George Mason University  
College of Education and Human Development  
Early Childhood Education  

ECED 401.DL2 Developmental Pathways of Diverse Learners, Birth-Adolescence  
3 Credits, Fall 2020  
08/24/2020 – 12/16/2020  
Online Asynchronous

Faculty  
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Prerequisites/Corequisites  
None

University Catalog Course Description  
Examines child and adolescent development from diverse perspectives. Addresses typical and atypical physical, social and emotional, language, and intellectual development. Explores role of individual differences and culture in understanding and interpreting child and adolescent development.

Course Delivery Method  
This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 24, 2020.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements  
To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard’s supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
- To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

Revised 8/21/2020
• Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
• Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
• Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
• The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  o Adobe Acrobat Reader: https://get.adobe.com/reader/
  o Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  o Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

• **Course Week**: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday and finish on Sunday.
• **Log-in Frequency**: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least two times per week.
• **Participation**: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
• **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
• **Technical Issues**: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
• **Workload**: Please be aware that this course is **not** self-paced. Students are expected to meet **specific deadlines and due dates** listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
• **Instructor Support**: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
• **Netiquette**: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. **Be positive in your approach with others and diplomatic in selecting your words.** Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
• **Accommodations:** Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

**Learner Outcomes or Objectives**
This course is designed to enable students to do the following:

1. Describe the physical, social, emotional, speech and language, and intellectual development of diverse learners from birth through adolescence and explain how to use these understandings to guide learning experiences and relate meaningfully to students.

2. Describe the major theories of development and critically examine the theories as they apply to the lives of culturally, linguistically, ability, and socioeconomically diverse children and their families, including children with economic, social, racial, ethnic, religious, physical, and intellectual differences.

3. Examine the transactional nature of overall development in the context of the family, community, socioeconomic status, and culture.

4. Identify environmental and biological/physical/medical at-risk factors that can contribute to possible developmental disabilities, developmental issues, and atypical development across the physical, social, emotional, speech and language, and intellectual domains.

5. Discuss the etiology of and use multiple criteria to identify developmental disorders, including attention deficit disorders, developmental disorders, and giftedness.

6. Identify typical developmental milestones of diverse children from birth through adolescence and their cultural and socioeconomic variations.

7. Observe and describe overall development in the physical, intellectual, speech and language, social, and emotional domains as it occurs in natural environments and through play.

8. Exhibit standards of professionalism, ethical standards, and personal integrity in interactions with classmates, the instructor, and others.

9. Use writing as an instructional and assessment tool to generate, gather, plan, organize, and to communicate for a variety of purposes; integrate correct written conventions (i.e., grammar, usage, mechanics, and spelling); and format using current APA style.

**Professional Standards** – Virginia Professional Studies Competencies, Virginia Early Childhood Special Education Endorsement Competencies, Virginia Early/Primary Education PreK-3 EPK3 Endorsement Competencies, Interstate Teacher Assessment and Support Consortium (InTASC) Standards, Council of Exceptional Children (CEC) and Division of Early Childhood (DEC) Standards, and National Association for the Education of Young Children (NAEYC) Standards

Upon completion of this course, students will have met the following professional standards:

**Virginia Professional Studies Competencies**
Human Growth and Development (Birth Through Adolescence)

**CEC Standard Elements**

*CEC 1.1* Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

*CEC 1.2* Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
NAEYC Standard Elements

NAEYC 1a Knowing and understanding young children’s characteristics and needs.
NAEYC 1b Knowing and understanding the multiple influences on development and learning.

Required Texts


Resource Articles


See Class Schedule for selected Position Statements from the Division of Early Childhood Education (DEC) of the Council for Exceptional Children (CEC), and the National Association for the Education of Young Children (NAEYC), National Association for Gifted Children (NACG).

This course also requires reading published journal articles on human development. Example journals include the following: *Early Education and Development, Child Development,* and *Human Development*. These and other journals are available on the Mason library website.

**Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard (Bb), Tk20/VIA, hard copy).

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>Ongoing</td>
<td>25</td>
</tr>
<tr>
<td>• Self-Evaluation / Journal Reflections</td>
<td></td>
<td></td>
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<tr>
<td>Developmental Milestones</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>• Infant/Toddler</td>
<td>Oct 4</td>
<td>10</td>
</tr>
<tr>
<td>• Preschool/Early Childhood</td>
<td>Oct 18</td>
<td>10</td>
</tr>
<tr>
<td>• Early Elementary/Middle Childhood</td>
<td>Nov 22</td>
<td>10</td>
</tr>
<tr>
<td>Multiple Influences on Young Children’s Development Paper</td>
<td>Nov 15</td>
<td>15</td>
</tr>
<tr>
<td>Adolescent Development and Development of Gifted Students Activity</td>
<td>Dec 6</td>
<td>5</td>
</tr>
<tr>
<td>Case Study Analysis – Infant/Toddler, Preschool, or Early Elementary</td>
<td>Dec 13</td>
<td>25</td>
</tr>
<tr>
<td>Upload Multiple Influences Paper and Case Study Analysis to Tk20/VIA</td>
<td>Dec 15</td>
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<tr>
<td>TOTAL</td>
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<td>100</td>
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</tbody>
</table>

- Assignments and/or Examinations
**Developmental Milestones (30 points, 10 points each)**

Students will prepare a milestone reference document for infant/toddler (6 months), preschool/early childhood (3 years), and early elementary/middle childhood (8 years). Students will identify the major milestones for each of the following domains: physical, social and emotional, speech and language acquisition, and intellectual/cognitive development. Students will identify developmental progressions using typical age-level ranges. Students will use the course text as the primary resource for this project. Articles and in-class discussions and resources may also be used to enhance the milestones document.

**Adolescent Development and Development of Gifted Students Assignment (5 points)**

Using a popular film about adolescents, students will complete a brief written assignment that shows their understanding of (a) adolescent development and (b) the development of gifted students through adolescence, including developmental issues related to gifted education and the use of multiple criteria to identify gifted students.

**Multiple Influences on Young Children’s Development Paper* (15 points)**

Students will develop a five- to seven-page paper that describes how the following factors may impact child development and learning:

- Family/family structure
- Socio-economic status
- Language and culture
- School
- Community

Students will use in-text citations from the textbook, class discussions, and at least three professional/peer-reviewed articles, book chapters, reports, etc. to support their discussions. Students will include a reference list in APA style.

**Case Studies Analysis* (25 points)**

Students will be randomly assigned a video case study from one of three age groups: Infant/Toddler, Preschool, or Early Elementary. They will view the video and then write a paper that discusses the children’s unique characteristics and needs and describes at least one developmental theory that supports their analysis of the video vignette.

- **Part A:** Students will describe the child’s unique characteristics and needs in relation to relevant developmental milestones. They will cite specific examples observed in the video cases and support their assertions with current research from the course textbook and/or other course materials. They will discuss each of the following areas:
  - Physical development,
  - Intellectual development,
  - Social and emotional development, and
  - Speech and language development.

- **Part B:** For the case study analysis, candidates will also identify and discuss one major developmental theory that supports their analysis of the video vignette. Accordingly, candidates will respond to the following questions:
What are the key tenets of the theory?
How does the theoretical perspective provide insight into the case study analyzed?

Students will use in-text citations and include a reference list formatted in APA style.

*Tk20/VIA Upload: At the end of the semester students will consolidate the Multiple Influences on Young Children’s Development Paper and the Case Studies Analysis into one document and submit the consolidated document to Tk20/VIA through Blackboard.

