

**EDU DHH 218**  
**DHH: Supporting Teen Transitions (1.5)**

**Faculty**

Diana Cadigan, MED., LSLS Cert., A.V.Ed.  
[dianacadigan@gmail.com](mailto:dianacadigan@gmail.com) (619) 587-1518  
This seminar will meet every other week

**Course Description**

This course examines the specific linguistic, cognitive, social emotional needs of teens and young adults who are deaf or hard of hearing and to identify ways to connect subject matter to experiences that include positive deaf role models. A focus is on individual student's need to engage in their educational plan and communicate proficiently in their language(s) of choice. This seminar course will prepare students to utilize a variety of assessment tools to develop IEP and ITP goals so as to differentiate instruction for learners enabling teen and young adult learners to access the core curriculum and develop appropriate post-secondary plans to include ongoing opportunities for safe, meaningful social interactions between language model peers and adults who are deaf as appropriate to each student's identity. This course requires 10 hours of field work.

Candidates will develop academic goals and learning outcomes for the students' IEPs integrating their knowledge of typical and atypical development during the middle and high school years, with accommodations and modifications as well as planning lessons in units of study for instruction with specific strategies for students with hearing loss and additional special needs. Candidates will demonstrate knowledge of:

- Planning and Instruction for English Language Learners
- Models of placements, collaborations, transitions, and service delivery
- Students with hearing loss and multiple disabilities, such as autism
- Assessment and planning instruction grade levels (6-12)
- Sequencing and differentiating instruction
- Best practices and strategies acquiring literacy and grade-level content standards

**Course Purpose**

**Initial Program:** This course is designed to meet part of CTC Preliminary Education Specialist Credential for Deaf and Hard of Hearing and meets part of the requirement for the MSMC/JTC Master's in Education, Deaf and Hard of Hearing.

**Assessment of Student Learning Outcomes**

Student learning is at the core of the MSMU mission. Faculty have developed a plan to assess the student learning outcomes that represent the knowledge, skills and attitudes expected of MSMU's graduate students. In each class, one or more student learning outcomes will be assessed. Some of the class assignments may be used to evaluate overall student learning and to improve teaching and learning in each class, the Education Department, and throughout the University.

**Course Outcomes Aligned with Standards:** This course meets the standards for the following organizations in preparing teachers of children who are deaf or hard of hearing:

- California Commission on Teacher Credentialing (CCTC) Standards:

- Preliminary Credential: Education Specialist/Deaf & Hard of Hearing
- California Standards for the Teaching Profession (CSTPs)
- California Teaching Performance Expectations (TPEs)
- Council on Exceptional Children (CEC)
- Council on Education of the Deaf (CED)
- A.G. Bell Academy for Listening and Spoken Language

***Commission of Teacher Credentialing Teacher Preparation Expectations (TPEs)***  
***To be addressed in this course***

**TPE 1: Engaging and Supporting All Students in Learning:**

**1.1** Provide and sustain a language rich environment in English for deaf students to foster social and academic discourse and comprehension, using multimodal instruction.

**Introduced:** Addressing California Common Core State Standards, and how to scaffold them to foster academic discourse and comprehension in middle and high school students with hearing loss.

**1.2** Communicate proficiently in American Sign Language (ASL) and/or English and engage with students using multimodal instruction (signed, spoken, and/or written) scaffolding, multiple ways of representing content, and teaching strategies to address the specific needs of student learning, as stipulated in the IFSP/IEP/ITP/504 Plan.

**Practice:** In class activity to discuss how to foster and sustain language rich environments in English in all lessons using UDL

**1.5** Develop and implement the IFSP, IEP, ITP, or 504 Plan collaboratively with families with an emphasis on **language planning** that provides equal access to the general education core curriculum with accommodations and modifications, and progress monitoring, taking into consideration all educational/communication options available (including the use of **Assistive Technology** and **Augmentative and Alternative Communicative Devices** as appropriate).

**Introduced:** Addressing all parts of the Individualized Education Plan for students with hearing loss to include assessments, accommodations/modifications, and assistive technology **Practice:** Review examples of IEPs and label all parts of the IEP including parts listed above. **Assessed:** In class activity for students to collaboratively write a draft IEP.

**1.6** Connect subject matter to deaf-related events and experiences to make learning personal, meaningful, and culturally relevant to students.

**Introduced:** Identity issues in middle/high school years for students with hearing loss. **Practice:** In class activity to discuss/find deaf related events, role models, etc. to foster a personal and meaningful to subject matter. **Assessed:** Lesson plan assignment.

**1.7** Differentiate instruction and curriculum access for all students by emphasizing multimodal instruction (auditory, visual, tactile, gestural) activities and incorporating various funds of knowledge from diverse home backgrounds, cultures, styles of learning, and perspectives into curricular activities.

**Introduced:** Addressing California Common Core State Standards, and how to scaffold them and differentiate instruction using multimodal instruction based on student needs.

**1.8** Prepare effective transition plans from birth to age 22 through the IFSP/IEP/ITP/504 Plan with students and their families, including goals for self-advocacy, independent living, post-secondary education, and career assessment and vocational evaluation, with appropriate connections between the school curriculum and life beyond school.

