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2019

### EDFD 110-01 Human Development and Learning

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**XAVIER UNIVERSITY**  
**College of Professional Science**  
**HUMAN DEVELOPMENT AND LEARNING**  
**EDFD 110-01 (3 credits)**

**Day & Time:** EDFD 110-01; TR 10-11:15  
**Dates** Fall, 2019  
**Location:** **Cohen 194**  
**Instructor:** Dr. Victoria Zascavage  
XU Special Education Office (513) 745-  
3485 E-mail:  
zascavagev@xavier.edu  
**Office Hours:** By appointment on Wednesday and Friday; after class on  
Tues/Thurs in Cohen

**COURSE DESCRIPTION**

Human Development and Learning is an introductory course presenting theories on growth, development, and learning. Students will apply theories in course activities including observations, media presentations, and film reviews. Students will develop and demonstrate observational skills alignment with Montessori scientific practices and practices in writing educational reports. Students will develop an understanding of thematic stages of development and their application from birth to adolescence. Students will demonstrate an understanding of the physical, cognitive, and social/emotional domains of development and the developmental effects of family, culture, as well as environmental factors. **Required field experience in diverse settings. 6 field hours mandatory. YOU MUST HAVE A BCI/FBI clearance in order to get credit for the course.** You must also have on file a Statement of Moral Character- this form can be found on the following url -<https://www.xavier.edu/education/forms.cfm> and is to be submitted electronically. You also need to find and assumption of risk form also found on <https://www.xavier.edu/education/forms> and submit this to your canvas assignment tab.

All students doing field experiences must be physically fit for the care, supervision, and management of children at all times. (CEC7 Ethics)

**REQUIRED TEXT:**

McDevitt, T., & Ormrod, J. (n.d.). *Child Development and Education*. Upper Sadle River, New Jersey: PrenticeHall.

Gallup Strengths Test – purchase online- 20.00 please be prepared in April to purchase.

**Course Outcomes** (core knowledge and skills that students should develop from this course):

*In alignment with the Council of Exceptional Children Initial Level Educator Preparation Standards, The Standards for Initial Early Childhood Professional Preparation, and the Ohio Standards for the Teaching Profession, candidates will demonstrate competencies in the following areas:*

.Candidates will use developmental theories of cognitive, social, and emotional development to evaluate the developmental levels from field observations

**OSTP 1,2,5 CEC 1,3 NAEYC1,4,5,6,7 MACTE 1,2,3**

[Type here]

Display knowledge of how students learn and of the developmental characteristics of age groups and what students know and are able to do.

**OSTP 1, 3 CEC 1,4 NAEYC 1, 4, 5, MACTE 1, 2,3**

Candidates will describe how issues of human development, diversity, language, culture and family background influence learning.

**OSTP 1,4,5 CEC 1 NAEYC 1,2 MACTE 1,2,3**

[Type here]

Candidates collaborate with other educators, administrators, and local community agencies to promote an environment for learning.

**OSTP 4 CEC 1,7 NAEYC 2,6 MACTE 1,2,3**

Candidates recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction, and intervention. **OSTP 1,3 CEC 1 NAEYC 3, 4, 5 MACTE 1, 2,3**

<b>Assessment</b>	<b>OTSP</b>	<b>CEC</b>	<b>NAEYC</b>	<b>MACTE</b>	<b>Percentage of points</b>	
<b>OLAC modules</b>	<b>1,4,5</b>	<b>1</b>	<b>1,2</b>			
Theorist Fact Sheet	1,2,5	1,3	1,4,5,6	1,2,3,4	10	
Observation	1,2,3,4,5	1,4,7	1,3,6,7	1,2,3,4	30	
Exams	1,2,3,4,5	1,3,4	1,3,4,5,6,7	1,2,3,4	25	
Piaget Festival	1,2,5	1,3	1,4,5,6	1,2,3,4	5	
Immersion Project	1,4,5	1,7	1,2,3,6,7	1,2,3	20	
Participation and Attendance					10	

## **COURSE ASSIGNMENTS**

### **1. Theorist Fact Sheets (10 points)**

Students will compile Fact Sheets, outlining the important concepts, theories, and vocabulary on the 24 developmental theorists listed below. Each student will be responsible for the production of a 1-2 page detailed fact sheet. Fact sheets will be posted as an assignment and posted on Collaboration. **Students will present their theorist to the class as scheduled.**

A Theorist Fact sheet is a concise guide that allows for detailed and measurable observation to take place.