- **Other Requirements**

**Attendance and Participation (25 points)**

Because active participation and engagement are imperative for optimal learning, preparation for and participation in online activities will be evaluated based on the following criteria:

- Students complete readings and online content as evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
  - Students will write a brief journal reflection (at least 10 full lines of text with appropriate formatting [see Written Assignments]) for module 1 (1 point) and modules 2-5, 7, and 9-11 (3 points each) and upload the reflection to Blackboard by 11:59 pm on day 6 (Saturday) of the module. Reflections should avoid plagiarizing material from the article explanation or discussion posts.
- Students are actively involved in online learning experiences as evidenced by (a) participating in all activities, (b) engaging in small- and large-group discussions, (c) completing written work related to the activities, and (d) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through online discussions, activities, and written reflections.
- Students display professional dispositions at all times while interacting with the instructor and other students.
- Students complete participation activities across the semester that complement the scheduled course topic. Instructors will periodically collect artifacts from the activities. Students who actively engage in the learning experience will receive credit for their efforts. Graded participation activities are not announced and are implemented at the discretion of the instructor.
- Students submit an attendance and participation self-evaluation.

**Written Assignments**

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Seventh Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

- **Grading**

A+ = 98 – 100  A = 93 – 97  A- = 90 – 92  B+ = 87 – 89  B = 83 – 86  B- = 80 – 82  
C+ = 77 – 79  C = 70 – 76  D = 60 – 69  F = < 60

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

All CEHD students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at [http://catalog.gmu.edu](http://catalog.gmu.edu). Those students seeking Virginia initial teaching licensure must earn a C or better in all undergraduate licensure coursework.

**Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times. See [https://cehd.gmu.edu/students/policies-procedures/](https://cehd.gmu.edu/students/policies-procedures/).

