ILP)
    + Resource Binder: All professional documents from courses and trainings

Remember that you must earn a grade of A or B in this seminar in order to complete the program.

Grading Structure: (Detailed descriptions follow.)

Requirements	Pts. Earned	Grade Pts.	Grade %
Assignments	60 pts.	60 pts.	60%
Professional Portfolio	10 pts.	10 pts.	10%
Participation/Attendance	30 pts.	30 pts.	30%
Total Score		100 pts.	100%

Grading Scale: **Total Points Possible: 100**

*Syllabus subject to change based on the needs of the class.

September 10, 2021 EW

EDU 210 Tentative Course Schedule: Fall 2020   **Module Assignments & Due Dates**

Session	Topics - 5:30-8:30 (3 units/hours)	Due Dates
1 **Wed** **Jan. 13**	***Zoom Synchronous*** • Introduction to course: Syllabus & Assignments • BG-Community Circle (Attendance Check) • Candidate Initial Self-Assessment form. Rate self and select 3 areas to focus & talk with supervisor for support • Portfolio Planning – Intro Page started Group mtgs: Elem, SPED or, Secondary Cred Candidates (Liz Weiner, Lorenza Arengo-Yarnes & Brian Gonzalez)	Assignment #1: Begin to collect information and be prepared to share resources in class next week. (MM210uTPE 1.1A)
	Module 1: ppt Prof Portfolio Title Page & Letter of Introduction (Done Independently on CANVAS - due January 20, 2021)	*Save the self-assessment for Prof. Portfolio Documents* • *Find job on Ed-Join*

2*
Wed
Jan. 20
	***Zoom Synchronous* Accessing Resources and Services**
	• Ass #1 Discover how to use multiple resources:
	    o in the classroom
	    o Tech search for district resources
	• Group Activity: Share School/Community Resources (MM210uTPE1.1A, MM210uTPE6.3P)
	(Liz Weiner, Lorenza Arengo-Yarnes)
		Write a description of the position (min.1/2 pg.) for which you would like to apply or are already professionally employed.
		Self-Assessment posted on Canvas

	Module 1: discuss in class w/ Kimberly - Title Page and Letter of Introduction (8:00 P.M.)	*Due Module 1: Intro Pg.*
3* **Wed** **Jan. 27**	***Zoom Synchronous* Tao of Teaching** • What is my teaching philosophy? Where are my <u>biases</u>? Have a conversation about behaviors & backgrounds. Who is the kid that is bugging you? Why? • Group work Ass#1-activity breakouts • Collect & organize Resource file materials (Due in May) (Liz Weiner & Brian Gonzalez)	Due: Assignment #1 – Groups will work on this assignment in class. Due: January 27, 2021 – 11:59 p.m. (MM210uTPE 1.1A)
	Module 2: ppt Resume (Done Independently on CANVAS - due Feb. 17, 2021)	*Due Module 1: Letter of Introduction*
4* **Wed** **Feb. 3**	***Asynchronous*** • Writing assignment: Community Padlet • Classroom Management /Behavior Support & Structures • ***How to escape education's death valley*** Sir Ken Robinson https://www.youtube.com/watch?v=wX78iKhInsc • <mark>*How to Talk so Children Can Learn* – Communication, conflict resolution. Role-play scenarios include children, colleagues and families so they will listen.</mark> (MM210uTPE2.1P, MM210uTPE2.6P, MM210mmTPE2.6P, MM210mmTPE2.10P) (Liz Weiner & Lorenza Arengo-Yarnes)	Various CANVAS Activities due by February 3, 2021 at 11:59 p.m.
5 **Wed** **Feb. 10**	***Zoom Synchronous*** • BG-Technology and Assistive Technology • Introduction & Practice (MM210uTPE1.4I,MM210uTPE1.2P, MM210uTPE3.6P,MM210mm2.1P, MM210mmTPE4.1P) • Search for Resources: Check in and Share	Due: Group Assignment #2 – Brainstorm a draft of ideas for use of technology in a meaningful way for students to learn, research and/or produce. (Preparation for TPA 2). MM210mmTPE1.6A)

September 10, 2021 EW

	• BG-*Maintain ongoing connections with students and family (Class Dojo, Google Classroom link with parents) • (Liz Weiner & Brian Gonzalez)	DUE: February 10, 2021 – 11:59 p.m.
Feb. 10	*Module 3: ppt Ref Letters & Philosophy (Done Independently on CANVAS - due February 24, 2021)*	

6
Wed
Feb. 17
	Zoom Synchronous
	• Enhancing Students' Success
	    o SST format & Inquiry Skills
	    o Communicating with parents/family
	Assign Scenarios to Groups
	(Liz Weiner & Lorenza Arengo-Yarnes)	