Each fact sheet must contain:

1. A descriptive statement of the theory and identification of the theorists most associated with the theory. Identification as a theory that is predominantly cognitive, social emotional, or physical.
2. A summary of major concept of the theory in a format that is conducive to observation – examples provided
3. **How the theory is relevant to support student cognitive (learning), emotional .or physical development or can be integrated into your teaching/professional experiences. (OSTP 1) SHORT ANSWER FORMAT**
4. Reference and direct quotations must be so indicated

### **Required Fact Sheets**

1. Piaget's Theory –Cognitive Theory
2. Vygotsky's Theory of Cognitive Development/ Language
3. Miller's Information Processing Theory
4. Chall's Stages of Reading
5. Montessori on Learning
6. Sternberg's Triarchic Theory
7. Meichenbaum's Stages of Learning
8. Gessell
9. Bloom's Taxonomy
10. Ainsworth's Attachment Theory
11. Erikson's Stages PsychosocialDev.
12. Marcia's Identity Theory
13. Kohlberg's
14. Piaget Moral Development
15. Bandura's Social Learning
16. Gilligan's Critique
17. BF Skinner Operant
18. Freud on Language
19. Big Five Personality Traits
20. Maslow's Pyramid of Hierarchy
21. Levine's Gross Motor
22. Gardner's Intelligence
23. Parten's Stages of Play
24. Chomsky Language

25. Neo Piaget

<b>10 points</b>	<b>UNPROFESSIONAL QUALITY (1 point)</b>	<b>NEEDS IMPROVEMENT (2 points)</b>	<b>ACCEPTABLE QUALITY (3 points)</b>	<b>PROFESSIONAL QUALITY (4 points)</b>
<b>CONTENT</b>	Fact sheet did not include descriptive statement of theory, summary of major concepts and few examples of how theory is relevant.	Fact sheet included statement of theory, summary of concepts but information was superficial	Fact sheet included statement of theory, summary of concepts and a few examples of theory relevance	Fact sheet included descriptive statement of theory, thorough summary of major concepts and numerous examples of <b><u>how theory is relevant to the support of the student learning, emotional, and physical development</u></b>
<b>Grammar</b>	- Paper contains numerous grammatical, punctuation, and spelling errors. Language uses jargon or conversational tone.	- Paper contains few grammatical, punctuation and spelling errors. Language lacks clarity or includes the use of some jargon.	- Rules of grammar, usage, and punctuation are followed; spelling is correct. - Language is clear; sentences display consistently varied structure.	
<b>Presentation</b> <b>2 points</b>	Did not explain key points of theory	Explained key points of theory without sufficient detail  1 point	Presentation explained key points but appeared disorganized 1.5 points	Presentation explained key points clearly  2 points

## **2. Observations & Reports (10 points each, 40 points total for observations)**

This form of research involves very specific moral obligations. You are observing for a class project. Your information is confidential and should not be shared with those outside of your class. Refer to all locations and individuals being observed by a pseudonym so that at no time could anyone identify the person, group, or location being observed. Be very careful not to violate a person's space or make them uncomfortable by your observation. Discretion is of paramount importance.

