

Mayville State University

PSYC 255, Child and Adolescent Psychology

Fall 2025

Three (3) Credit Hours

Course and Instructor Information

Instructor Name: Dr. Lynn DiLivio, PhD

Contact Information:

Office: Classroom Building 121

E-mail: lynn.dilivio@mayvillestate.edu

Work phone: 701-788-4808

Hours of Availability:

Monday, Wednesday and Friday: 10-10:50 AM and 12-1:00 PM

Tuesday and Thursday: 1-1:50 PM and 3:15-4:15

Also available for Zoom meetings on other days and times by appointment

Office Hours Meeting Link: [Office Hours Meeting Child & Adol Psyc](#)

Instructional Mode: Online synchronous.

Course Dates: August 25 – December 19, 2025

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Final Exam Time: Final Project due Thurs Dec 18 at 11:59 PM, Forum 12 replies due Fri Dec 19 at 11:59 PM

Course Materials and Technologies

Required

[MSU Technology Requirements](#)

All students are required to have a computer. It is each student's responsibility to ensure that they have a compatible laptop when coming to campus for in-person or for online courses. All students will receive licensing for the Microsoft Office suite of products which includes Word, Excel and PowerPoint. Please click on the link above for information on the minimum requirements.

[Required textbook](#)

Levine and Munsch (2023). *Child Development From Infancy to Adolescence: An Active Learning Approach* (3rd ed.). New York: Sage Publications.

The textbook is available with Inclusive Access on the Blackboard course website.

Supplemental materials will be posted on the Blackboard course website.

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Use of Artificial Intelligence in this Course

All work submitted in this course must be your own. Contributions from anyone or anything else- **including AI sources**, must be properly quoted and cited every time they are used. Failure to do so constitutes an academic integrity violation, and I will follow the institution's policy to the letter in those instances.

Course Description

This course is designed to cover specifically the cognitive, physiological, social and emotional aspects of human development from conception to early adulthood. Special emphasis is placed on the development of students of diversity. **THIS COURSE IS THE REQUIREMENT FOR ALL EDUCATION MAJORS (early childhood, pre-school, elementary, middle and secondary education).**

Mayville State University. (2025). *2025-2026 Mayville State University Smart Catalog*.

Pre-requisite: PSYC 111.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Early Childhood, Elementary, Special Education, English, Health, Math, Physical Education, Science, and Social Science Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

*See specific standards alignment at the end of the syllabus

- Identify and discuss the domains and milestones in physical, cognitive, and social-emotional development from infancy to adolescence in quizzes, written assignments and discussion forums.
- Apply psychoanalytic, learning, cognitive, and ecological theories to hypothetical and concrete situations on quizzes, written assignments, and discussion forums.
- Apply Piaget's and Erikson's theories and stages to concrete examples from infancy to adolescence in quizzes, written assignments, and discussion forums.
- Examine the impact that diversity (e.g., socioeconomic status, ethnicity, race, gender, sexual orientation, socioeconomic status, etc.) has on children's development in written assignments and discussion forums.
- Critique how early life experiences can positively or negatively impact children's later life stages in written assignments and discussion forums.
- Evaluate how the theoretical and empirical issues have impacted students' own development in reflection assignments and discussion forums.
- Synthesize and construct a body of knowledge in your final project on the fundamental theories and principles of development that will help you to improve the development of your future students' or in another career field working with children.

Course Expectations

Instructor/Student Communication

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Expectations of students regarding communication:

- Students **are accountable for all academic communications sent to their MSU email address.**
- Please regularly check your Mayville State email to which I send out emails regarding assignments reminders and other relevant information regarding the course.
- Please email me from your Mayville State email address (incoming non-Mayville State email addresses typically end up in spam)
- Please feel free to email, stop by my office, or call with a question
- Please communicate with me as soon as you can if you have any academic or personal problems so we can work on addressing the issue.