**Class Schedule**

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<tr>
<th>Module</th>
<th>Topics</th>
<th>Assignments &amp; Readings Due</th>
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</thead>
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<td><strong>Module 1</strong></td>
<td></td>
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<tr>
<td>Aug 24 – Aug 30</td>
<td>Introductions</td>
<td>Lightfoot et al., Chapter 1</td>
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<tr>
<td></td>
<td>Syllabus and Assignments Review</td>
<td><strong>Due to Bb by 8/30 – Journal Reflection</strong></td>
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<tr>
<td></td>
<td>Studying Human Development</td>
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<tr>
<td></td>
<td>• Historical beliefs</td>
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<td>• Grand and modern theories of development</td>
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<td>• Methods to study development</td>
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<tr>
<td><strong>Module 2</strong></td>
<td></td>
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<tr>
<td>Aug 31 – Sep 6</td>
<td>Biological and Cultural Foundations of Development</td>
<td>Lightfoot et al., Chapters 2, 3</td>
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<tr>
<td></td>
<td>• Development in the context of culture</td>
<td><strong>DEC Position Statement: Low Birth Weight, Prematurity, and Early Intervention</strong></td>
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<td>• Development in the context of family</td>
<td><strong>Due to Bb by 9/6 – Journal Reflection</strong></td>
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<td>• Biological/physical/ medical factors that contribute to development</td>
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<tr>
<td>Module 3</td>
<td>Sep 7 – Sep 13</td>
<td>Infancy: The First Three Months</td>
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<td>Brain development</td>
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<td>Theories of early development</td>
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<tr>
<th>Module 4</th>
<th>Sep 14 – Sep 20</th>
<th>Infancy: Physical and Cognitive/Intellectual Development</th>
<th>Lightfoot et al., Chapter 5</th>
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<tr>
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<td>Physical growth and brain development</td>
<td>Due to Bb by 9/20 – Journal Reflection</td>
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<td>Fine and gross motor development</td>
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<td>Cognitive/intellectual development</td>
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<td>Attention and memory</td>
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<td>Selecting appropriate resources</td>
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<thead>
<tr>
<th>Module 5</th>
<th>Sep 21 – Sep 27</th>
<th>Infancy: Social and Emotional Development</th>
<th>Lightfoot et al., Chapter 6</th>
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<tbody>
<tr>
<td></td>
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<td>Infant emotions</td>
<td>Due to Bb by 9/27 – Journal Reflection</td>
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<td>Relationships</td>
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<td>Communication</td>
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<td>Guide learning experiences</td>
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<tr>
<th>Module 6</th>
<th>Sep 28 – Oct 4</th>
<th>Early Childhood: Speech and Language Acquisition</th>
<th>Lightfoot et al., Chapter 7</th>
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<tbody>
<tr>
<td></td>
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<td>Phonological, semantic, grammar, and pragmatic development</td>
<td>Due to Bb by 10/4 – Developmental Milestones: Infant/Toddlers</td>
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<td></td>
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<td>Theories of language acquisition</td>
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<thead>
<tr>
<th>Module 7</th>
<th>Oct 5 – Oct 11</th>
<th>Early Childhood: Physical and Cognitive/Intellectual Development</th>
<th>Lightfoot et al., Chapter 8</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Theories of development</td>
<td>NAGC Position Statement: Redefining Giftedness for a New Century: Shifting the Paradigm</td>
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<tr>
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<td>Physical growth and health</td>
<td>Due to Bb by 10/11 – Journal Reflection</td>
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<tr>
<td></td>
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<td>Fine and gross motor development</td>
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<td></td>
<td></td>
<td>Cognitive/intellectual development, including students with disabilities/disorders and those who are gifted</td>
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</tbody>
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| Module 8  
Oct 12 – Oct 18 | Early Childhood: Social and Emotional Development  
• Identity and moral development  
• Developmentally appropriate expectations for self-regulation and behavior  
• Nurturing social and emotional development, including children with disabilities/disorders and those who are gifted | Lightfoot et al., Chapter 9  
NAGC Position Statement: Nurturing Social and Emotional Development of Gifted Children  
Due to Bb by 10/18 – Developmental Milestones: Preschool/Early Childhood |
|---|---|---|
| Module 9  
Oct 19 – Oct 25 | Applying Development to Learning Experiences  
• Meeting the needs of culturally, linguistically, and socioeconomically diverse and ability-diverse children and their families  
• Selecting culturally and linguistically appropriate resources  
• Guiding learning experiences and making them meaningful to students, including students with developmental disabilities/disorders and those who are gifted | NAEYC Position Statement: Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8  
Due to Bb by 10/25 – Journal Reflection |
| Module 10  
Oct 26 – Nov 1 | Family, Cultural, and Community Contexts of Development  
• Parenting and development  
• Communities and culture influence on development  
• The role of media on early development | Lightfoot et al., Chapter 10  
Due to Bb by 11/1 – Journal Reflection |
| Module 11  
Nov 2 – Nov 8 | Middle Childhood: School as a Context for Development  
• School readiness  
Addressing developmental disabilities/disorders, giftedness, and developmental differences in schools | Lightfoot et al., Chapter 12  
Due to Bb by 11/8 – Journal Reflection |
| Module 12  
Nov 9 – Nov 15 | Middle Childhood: Physical and Cognitive/Intellectual Development  
• Theories of development | Lightfoot et al., Chapter 11  
NAGC Position Statement: Identifying and Serving Culturally and Linguistically Diverse Gifted Students |
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Topic</th>
<th>Due Date/Assignment</th>
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<tbody>
<tr>
<td>Nov 16 – Nov 22</td>
<td>Middle Childhood: Social &amp; Emotional Development</td>
<td>Lightfoot et al., Chapter 13</td>
</tr>
<tr>
<td></td>
<td>• Theories of development</td>
<td>Due to Bb by 11/22 – Development Milestones: Early Elementary/Middle Childhood</td>
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<td></td>
<td>• Moral development</td>
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<td></td>
<td>• Parental and peer influence</td>
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<tr>
<td>Nov 25 – Nov 29</td>
<td><em>No Class - Thanksgiving Holiday</em></td>
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<tr>
<td>Module 13</td>
<td>Adolescence: Physical and Cognitive/Intellectual Development</td>
<td>Lightfoot et al., Chapters 14, 15</td>
</tr>
<tr>
<td>Nov 23 – Dec 5</td>
<td>• Theories of development</td>
<td>Due to Bb by 12/5 – Adolescent Development and Development of Gifted Students Assignment</td>
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<tr>
<td></td>
<td>• Puberty and physical development</td>
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<td></td>
<td>• Moral development</td>
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<td></td>
<td>Adolescence: Social and Emotional Development</td>
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<td></td>
<td>• Regulating emotions</td>
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<td>• Parent and peer relationships</td>
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<td></td>
<td>• Identity</td>
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<tr>
<td>Dec 7-8</td>
<td>Reading Days</td>
<td></td>
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<tr>
<td>Finals Week</td>
<td>Wrapping up and tying together</td>
<td>Due to Bb by 12/13 – Case Study Analysis</td>
</tr>
<tr>
<td>Dec 9 – Dec 15</td>
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<td>Upload to TK20/VIA by 12/15 – Case Study Analysis</td>
</tr>
</tbody>
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Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