Each observation will focus on a specific developmental period and applicable trends of development. Each observation will specifically indicate the specific part of theory being observed. Each observation will address and relate to theories and trends : environment, language development, physical development, cognitive development, and social emotional development. In the conclusion the observation will relate specifically how the student would use the information provided to better serve the student in the educational setting- reflecting on the benefits and limitations of the observational

methodology. **There is a specific format for your report that must be used.**

- Observation 1= Birth to 2
- Observation 2= Early Childhood (2-6 years)
- Observation 3= Middle Childhood (7-10 years)
- Observation 4= Early to Late Adolescence (11-14+ yrs)

**Observations will be conducted in the community or in the school classroom. Classroom observations should be cleared with instructor. We have schools that welcome our students and those schools should be used. You must have a BCI, FBI clearance and an AOR to do observations anywhere.**

Your total observation obligation for each group is 1 1/2 hours. This period of time should include your direct observation intervals, your assessment of the observation, your reflection, and your summary connecting your observations to developmental theory. Use example observation as a guide. In your observation, discuss the environment (or setting) including cultural influence, the cognitive, physical and social-emotional development, and relate these observations to the theories we have covered in class. *You will be graded on the quality of your writing as well as your observational details.*

*A minimum of 10 theorists should appear on each observation. Erikson, Piaget, Sternberg, Gardner, Montessori Planes of Development and Information Processing must be used*

**(OSTP1.1 Teachers understand how and when students develop and gain knowledge, acquire skills, and develop behaviors for learning; OSTP1.2: Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students; OSTP1.4: Teachers model respect for students' diverse cultures, language skills and experiences; OSTP1.5: Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction, and intervention; OSTP 6.2: Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.)**

*Observation Rubric (10 pts for each - 4 observations = 40 total points possible)  
YOU MUST USE THE FORMAT PROVIDED FOR OBSERVATIONS. You must have 10 theorists on your observation- you must use both trends and theorists to explain observation.*

**Data Points 1-10 points =.5 11-15 points =1.0 15-25points =1.5 25-30points =**

	<i>Unprofessional ( 0 point)</i>	<i>Needs Improvement 1 points)</i>	<i>Acceptable Quality (2-3 points)</i>	<i>Professional Quality (4-5 points)</i>
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<b>Content</b>	Content is incomplete contains details not supported by observed experience	Content is not comprehensive; developmental characteristics well supported with facts or examples of observed experience; and contain more than 4 grammatical errors	Content reflects developmental characteristics and is connected to trends, theorist and observations; - description paragraphs are not clear of purpose and contain several grammatical errors	All 10 theorists are present ( You will loose 5 points off for each one missing);  reflects developmental characteristics and is connected to trends, theorist and observations;
<b>Organization</b>	Concepts are disconnected  Charts are not included	.Concepts are disconnected.  Charts are not accurate or complete	- Concepts of the paragraphs are clear and easy to follow.  Charts are included and accurate in 3 columns	Concepts of the paragraphs are clearly related to theory and trends; Charts are included and accurate in all 4 columns

**4. Tests (25 points)**

There will be two tests, a mid-term (10) and a final (15) .



Exams

1) Midterm Essay- Please list 20 key points concerning development that you have learned since the beginning of the semester detailed by theorist. Pick two of these keypoints and discuss IN ESSAY FORMAT with examples how this knowledge will influence either your parenting style or your teaching /professional style. 10 points

(See essay rubric below)

2) Final Essay-Please follow the question as posted BUT WRITE IN ESSAY FORMAT – (15 point)

- 1.List your three major strengths according to Gardner"s Multiple Intelligence in order of importance- giving a short rationale for each.
- 2.List your four primary strengths according to the Strength Based Assessment- giving a short rationale for each.
- 3.Sternberg's creative, analytical, practical intelligences- which is your strength and why?
- 4.How do you see these three measurements interacting with your concept of self esteem and self efficacy?
- 5.In any group enterprise there are different strengths- ( example leader, innovator, organizer, motivator)- based on your strengths what would be your optimum role in a group project? Why?