Expectations of your instructor regarding communication:

- I will try to answer your **emails within 24 hours on weekdays and 48 hours during weekends.** Please plan for assignments that are due on Sundays and let me know if you have any questions during the work week.
- I will do my best to grade and provide feedback on your work in a timely manner **(within a week of the respective deadline, but no more than two weeks).**
- I check my email infrequently on days in which no classes are held (e.g., Thanksgiving break, Labor Day, etc.). I do not schedule Zoom meetings on weekends, weekday evenings, or days in which there are no classes (e.g., Veterans Day, Spring Break, etc.).

Expectations Regarding Taking an Online Course

It is important to keep in mind that an online course does not require less effort than a regular class.

Online courses require that you be very self-motivated and complete a lot of reading and notes on your own. You will be expected to put forth effort equal to that of students in an on-campus psychology course. You must plan to spend adequate time online each week participating in discussions as well as completing study guide assignments, quizzes, film reflections, and videos as assigned. You are expected to read all assignments for each week.

Assignments and Assessments

1. Forums (7 Forums, 12 points each, 84 total possible points)

In general, each week we will have one (1) forum. These forums will be based on topics from the chapters. It is essential for you to participate in the weekly discussions in this online course format to help you learn the material and be successful in this class. To earn full credit, you need to post at least 3 times on each Forum in a timely manner (initial response due Wed, replies to others due Sun) and follow the guidelines below. My expectations are you will use the rubric (see below and posted on Blackboard) to guide your discussion forum responses and replies to others and submit your posts in a timely manner.

Disc Forum Rubric

Criteria	Excellent (6 pts)	Proficient (5-3)	Unsatisfactory (2-1)	Poor (0)
Relevance of Initial Post	Initial response thoroughly answers the discussion prompt(s) in a timely manner and demonstrates	Initial response addresses most of the prompt(s) in a timely manner and demonstrates some	Initial response fails to address all components of the prompt and lacks understanding of the material.	No posting.

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	understanding of the material.	understanding of material.		
Relevance of Replies to Others	Appropriate replies to 2 others: thoughtful, reflective, and respectful of other's postings.	Appropriate replies to 2 others: respectful to other's postings.	Responds, but with minimum effort. (e.g. "I agree with Bill").	No posting.

Your initial post (6 total possible pts)

- In your initial response to the prompt, **you need to address all points in the prompt in an in-depth and timely manner. The initial response is generally due on Wednesdays at 11:59 PM**

Replies to two (2) classmates' posts (6 total possible pts)

- You also need to reply to at least **two (2) others' posts** and provide meaningful feedback such as asking questions, showing enthusiasm for the topic, and adding something more than "I agree" such as *why* you agree or disagree. Your replies to 2 other students' posts **must posted in a timely manner (generally due on Sundays at 11:59 PM)**. You also need to read 70% of the posts.

Forum Late Policy

Assignments are due on the scheduled date and time. Any exceptions to this policy must be made by prior arrangement with the professor. Without prior arrangement, acceptance of late Forum posts is at the discretion of the professor; and if accepted, **a penalty of one-half point (.5)** may be deducted for each day the post (initial post and replies) is late (after 6:00 AM on Thurs and Mon).

2. Video responses (2 Forum Video responses, 20 points each, 40 total possible points)

In Forums 8 and 11, you will respond to the prompt in a video, and you will post replies on the videos of at least two (2) classmates.

3. Pre- and Post- Developmental Reflections (20 points each, 40 total possible points)

You will write a response on the developmental influences in your life at the beginning of the class. In week 15 of the course, you will write a reflection on the development influences of your life integrating concepts and theories you learned from the class.

4. Quizzes (6 Quizzes, 20 points each; lowest Quiz grade dropped; 5 x 20 = 100 total possible points)

There are 6 quizzes. The quizzes will focus on the following topics: Developmental Issues and Theories, Foundations of Development, Infancy, Early Childhood, Middle Childhood and Adolescence. Each quiz consists of 20 multiple choice questions, and each quiz is worth a total of 20 possible points. **Quizzes are administered with the Respondus Lockdown Browser.** The lowest quiz grade will be exempted (dropped). Study Guides are posted for each quiz. **Expectations are you will use these study guides to do well on the quizzes.** Study guides are not submitted or graded.