**Core Values Commitment**
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: [http://cehd.gmu.edu/values/](http://cehd.gmu.edu/values/).

**GMU Policies and Resources for Students**

*Policies*
- Students must adhere to the guidelines of the Mason Honor Code (see [https://catalog.gmu.edu/policies/honor-code-system/](https://catalog.gmu.edu/policies/honor-code-system/)).
- Students must follow the university policy for Responsible Use of Computing (see [https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/](https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/)).
• Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

• Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ds.gmu.edu/).

• Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

• Support for submission of assignments to Tk20/VIA should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

• For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website: http://cehd.gmu.edu.

Evaluation Guides

<table>
<thead>
<tr>
<th>Multiple Influences on Young Children’s Development</th>
<th>Exceeds</th>
<th>Meets</th>
<th>Approaches</th>
<th>Does Not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEC 1.1 Understand how language, culture, and family background influence the learning of individuals with exceptionalities</td>
<td>Student provided discussion that met expectations and reflected complex understanding of the interaction between children’s social-cultural context and their individual</td>
<td>Student discussed socio-cultural contexts that influence a child’s development and learning, including family, socioeconomic status, language, culture, school, and community.</td>
<td>Student attempted to describe multiple influences that may impact children’s development and learning. However, student did not accurately discuss</td>
<td>Student did not show knowledge of the multiple influences that may impact children’s development and learning.</td>
</tr>
<tr>
<td>NAEYC 1b</td>
<td>Knowing and understanding the multiple influences on development and learning</td>
<td>learning and developmental variations.</td>
<td>influencers on children’s development.</td>
<td></td>
</tr>
<tr>
<td>Case Study Analysis: Identifying Characteristics and Needs and Describing Theories</td>
<td>Exceeds</td>
<td>Meets</td>
<td>Approaches</td>
<td>Does Not Meet</td>
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</tbody>
</table>
| **NAEYC 1a**  
Knowing and understanding young children’s characteristics and needs | Student met expectations and reflected extensive knowledge of developmental milestones and developmental theories. | Student described the child’s unique characteristics and needs in relation to relevant developmental milestones including (a) physical, (b) intellectual, (c) social and emotional, and (d) language.  
Student supported the discussion with current research. | Student did not address each developmental milestone or support the discussion with current research.  
Student identified and discussed one theoretical perspective.  
However, the student did not consider how the key tenets of the theory support the analysis of the case. | Student did not provide a discussion of the developmental milestones across domains and did not consider developmental theories. |
| **CEC 1.2**  
Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities | Student described the child’s unique characteristics and needs in relation to relevant developmental milestones and developmental theories. | Student described the child’s unique characteristics and needs in relation to relevant developmental milestones and developmental theories. | Student did not address each developmental milestone or support the discussion with current research.  
Student identified and discussed one theoretical perspective.  
However, the student did not consider how the key tenets of the theory support the analysis of the case. | Student did not provide a discussion of the developmental milestones across domains and did not consider developmental theories. |