**It is in your best interest to read and understand the material in the text. (OSTP1.1:Teachers display knowledge of how students learn and of the developmental characteristics of age groups)**  
**Chapter/Reading questions based on case study.**

*Data points midterm 1=1.5 3points=1.0 4 points=1.5 5 points=2.0*  
*Data points final 1=1 6 points= 2 8 points = 1.5 10 points =2*

	<b>UNPROFESSIONAL QUALITY (point)</b>	<b>NEEDS IMPROVEMENT ( points)</b>	<b>ACCEPTABLE QUALITY ( points)</b>	<b>PROFESSIONAL QUALITY ( points)</b>
<b>CONTENT</b>	Summary of major concepts and few examples of how theory is relevant.	Summary of concepts but information was superficial	Statement of theory, summary of concepts and a few examples of theory relevance	Descriptive statement of theory, thorough summary of major concepts and numerous examples of <b><u>how theory is relevant to the support of the student learning, emotional, and physical development</u></b>

<b>Grammar</b>	- Paper contains numerous grammatical, punctuation, and spelling errors. - Language uses jargon or conversational tone.	- Paper contains few grammatical, punctuation and spelling errors. - Language lacks clarity or includes the use of some jargon or conversational tone.	- Rules of grammar, usage, and punctuation are followed; spelling is correct. - Language is clear; sentences display consistently varied structure.	- Rules of grammar, usage, and punctuation are followed; spelling is correct. - Language is clear; sentences display consistently varied structure.
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5.. OLAC modules – Community and Family Engagement; Diversity: Ensuring that Everyone Learns; Optional for attendance Culturally Responsive Practices from ODE

**6.The Piaget Festival (5 points)**

The class will divide into four presentation groups. Each group will be assigned one of Piaget’s stages of Cognitive Development. The group will create a skit and video the presentation to illustrate the salient points of their assigned stage. Care must be taken by the group to incorporate essential vocabulary and concepts into their skit. Group will make up 5 test questions related to their presentation and administer the test to the class. Following the presentation the class will vote on each skit – ranking it on creativity and completeness of concept – this is a competitive ranking where each person ranks their favorite group as 4, second favorite as 3, third favorite as 2, and fourth favorite as 1.( **OSTP1.1: Teachers display knowledge of how students learn and of the developmental characteristics of age groups.**)

**Piaget Festival Grading Rubric**

**DATA POINTS 1-2 points =1 3-5 points=2.0**

<b>Presentation 5 points)</b>	Careless, hurried, and unprepared presentation. No attempt to engage the audience. Speaker appears uninterested. Little variety in presentation. Points earned 2	Presentation appears rushed and somewhat careless. Content is legible. Little attempt to engage audience. Little eye contact. Mumbling. Little expression. Information is primarily read. Class average on quiz below 3. Points earned 3	<b><u>Presentation clearly defines Piaget Stage and engaged audience (held their attention most of the time).</u></b> Clear articulation of ideas but lacks confidence with material. Some apparent originality displayed through creative use of materials. Class average on quiz between 3 and 3.9 Points earned 4	Exceptional originality of material. Evidence of pride and care taken in developing presentation. <b><u>Presentation clearly defined Piaget Stage and engaged audience.</u></b> Exceptional confidence with material through poised presentations. Class average on quiz over 4. Points earned 5
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**6. Immersion Project (25 points)**

*The immersion project is based on Bronfenbrenner’s Circles of Ecological Influence. You will form a group of four people. Together you will find a participant that is culturally different than the members of your group. You will interview your participant using the Circles of Ecological Influences as your guide. We will discuss these in detail during class. Your group will each take a Circle of Influence and in essay format*

describe what you have found and the research that you have done to obtain this answer. For example in the chronosystem- if a country of origin for your participant is in drought, war, etc. you will have researched this aspect of their time period and incorporated this into your essay on this circle. The group project will be presented to the class and will be given to your participant as a thank you – a chronicle of their life to date. Your grade for the written report will be based on the standard essay format (see final/midterm). **Presentation is expected to qualify for a grade.**

Learning Outcome: Students find, evaluate, and logically convey information and ideas in written and oral presentations. (SLO 2a in Core Curriculum)