5. Developmental Roadmaps (4 Roadmaps; 40 possible points each; 160 total possible points)

This is a culminating course project. The goal of this project is for everyone to leave the course with a "roadmap" of development that will help you in your future classes, standardized exams (e.g., PLT), and help you to understand your future students (and yourself) in a summary form. The roadmap will also help you study for the quizzes and successfully complete your other assignments such as the film reflection. **There are four (4) roadmaps, Infancy, Early Childhood, Middle Childhood and Adolescence.** Assignment descriptions and rubrics for each of the four (4) roadmaps will be posted on the Blackboard course website as the semester progresses. **Expectations for the roadmap**

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assignments are that you will use the posted resources such as the notes and “walkthrough” videos for each of the roadmaps. Another expectation I have is that you will reach out to me with any questions.

6. Film Reflection Paper (36 possible points)

There is one (1) required film reflection assignment. **You will choose to complete ONE (1) Reflection Paper based on Early Childhood OR Middle Childhood OR Adolescence.** Each reflection (Early Childhood, Middle Childhood, or Adolescence) will be based on a film/video relevant to each stage of development. You will choose a film or video from the options posted on the Blackboard course website. Assignment descriptions and rubrics will be posted on the Blackboard course website in the relevant blackboard sections. For example, the Early Childhood Film Reflection is posted in the Early Childhood module. **Expectations are you will use the assignment rubric to guide your responses and submit a quality paper.**

7. Final Project (40 total possible points)

The final project is a cumulative and creative assessment. The purpose of the Final Project is to find three “things” (a developmental concept, theory, stage, etc.) that resonate with you and that you plan to use in your current or future classroom. You will present your “three tools” in your choice of format such as a YuJa video, power-point presentation, YouTube video, or use another format of your choice. My expectation is that you will use the rubric to submit a quality project that will be meaningful to you and your career. You will post your project on Final Forum, and post at least (2) replies to your classmates’ final projects. Final project assignment description and rubric will be posted on the Blackboard course website as the semester progresses.

Evaluation and Grading

Grading Policies

1. Extra Credit!

- Take the Syllabus Quiz and earn up to 8 extra credit points.
- Your lowest quiz grade is exempted (dropped).
- Outstanding work will earn extra credit points! This means that students who submit an outstanding, “above and beyond” assignment (above an “A”) will earn extra credit points.

2. Late Policy for Assignments

Assignments are due on the scheduled date and time. However, I also understand that “life happens”. **Any exceptions to this policy must be made by prior arrangement with the professor before the due date for a legitimate reason.** An extension for an assignment will not be granted to extend time to complete work that should have been done in a timely manner.

Without prior arrangement, acceptance of late assignments is at the discretion of the professor. **If accepted, a penalty of 10% of the assignment grade** may be deducted for each day it is late and the grading response time for late work will be longer than for work submitted on time.

No late work will be accepted during finals week without documentation. Late final projects will not be accepted without documentation of extenuation circumstances.

2. All Assignments Must Be Submitted in the Blackboard DropBox

Please see “**How to Navigate, Submit, and Track Work in Blackboard**” located in the first folder titled “**Student Resources**”.

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If you have difficulty submitting an assignment in Blackboard, please let me know before the assignment due date and then submit it later in the Dropbox. ***I am unable to grade any assignments that are not submitted in the Blackboard Dropbox.***

4. Assignment Format

All written work must be submitted in a Microsoft Word document. You are expected to use formal college level writing including appropriate grammar and sentence structure.

Work that is scanned (such as handwritten or typed assignments), screenshots, links to assignments, and assignments that are sent in email will not be accepted.

