Mount Saint Mary's University
LOS ANGELES

EDU 151B/25B Child and Adolescent Development (Typical and Atypical) and Learning Across Cultures – 3 units

Summer Session I 2020 (online)

Instructor(s):	Monica Boomgard, Ed.D. , NBCT	Elise Morgan, M.S.
Email:	mboomgard@msmu.edu	emorgan@msmu.edu
Phone:	(818) 659-5893 – Google Voice	(619) 786-0721 - Google Voice
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 Franciso, CA: Josey-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. Identity 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.

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.

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.

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 i-mportant 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. **No late work will be accepted**. If you are absent, you may submit your work to Canvas before the start of the class session (on the due date).

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.

ED251/151B 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.

All modules/units are from SUNDAY-to-SATURDAY. New activities open on **SUNDAYS** and close **SATURDAYS** at 11:55PM.

On-line activities close on Saturdays and once closed ***they will not be reopened.*** It is strongly recommended that you designate **THREE** regular times each week to complete online activities. ***Please carefully read the "Virtual Observation Assignment" section on Canvas and below as this is the only way that online activities may be made-up after the window has closed.***

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

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 "SHow Can My Kid Succeed?,"

Students will complete 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 "all kinds o minds", 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." You will be responsible for reading chapters 1-8 and provide a reflective analysis related to each chapter 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 chapter; and (b) personal reaction/reflection/connection to the content of the chapter.***

Ten (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
DISCUSSION TOTAL POSSIBLE POINTS	**5**

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.

Observation Case Study (50 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.

Assignments (sessions/weeks x pts) = possible points	***Possible Points***	***TPE***
Mandatory Group Meetings (5 @ 5 pts)	***25***	
Reading Responses (6 @ 8 pts)	***48***	***6A,B,C;8***

Online "Topical" Discussions/Activities (15 @ 5 pts)	***75***	***6A,B,C;8, 13***
Virtual Observation Paper	***50***	***TPA 8, 11, &12***
[1] Quizzes (4 @ range of 34 – 46 points each)	***156***	
Total Possible Points	***334***	

Note: Rubrics will be provided in Canvas in the "Rubrics" folder as well as attached to each Assignment page

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

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

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:

- EDU251/151B 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.

- **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's freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion – and allow the same freedom for others. See MSMU's Student Handbook for further discussion.

- **Candidate Dispositions:** The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) Students who do not meet expectations will receive a Notice of Concern as part of the Department's formative feedback assessment process.

- **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
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Other Classroom Information and Instructional Policies

Writing Expectations: "Writing Expectations: The MSMC 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."

- 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 (Nettiquette 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 work will not be accepted. 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.

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

EDU 251 Schedule
Summer 2020

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.

Unit Date Sun-Sat	Topic	Activities/Assignments	Readings
Unit #1 (2 weeks) **May 31-June 13**	***Getting Started and Introduction to Perspectives and Contexts for Development Theories & Models*** ● Culture,Diversity and Development ● Biological perspectives ● Psychoanalytic Theory Social ● Learning Theory ● Behavioral Learning	View Introductory Video by Profs. Boomgard and Morgan Topical Activity #1 Introduce Yourself on Canvas Topical Activity #2- Syllabus Sign off – due 6/6 Topical Activity #3 – Discussion of Equity and Justice Topical Activity #4 – Discussion on Infant Capacity and Adult Responsiveness Topical Activity #5: Objective Reporting and Observation review Sign up for 1st Small Learning Community Zoom Session by 6 /6 for week of 6/11 Reading Response #1 due 6/7 upload signed **Department of Education Candidate Dispositions Statement to Canvas by 6/6**	**Keenan: Chaps. 1 -3** **How Can My Kid Succeed in School?: Intro and Chapter 1** Including Samuel (video)
Unit #2 (2 weeks) **June14-27**	***Birth to Toddlerhood*** ● Genetic Abnormalities & Disabilities ● Nature and Nurture ● Typical and Atypical Development –Infancy through Toddlerhood ● Developmental Challenges	Topical Activity #6: Discussion on Poverty and Development Topical Activity #7: Discussion on Nature and Nurture Topical Activity #8: Person-First Language Reading Response #2 due 6/21	**Keenan: Chaps. 4 - 7** **How Can My Kid Succeed in School?: Chapter 2-3** **23 weeks, 6 days [Podcast]**

	● Early Intervention ● Introduction to Family Systems	Sign up for 2st Small Learning Community Zoom Session by 6/20 for week of 6/21 Quiz #1 (chapters 1-4)– due 6/27	**When Your Child is a Psychopath** **Inheritance [Podcast]**
Unit #3 (3 weeks) **June 28 – Jul 18**	***Physical and Cognitive Development in Early Childhood Education*** ● Language in Early Childhood ● Health and Well-being ● Special Physical Needs ● Social ● Emotional Development in Early Childhood ● Family Systems continued… ● Topics in Child Abuse	Topical Activity #9: Discussion on Family Systems Topical Activity #10: Choose your Article Topical Activity #11: F.A.T. City Questionnaire about Observation Project Reading Response #3 due 7/11 Sign up for 3rd Small Learning Community Zoom Session by 7/9 for week of 7/12 Quiz #2 – due 7/18 (chapters 5-9)	**Keenan: Chaps. 8 - 11** **How Can My Kid Succeed in School?: Chapters 4-5** **F.A.T. City** **Child of Rage** **Choose one:** **When should a child be taken from his parents?** **Children of the Opioid Epidemic** **The Criminalization of Bad Mothers**
Unit #4 (2 weeks) **Jul 19 – Aug 1**	***Physical, Cognitive and Social Emotional Development in Middle Childhood*** ● Information processing and Memory ● Health and Well-being ● Special Physical Needs ● Intelligence Testing ● The Child in School ● Eligibility for Special Education	Special Education Referral Process Topical Activity #11 Assessment: Bell Curve – Group Grid Topical Activity #12 – Discussion about Family and Social Skills for family gatherings Sign up for 4th Small Learning Community Zoom Session by 7/25 for week of 7/26 Reading Response #4 due 7/26 Quiz #3 (chapters 10-15) due 8/1	**Keenan: Chaps. 12 - 15** **How Can My Kid Succeed in School?: Chapters 6-7** **Separate and Unequal Special Education System** **Families failed by a broken mental healthcare system**
Unit #5 (2 weeks) **Aug 2 - 15**	***Physical, Cognitive and Social Emotional Development in Adolescence***	Topical Activity #13 – Creative Representation Topical Activity #14 - Discussion on article of your choice	**Keenan: Chaps. 16 - 19**

	• Neurobiology and Sexual Development • Threats to Well-being • Metacognition and Scientific Thinking • Identity and self-image • Mental Illness and Stigma	Reading Response #5 due 8/7 Sign up for 5th (and final) Small Learning Community Zoom Session by 8/8 for week of 8/9	**How Can My Kid Succeed in School?: Conclusion and Appendices** **Why you never truly leave High School** **Choose One:** **Concussion Diaries** **Troubled Teen Boot Camp** **Trans, Teen and Homeless**
Unit #6 (1 week) Aug 16 - 22	***Wrap up***	Reading Response #6 due 8/21 Quiz #4 (chapters 16-19) due 8/22 Observation Paper due 8/20 Course Evaluations	**Including Samuel Follow-up (2020) (video)**

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: _____