**Data points Immersion**      **1=1**    **12 points= 2**    **18 points = 1.5**    **25 points =2**

	<b>UNPROFESSIONAL QUALITY (point)</b>	<b>NEEDS IMPROVEMENT ( points)</b>	<b>ACCEPTABLE QUALITY ( points)</b>	<b>PROFESSIONAL QUALITY ( points)</b>
<b>CONTENT</b>	summary of major concepts and few examples of how theory is relevant.	summary of concepts but information was superficial	statement of theory, summary of concepts and a few examples of theory relevance	descriptive statement of theory, thorough summary of major concepts and numerous examples of <b><u>how theory is relevant to the support of student learning, emotional, and physical development</u></b>
<b>GRAMMAR, SPELLING &amp; PUNCTUATION</b>	- Paper contains numerous grammatical, punctuation, and spelling errors. - Language uses jargon or conversational tone.	- Paper contains few grammatical, punctuation and spelling errors. - Language lacks clarity or includes the use of some jargon or conversational tone.	- Rules of grammar, usage, and punctuation are followed; spelling is correct. - Language is clear; sentences display consistently varied structure.	- Rules of grammar, usage, and punctuation are followed; spelling is correct. - Language is clear; sentences display consistently varied structure.

**7. Participation & Attendance (10 points)**

Not only is attendance required but also participation in class discussions is mandatory to receive the maximum points. If you do not feel comfortable speaking in class, it will be your responsibility to discuss the problem with me. Interest and effort rather than quantity are key factors. Students are expected to have read the material **BEFORE** coming to class and to be ready to discuss the

material in an informed manner. Included with the class participation grade may be the completion of short in-class group activities. Texting, answering email on the computer, surfing the net, facebook, twitter, etc during class unless part of the classroom activity results in an immediate loss of 5 points—however, we all have times of emergency where we need to be available- if that is the case please let your instructor know that you will be leaving the room to answer your phone.

Attendance and Participation Rubric

**DATA POINTS 1-5 points =1 6-10 points=2.0**

	<b>Unprofessional Quality</b>	<b>Needs Improvement</b>	<b>Acceptable Quality</b>	<b>Professional Quality</b>
<b>Attendance 5 points</b>	Three absences and/or tardies (1 point) Absent 4 or more times &/or 4+ tardies (10 min.). (0 points)	Two absences and/or two tardies (10 minutes) (2 points)	One absence and/or one tardy (10 minutes) (4 points) One absence and/or two tardies (3 points)	No absences. (5 points)
<b>Participates 5 points</b>	At any time- Obvious lack of participation in group activities and other behaviors such as sleeping and/or inattentive in class; student on cell phone,	Frequently disengaged in group discussions, rarely asks questions or volunteers information (1-2 points)	Mostly attentive with some hesitation, occasionally asks questions or volunteers information (3-4 points)	Is attentive and participatory in group discussions, frequently asks questions or volunteers information

	texting, or engaging in entertaining computer use( facebook, email), etc.			(5 points)
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**EVALUATION**

Observation reports (4)t.....	40points
Immersion Project .....	25points
Unit tests.....	25 points
Piaget Festival.....	5points
Theorist fact sheet.....	10 points
Attendance .....	10 points
OLAC modules ...(20 each).....	40 points
<b>TOTAL</b> .....	160 points

**UG GRADING**

**Grading System:**

A =	(93%-100)
A - =	(90%-92%)
B + =	(87%-89%)
B =	(84%-86%)
B - =	(81%-83%)
C + =	(78%-80%)
C =	(75%-77%)
C - =	(74%-72%)
D =	(71%-69%)
F =	(68%- 0

Tentative Course Calendar

There are no chapters listed as students use different editions- make sure to read on topic.

According to the topic being covered students will present their respective fact sheets throughout the semester.