	Module 2 & 3: Discuss w/ Kimberly Reference Letter, Resume, and Philosophy of Teaching (8:00 P.M.)	*Due Module 2: Draft of Resume*
7 Wed Feb. 24	***Asynchronous*** • **ONLINE: Distance Learning/Place Based Learning** • Explore these beyond the classroom approaches for learning and consider how they can shape your practice and offer students a variety of access points. Add Individual Devel Plan & Final Self-Assessment to Portfolio	Assignment # 3 - Distance Learning/Placed Based Learning Assignment DUE: Feb. 24, 2021 – 11:59 p.m. (Done on Canvas)
		Due Module 3: Ref requests & Personal philosophy letter
8 Wed. March 3	***Zoom Synchronous*** • **Health I:** Medical issues- allergies; common communicable diseases and interventions/referrals; Healthy nutrition, Universal Precautions • Begin work on the Child Abuse Module. (MM210uTPE 6.6A) https://www.mandatedreporterca.com • Module 4: IDP and Documents- discussed in class (Liz Weiner & Brian Gonzalez)	Due: Assignment #4 - Online Health I Assignment DUE: March 3, 2021 11:59 p.m.
	Module 4: ppt IDP & Documents (Done Independently on CANVAS Due April 14, 2021)	
9 Wed March 17	***Asynchronous*** • Child Abuse Cert: https://www.mandatedreporterca.com o (MM210uTPE6.6A) • **Online Health II:** Narcotics, Drugs, Tobacco, Alcohol Curriculum, Medical Screening at schools • **Online Health III:** School referrals & Behaviors, CPR requirements and sources (Liz Weiner & Brian Gonzalez)	Session 9 Task Due: March 9, 2021, 11:59pm
	Module 5: ppt Resource Files (Done Independently on Canvas – Due April 28, 2021)	
March 18	*If videos are acquired.*	*TPA Cycle 1 DUE*
10 Wed March 24	***Asynchronous*** • **Online: Health Training I, II & III** • Complete all sections of online health training, on Canvas. (Lorenza Arengo-Yarnes)	**Due: Assignment #5 Health I, II & III** – Complete this online session and submit by March 24, 2021, 11:59 p.m.

September 10, 2021 EW

11 March 31	**Zoom Synchronous** • Ensuring Student Success • **Mock SST Preparation** (MM210mm1.1A) • **Asynchronous - Complete this Independently** ○ **Child Abuse – CTC Certificate of Completion** (Liz Weiner)	Due: Assignment # 6 - Child Abuse Certificate Due March 31, 2021 at 11:59 p.m.
12 Wed April 7	**Asynchronous** • **ONLINE: Ethics –** Ethic considerations for teachers (MM210uTPE6.2A) • **Health IV:** Resilience- Ways to identify, refer and support families and students as risk. (MM210uTPE2.3A)	Complete both parts (Ethics and Health IV) Assignment #7 Due by April 7, 2021 - 11:59 p.m.
13* Wed April 14	**Zoom Synchronous** • Navigating the credential process (Guest Speaker: Rose Foskarino) Docs on Canvas – email to RFoskarino@msmu.edu • **SST: Student Success Team Demo–in-class** (MM210u2.3A, MM210uTPE4.5A, MM210mmTPE 1.1A, MM210mmTPE2.4A, MM210mmTPE3.1A) (Liz Weiner)	Assignment #8 – Ensuring Student Success • Video Upload due April 14, 2021 at 11:59pm. • Individual video response due April 21, 2021 at 11:59pm.
Apr. 14		*Due Module 4: IDP & Documents*
14* Wed April 21	**Asynchronous** • Post IDP to Canvas – MUST be Completed for Ed Office Docs • Program Evaluations • Exit Survey – completed in class -Prof. Agner (See links) • Shared Screen #'s assigned. (Waiting room Scheduled 7-10 Min.) • Electronic Professional Portfolio: Rubric on Canvas • Add Individual Devel Plan & Final Self-Assessment to Portfolio	
	Module 6: ppt Interview Skills (Done Independently on Canvas)	Due: April 21, 11:59pm
15 Wed April 28	**Zoom Synchronous** • Individual presentation of Professional Portfolio and Resource files. (Liz Weiner & Lorenza Arengo-Yarnes)	**DUE: Assignment #9 - Professional Portfolio (electronic copy) and Resources files (evidence of online resources collected from course work.)**
	*Online Grading will take place during this session only. **10 Pts Total** *Post IDP on Canvas for Office Documentation*	*Due Modules 1-5: Prof Portfolio & Resource Files* *See Rubric*
April 29	*If videos are acquired.*	***Due TPA Cycle 2***

*Syllabus subject to change based on needs of class

September 10, 2021 EW