5. Corrupted, Blank, or Incorrect Files

If your assignment appears in Blackboard as a corrupted, blank, or incorrect file, it will not be considered as a submission and will be graded accordingly. **It is your responsibility to preview your submission in Blackboard to ensure that your assignment was submitted correctly.**

6. There are no assignment “redos”. Please look over and/or start your assignments before the due date and let me know if you have any questions. **There are no quiz “redos”.** Quizzes are based on the terms/concepts in the posted study guides. **Please study the content on the Study Guides and let me know if you have any questions.** Your lowest quiz grade will be exempted (dropped).

7. Grading Turn-around Time: I will do my best to grade work submitted in a timely manner **within a week of a respective due date, but no more than two weeks.**

8. Feedback: In addition to the gradebook, please check your feedback box. I will attempt to leave helpful comments when and where necessary.

9. Grade-wise, Know Where You Stand in Class! It is your responsibility to check your course grades regularly and to know where you “stand” in the course. All course assignments are graded with a rubric, which is provided with each assignment. While completing your assignments, I strongly suggest using the rubric (including length requirements), and then checking your completed work (i.e., grade yourself) with the rubric. **If you have any questions about a grade or how your assignment was evaluated, you need to let me know within two weeks of your posted grade** so that we can address the issue as soon as possible in a productive manner. In addition to the gradebook, please check your feedback box!

10. Incomplete Grade: An Incomplete grade (“I”) will only be granted with approval by the instructor in the event of medical reasons and other extenuating circumstances, and only with documentation and a passing grade in the course when an incomplete is requested. In addition, more than 70% of the class assignments and tests must be completed when the incomplete grade is requested. **An incomplete will not be granted just to extend time to complete work that should have been done in a timely manner.**

11. Final Grades and “Rounding Up”: The professor **will not** round up students’ final semester grades up. This means that people may be 1 point, 2 points, 6 points, 10 points, etc. away from their desired grade. I cannot give someone an extra credit assignment so that he/she can “earn” his/her desired grade. This would not be fair to the other students, and it is not fair to the student who requests an extra assignment. **However, final total course percentages with decimal points (equal to or more than .5) will be rounded up to the nearest whole number.** For example, if a student’s final percentage is 89.52% this would be rounded up to 90%. points.

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12. “Office Hours”: I am here to help you. If you are having trouble with this course for any reason, please do not hesitate to contact me! Many students struggle with intellectual, personal, and medical challenges each semester. However, the only way I can help you is if you come and discuss your situation with me. **Please do not wait until the end of the semester to address a problem – seek help while it can benefit you most!!**

Attendance/Participation Policies

Success in this course is dependent on your active participation throughout the semester. You are expected to log into Blackboard several times a week and complete course assignments. Even if your work is completed, you still need to login to ensure that you have seen all announcements and discussion posts. It is your responsibility to check updates related to the course.

Grading Scale

The overall course evaluation is based on 500 total points, with the following grading scale: A (100- 90%), B (89-80%), C (79-70%), D (69-60%), F (<60%). Final grade percentages are rounded up with decimal points **equal to or more than .5** (e.g., 89.6% is rounded up to 90%), Please see the breakdown of grades below

Breakdown of Grades

The breakdown of the total course grade is displayed in the table below. The table shows the required assignments, the number of points each assignment is worth, the number of occurrences for each assignment, and the percentage of the final grade each assignment is worth.

Rubrics will be used to grade all assignments and are provided to you on each assignment.

Regarding **“turn-around time”**, I will do my best to turn around work submitted in a timely manner **within a week of the respective due date, but no more than two weeks**, and to provide helpful feedback.

Activities and Assessments	Number of Occurrences	Possible Points for each Occurrence	Total Possible Points/ % of Grade
Discussion Forum with posts & replies	7	12	84 (17%)
Video Forums	2	20	40 (8%)
Developmental Roadmaps	4	40	160 (32%)
Quizzes, 6, lowest quiz grade dropped	5	20	100 (20%)
Pre and Post Developmental Reflections	2	20	40 (8%)
Film Reflection	1	36	36 (7%)
Final Project	1	40	40 (8%)
Total Possible Points and percentage	-	-	500 (100%)

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Enrollment Verification

Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz.