<i>DATE</i>	<i>TOPICS</i>	<i>READINGS/ASSIGNMENTS</i>
8/20	Introduction/Syllabus Class requirements/ Group Formation	Bring Syllabus, books & material to class
8/22	Making a Difference in the Lives of Children & Adolescents	McDevitt:

8/27	Using Research to Understand Children & Adolescents Immersion Experience-Development	McDevitt: Writing Process Discussion /Overview
8/29	Biological Beginnings 1	McDevitt: Early Childhood
9/3	Biological Beginnings 2	McDevitt: Brain, anatomy and development <i>genetics</i>
9/5	Physical Development	Mc Devitt emphasis on EC and Elementary
9/10	Work on Piaget Festival	
9/12	Piaget Festival; Piaget lecture	<b>Presentations 20 minutes</b>
9/19	Cognitive Development: Vygotsky and Meichenbaum	McDevitt: <b><i>Theorist Fact Sheets Due</i></b>

9/24	Cognitive Development: Cognitive Process	McDevitt
9/26; 10/1	Intelligence	McDevitt <b>Observation #1 Due</b>
10/8- Online out of class	MID TERM EXAM essay	<b>MID TERM ESSAY</b>
10/10	Language Development--	McDevitt: Chapter Dvd brain development, early childhood language
10/15	<b>Immersion Experience Interviews- out of class or by Skype</b>	
10/17,10/22	Development in the Content Domains <b>Class Participation Activity</b>	McDevitt: <b>Observation #2 due</b>
10/24	Cultural Responsive & Diversity	McDevitt: OLAC module
10/29	Family Culture and Community-	Mc Devitt Cultural Sensitivity- Presentation  internet

10/31	Development of Self and Social Understanding	McDevitt:
11/5	Corporal Punishment	<b>Corporal Punishment Posts and Response ONLINE NO CLASS Observation#3 due</b>
11/7	Emotional Development	<b>McDevitt</b>
11/12	Development of Morality and Interpersonal Behaviors	Mc Devitt
11/14	<b>Strength Based Teaching</b>	<b>Gallup Strength Test/Gardner/Sternberg</b>
11/19	Out of Class OLAC module	Diversity: Ensuring Everyone Learns
11/21; 11/26	Immersion Experience and Bronfenbrenner Portfolio Paper <b>Presentation Group 1 - 11/26</b>	<i><b>Paper on the Immersion experience and circles of influence due finish up in class</b></i>  <i><b>Make sure to have handouts for class presentation.</b></i>



12/3;12/5	<b>Presentation- Group 2,3,4 of Bronfenbrenner Portfolio</b>	<i>Observation 4 due</i>
Final Exam week		Online exam

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*Instructor reserves the right to change the order of above calendar*

### **COMMUNICATION:**

This is very important! Like you, I have a responsibility to this learning situation. Please feel free to contact me at any reasonable time. If life circumstances interfere with class performance, requirements or attendance, contact me, immediately. Individual needs will be addressed. Communication is necessary and expected.

### **CLASS PARTICIPATION AND ATTENDANCE EXPECTATIONS:**

It is expected that all students will read all assigned materials and professionally contribute/participate in class discussions. The instructor may not lecture from the assigned readings. The purpose of these readings is to assist students in their process of becoming an intervention specialist and to be able to professionally discuss issues of curriculum development and instructional planning/implementation involved with general and special education. Distracting behaviors such as, texting, talking and unrelated computer use during class are not acceptable and will reduce your participation grade. Class attendance is required and an essential part of the course. Failing to attend, to be tardy, to leave early and/or not participate in class discussions will affect your grade.

### **ACADEMIC SUPPORT**

#### **Learning Assistance Center**

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me by sharing their Accommodation Letters with me at the beginning of the semester either during office hours or by appointment. Disability related information is confidential. If you have not previously contacted Disability Services, I encourage you to do so by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail to Cassandra Jones at [jonesc20@xavier.edu](mailto:jonesc20@xavier.edu) , to coordinate reasonable accommodations as soon as possible as

accommodations are not retroactive.

>

> It is my goal that this class be an accessible and welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact me to arrange an appointment to share your Accommodation Letters from Disability Services and to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services (located in the Learning Assistance Center) to arrange accommodations, I encourage you to do so by contacting Cassandra Jones, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at [jonesc20@xavier.edu](mailto:jonesc20@xavier.edu) as soon as possible as accommodations are not retroactive

## **Writing Center**

The [Writing Center](#) offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at [writingcenter@xavier.edu](mailto:writingcenter@xavier.edu). The Writing Center is located in the Conaton Learning Commons room 400. <http://www.xavier.edu/writingcenter/>

## **UNIVERSITY POLICIES**

### **Academic Honesty Policy**

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All works submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own.