Logging into the LMS is **NOT** considered active course participation. The designated enrollment verification activity is Week 1 Forum. **Please complete the designated enrollment verification activity, Introduction Forum, by Sun Sept 1 at 11:59 PM. If it is not complete your enrollment in this course will be at risk.**

Proctor Notification

This course will use an asynchronous proctoring solution called Respondus Lockdown Browser.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Fall 2025 PSYC 255 Course Timeline/Schedule*

Week/Topics	Assignments and Due Dates	Readings
Wk 1: Aug 25-31 Module I	Welcome!	No assigned Readings
Syllabus	Please carefully read the Syllabus Watch the Course Introduction/Overview Video and let me know if you have any questions!! Add	
Text	Browse the Inclusive Access text available on course website	

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Blackboard	Need help learning Blackboard? Enroll yourself in our Blackboard 101 course for students.	
Syllabus Quiz	Take the Syllabus Quiz & earn up to 8 extra credit pts!	
Introduce yourself!!	<p>1. Introductions Forum, Introduce yourself!! Initial response due Wed Aug 27 at 11:59 PM; replies to at least two (2) others' posts due Sun Sept 1 at 11:59 PM (this is the Course Verification Activity for Enrollment).</p> <p>2. Install Respondus Lockdown Browser: The Respondus Lockdown Browser will be used for all quizzes. Please answer the extra- credit question which requires you to install the Lockdown Browser.</p> <p>3. Pre- Developmental Reflection Due Sun Sept 1 at 11:59 PM</p>	
Wk 2: Sept 1- 7 Module II Ch 1, Issues in Child Dev Ch 2, Theories Child Dev	Issues and Theories in Child Development 1) Issues/Theories Forum Initial response due Wed, Sept 3 at 11:59 PM ; replies to two (2) others' posts due Sun, Sept 7 at 11:59 PM 2) Wk 2 Quiz due Sun Sept 7 at 11:59 PM (see posted Wk 2 Quiz Study Guide)	Go over Ch 1 notes, watch Ch 1 Video lecture, and read relevant text parts in Ch 1 Go over Ch 2 notes, watch Ch 2 Video lecture, and read relevant text parts in Ch 2
Wk 3: Sept 8- 14 Module III Ch 3: Nature Through Nurture Ch 4: Prenatal Dev	Foundations of Child Development 1) Foundations of Dev Forum Initial response due Wed, Sept 10 at 11:59 PM ; replies to at least two (2) others due Sun, Sept 15 at 11:59 PM 2) Wk 3 Quiz due Sun Sept 14 at 11:59 PM (see posted Wk 3 Quiz Study Guide)	Go over Chs 3 and 4 notes, Chs 3 and 4 video lectures, and read relevant text parts in Chs 3 and 4
Wk 4: Sept 15- 21 Wk 5: Sept 22- 28 Module IV Ch 5: Phys Dev in Infancy Ch 6: Cog Dev in Infancy Ch 7: Social-Emotional Dev in Infancy	Infancy and Toddlerhood 1) Infancy Forum 1) Initial response due Wed Sept 17 at 11:59 ; replies to at least two (2) others' posts due Sun, Sept 28 at 11:59 PM 2) Infancy Developmental Roadmap due Sun Sept 28 at 11:59 PM (see Walk-through Video for Infancy Roadmap) 3) Infancy Quiz due Sun, Sept 28 at 11:59 PM (see posted Quiz 3 Study Guide)	Go over Ch 5 notes, watch Ch 5 Video lecture, and read relevant text parts in Ch 5 Go over Ch 6 notes, watch Ch 6 Video lecture, and read relevant text parts in Ch 6 Go over Ch 7 notes, watch Ch 7 Video lecture, and read relevant text parts in Ch 7
Wk 6: Sept 29- Oct 5, and	Early Childhood	Go over Ch 8 notes, watch Ch 8 Video lecture, and read