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[http://www.xavier.edu/library/copyright/copyright\\_policy\\_2009.pdf](http://www.xavier.edu/library/copyright/copyright_policy_2009.pdf)

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### **Students with Disabilities**

Any student who feels he/she may need an accommodation based on the impact of a documented disability should notify the course instructor and contact Cassandra Jones in the Learning Assistance Center at 513-745-3280 or e-mail [jonesc20@xavier.edu](mailto:jonesc20@xavier.edu) to coordinate reasonable accommodations

### **Special Education Professional Ethical Principles**

Professional special educators are guided by the CEC professional ethical principles and practice standards in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

- A. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
- B. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
- C. Promoting meaningful and inclusive participation of individuals with exceptionalities in their

schools and communities.

D. Practicing collegially with others who are providing services to individuals with exceptionalities.

- E. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
- F. Using evidence, instructional data, research, and professional knowledge to inform practice.
- G. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
- H. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
- I. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.
- J. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
- K. Engaging in the improvement of the profession through active participation in professional organizations.
- L. Participating in the growth and dissemination of professional knowledge and skills.

*Adopted by the CEC Board of Directors, January 2010*

### **Council on Exceptional Children Initial Level Special Educator Preparation Standards**

- 1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.*
- 2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination*
- 3.0 Beginning special education professionals use knowledge of general<sup>3</sup> and specialized curricula<sup>4</sup> to individualize learning for individuals with exceptionalities.*
- 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.*

*5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies<sup>6</sup> to advance learning of individuals with exceptionalities.*

*6.0 Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.*



*7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.*

***NAEYC 2010 Standards for Initial Early Childhood Professional Preparation***

***STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING***

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

***STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS***

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

***STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES***

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment

strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

***STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES***

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches,

instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

***STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM***

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding.

Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

***STANDARD 6. BECOMING A PROFESSIONAL***

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

***STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES***

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) *and* in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

**Ohio Standards for the Teaching Profession**

**Standard 1. Students:** Teachers understand student learning and development, and respect the diversity of the students they teach.

**Standard 2. Content:** Teachers know and understand the content area for which they have in

**Standard 3. Assessment:** Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning. structural responsibility.

**Standard 4. Instruction:** Teachers plan and deliver effective instruction that advances the learning of each individual student.

**Standard 5. Learning Environment:** Teachers create learning environments that promote high levels of learning and achievement for all students.

**Standard 6. Collaboration and Communication:** Teachers collaborate and communicate with other educators, administrators, students and parents and the community to support student learning.

**Standard 7. Professional Responsibility and Growth:** Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community

## **Competencies for Montessori Teacher Candidates (MATCE, July, 2013):**

### **I. Knowledge**

1a. Montessori Philosophy 1b. Human growth and Development 1c. Subject matter for each Course Level\* not to exclude:

- Cosmic education • Peace education • Practical life • The arts
- Fine and gross motor skills 1d. Community resources for learning

### **II. Pedagogy**

Understands: 2a. Correct use of Montessori materials 2b. Scope and sequence of curriculum (spiral curriculum) 2c. The prepared environment 2d. Parent/teacher/ family/community partnership 2e. The purpose and methods of observation 2f. Planning for instruction 2g. Assessment & documentation 2h. Reflective practice 2i. Support and intervention for learning differences 2j. Culturally responsive methods

### **III. Teaching with Grace and Courtesy**

As relates to each level the candidate for certification demonstrates and implements with children/adolescents: 3a. Classroom leadership 3b. Authentic assessment 3c. The Montessori philosophy and methods (materials) 3d. Parent/teacher/ family partnership 3e. Professional responsibilities 3f. Innovation and flexibility