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<p>Wk 7: Oct 6- 12 Module V Ch 8: Phy Dev in Early Childhood</p> <p>Ch 9: Cog Dev in Early Childhood</p> <p>Ch 10: Social-Emotional Dev in Early Childhood</p>	<p>Early Childhood Forum 1) Initial response due Wed, Oct 1 at 11:59 PM ; replies to at least two (2) others due Sun Oct 12 at 11:59 PM</p> <p>2) Early Childhood Developmental Roadmap due Sun, Oct 13 at 11:59 PM (see Walk-through Video for Early Childhood Roadmap)</p> <p>3) Early Childhood Quiz due Sun, Oct 12 at 11:59 PM (see posted Quiz 4 Study Guide)</p> <p>3) One (1) film reflection is required. You will choose to complete ONE (1) Reflection based on Early Childhood OR Middle Childhood OR Adolescence (see syllabus)</p> <p>If you choose to submit an Early Childhood Film Reflection, <u>submit your Early Childhood Reflection by Sun, Oct 12 at 11:59 PM.</u></p>	<p>relevant parts in Ch 8</p> <p>Go over Ch 9 notes, watch Ch 9 Video lecture, and read relevant text parts in Ch 9</p> <p>Go over Ch 10 notes, watch Ch 10 Video lecture, and read relevant text parts in Ch 10</p>
<p>Wk 8: Oct 13- 19 Module VI</p> <p>Step back and reflect in a video...</p>	<p>Wk 8 Forum, Step Back and Reflect... Post YuJa video in which you will respond to a prompt about a concept/theory/stage that resonated with you.</p> <p>Your YuJa video is due <u>Sat, Oct 18 at 11:59 PM.</u> You will post a Yuja link to your video on Forum 8; replies to 2 others' videos due <u>Sun, Oct 19 at 11:59 PM</u></p>	<p>No assigned readings Look back on previous course content</p>
<p>Wk 9: Oct 20-26 Wk 10: Oct 27- Nov 2, and Wk 11: Nov 3- 9 Module VII</p> <p>Chapter 11: Phys Dev in Middle Childhood</p> <p>Chapter 12: Cog Dev in Middle Childhood</p> <p>Ch 13: Social Emotional Dev in Middle Childhood</p>	<p>Middle Childhood</p> <p>Middle Childhood Forum 1) Initial response due Wed, Oct 22 at 11:59 PM; replies to at least two (2) others due Sun, Nov 9 at 11:59 PM</p> <p>2) Middle Childhood Roadmap due Nov 9 at 11:59 PM (see walk-through video)</p> <p>3) Middle Childhood Quiz due Sun, Nov 9 at 11:59 PM (see Quiz Study Guide)</p> <p>4) One (1) film reflection is required. You will choose to complete ONE (1) Film Reflection based on Early Childhood OR Middle Childhood OR Adolescence.</p> <p>If you choose to submit a Middle Childhood Film Reflection as your choice of reflection, submit your Middle Childhood Film Reflection by <u>Sun, Nov 9 at 11:59 PM.</u></p>	<p>Go over Ch 11 notes, watch Ch 11 Video lecture, and read relevant text parts in Ch 11</p> <p>Go over Ch 12 notes, watch Ch 12 Video lecture, and read relevant text parts in Ch 12</p> <p>Go over Ch 13 notes, watch Ch 13 Video lecture, and read relevant text parts in Ch 13</p>

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Wk 12: Nov 10- 16 Wk 13: Nov 17- 23 Module VIII Ch 14: Physical Dev Adolescence Ch 15:Cognitive Dev Adolescence Ch 16: Social Emotional Dev in Adolescence	Adolescence Adolescence Forum 1) Initial response due Wed, Nov 12 at 11:59 PM; replies to at least two others due Sun, Nov 23 at 11:59 PM 2) Adolescence Roadmap due Sun, Nov 23 at 11:59 PM. 3) Adolescence Quiz due Sun, Nov 23 at 11:59 PM 4) One (1) film reflection is required. You will choose to complete ONE (1) Reflection based on Early Childhood OR Middle Childhood OR Adolescence (see syllabus) If you have NOT yet submitted a Reflection, <u>submit your Adolescence Reflection by Sun, Nov 23 11:59 PM.</u>	Go over Ch 14 notes, watch Ch 14 Video lecture, and read relevant text parts in Ch 14 Go over Ch 15 notes, watch Ch 15 Video lecture, and read relevant text parts in Ch 15 Go over Ch 16 notes, watch Ch 16 Video lecture, and read relevant text parts in Ch 16
Wk 14: Nov 24- 30 Module IX Video Response on Identity Thanksgiving Break No Classes Nov 26, 27, 28	Reflection on Your Search for Your Identity... Identity Forum 1)Post a link to your YuJa video on the Identity Forum in which you will reflect on your experience of searching and finding your identity. Post the link to your YuJa video by <u>Sun Nov 30 at 11:59 PM</u> posted on the Forum, replies to at least two (2) other classmates' videos due <u>Sun Nov 30 by 11:59 PM.</u>	See relevant content in Adolescence module
Wk 15: Dec 1-7 Module X Post-Developmental Reflection	Post- Developmental Reflection This is the “post” reflection to the “pre” reflection you wrote in the beginning of the semester. In the “post” reflection you will explain the developmental influences you wrote about in your “pre” reflection using developmental concepts, theories, and stages. <u>Due Sun Dec 7 at 11:59 PM</u>	
Module XI Wk 16 Work Week Dec 8-14 and Finals Week Dec 15- 19	Work Week Please start working on your Final Project and let me know if you have any questions! Finals Week The Final Project is due <u>Thurs Dec 18 at 11:59 PM</u> posted on the Final Forum. Replies to others due <u>Friday, Dec 19 at 11:59 PM</u> <u>No late Final Projects will be accepted without documentation of extenuating circumstances.</u>	Look back on previous content

***Course Timeline and Schedule are subject to change as deemed necessary by the instructor.**

Last day to withdraw from class with record is November 14, 2025

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Teacher Education Standards

***Standards Alignment** (Early Childhood, Elementary, Special Education, English, Health, Math, Physical Education, Science, and Social Science Education Program Approval Standards-ND ESPB):

EARLY CHILDHOOD

- 1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.
- 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.
- 1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.
- 1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.
- 2a: Know about, understand, and value the diversity of families.
- 2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.
- 4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators’ work with young children.

ELEMENTARY

- 50015.1a—Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that consider the individual strengths and needs of children.

SPECIAL EDUCATION:

- Component 2.1: Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.
- Component 2.2: Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.

ENGLISH

- 05020.1.2 Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.

HEALTH

- Component 1.b: Candidates describe the theoretical foundations of human development, learning and health behavior.
- Component 5.f: Candidates advocate for health education as an essential component of the school community that supports the diverse needs of all learners and contributes to the school’s mission.

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MATHEMATICS

- 11010.1 Mathematical Practices and Processes-The program requires the candidate to demonstrate the following: a. makes sense of problems and perseveres in solving them, b. reasons abstractly and quantitatively, c. constructs viable arguments and proofs, d. critiques the reasoning of others, e. uses mathematical models, f. attends to precision, g. identifies elements of structure, h. engages in mathematical communication.

PHYSICAL EDUCATION

- 1.d Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.

SCIENCE

- 13047.7 Assessment The program prepares candidates to use a variety of performance assessment strategies to evaluate the intellectual, social, and personal development of the learner in all aspects of science.

SOCIAL SCIENCE

- 15035.2 The program requires study of the structures, key concepts, methodology, and generalizations that connect the various social studies, including the examination of professional standards and expectations for P-12 education.

Instructional Strategies

Active learning, film reflections, discussion forums, quizzes, feedback, video presentations, reflective writing, critical thinking, character analysis, and choices in format and content in assignments.