**Introduced:** Discuss planning of transition plans: elementary to middle school, middle school to high school, and high school to beyond. Discuss the differences between IEP and 504. **Practice:** In class activity reviewing examples of and elements in transition plans. **Assessed:** Transition plan assignment.

**TPE 2: Creating and Maintaining Effective Environment for Student Learning:**

**2.4** Recognize and appropriately address instances of intolerance and harassment among students, based on awareness of the diverse cultural and linguistic identity and **intersectionality** among students.

**Introduce:** Address the need for self advocacy skills in students with hearing loss as well as prevalent identity issues in students with hearing loss. **Practice:** In class activity to go through real life scenarios of intolerant or harassment among students and develop plans to address them. **Assessed:** Self advocacy mini assignment.

**2.7** Maintain high expectations for learning with appropriate support for the full range of deaf students (including students who experience language deprivation, behavior, and/or **mental health** and **medical** needs) in the classroom by making effective use of support specialists, other **service providers**, available non-certificated staff, and other community resources.

**Introduce:** Address the need and importance of building a collaborative team to work closely and effectively with all service providers. **Practice:** Review action research project on the effects of teacher collaboration and discuss what that would look like in their classrooms. **Assessed:** In-class activity to develop plan to incorporate that into their classrooms.

**2.8** Provide ongoing opportunities for safe, meaningful social interactions between language-model peers and adults who are deaf, as appropriate to each student's identity.

**Introduced:** Identity issues in the teen years and the importance of positive interactions with language-model peers

**2.9** Utilize and embed collaborative discussions surrounding the unique leadership contributions of positive, diverse Deaf community role models within the classroom to support the development of self-identity and well-being in each deaf student.

**Introduced:** Share importance of leadership contributions of Deaf community role models to positively contribute to the identity issues in middle/high school years for students with hearing loss. **Practice:** In class activity to discuss/find deaf related events, role models, etc. to foster a personal and meaningful to subject matter. **Assessed:** Lesson plan assignment.

### **TPE 3: Understanding and Organizing Subject Matter for Student Learning:**

**3.4** Demonstrate knowledge of **translanguaging** and **transliterating techniques** (ASL-printed English and/or spoken language-printed English) in the delivery of content knowledge.

**Introduced:** Addressing California Common Core State Standards, how to scaffold the standards using (a) spoken language. Intro the utilization translanguaging and transliterating techniques to ensure access to all students who require the strategy

**3.5** Demonstrate knowledge of auditory, tactile and visual accommodation, differentiation, and/or modification of instruction to meet the linguistic, cognitive, social, and emotional needs of each student.

**Introduced:** Discussing best practices in teaching to include strategies and techniques that utilize various modalities including auditory, tactile and visual accommodations as well as differentiation to meet the needs of each student.

**Practice:** In class activity to develop and practice strategies using various student profiles.

**3.6** Construct accessible learning experiences that incorporate use of **auditory, tactile, and visually** assistive materials, resources, and technology to facilitate meaningful and authentic learning for all students.

**Introduced:** Discussing best practices in teaching to include strategies and techniques that utilize various modalities including auditory, tactile and visual accommodations as well as differentiation to meet the needs of each student.

**Practice:** In class activity to develop and practice strategies using various student profiles. **Assessed:** Lesson plan assignment.

**3.8** Use current culturally relevant and appropriate deaf-related materials (literature, linguistics, culture, anthropology), to foster a healthy positive identity.

**Introduced:** Share importance of using culturally relevant and appropriate deaf-related to positively contribute to the identity issues in middle/high school years for students with hearing loss. **Practice:** In class activity to review deaf-related materials to foster a personal and meaningful connection to subject matter and identity. **Assessed:** Lesson plan assignment.

### **TPE 4: Planning Instruction and Designing Learning Experiences for All Students:**

**4.1** Demonstrate the ability to design and implement effective individual, social, academic, cognitive, and language learning activities using appropriate auditory/tactile/visual strategies for diverse learners all ages (birth to 22) taking into

account different backgrounds, learning preferences, and learning environments while using essential elements of instruction that are culturally relevant, data driven, and standards-related.

**Introduce:** Discuss various assessments, formal and informal, to design and implement language learning activities that use a multimodal approach for diverse learners. **Practice:** In class activity to show how you can align students individual needs to standards based instruction.

**4.2** Understand and apply knowledge of typical and atypical language development (signed, spoken, and written) among deaf students, to help inform instructional planning and learning experiences.

**Introduce:** Discuss typical and atypical development among deaf students in middle/high school and how that affects their access to the curriculum. **Practice:** In-class activity to develop strategies and techniques to address language delays in middle/high school students with hearing loss. **Assessed:** Lesson plan assignment.

**4.3** Design reasonable language and content objectives and benchmarks for instruction implementation and conducting ongoing assessment to strengthen the interconnectedness of academic content areas, critical thinking and language scaffolding using a variety of resources (ESL and ELL techniques, ASL/English bilingual strategies) accessible to all learners.

**Introduce:** Discuss various assessments, formal and informal, for middle/high school and how to use the outcomes to develop lesson plans that connect student's needs with academic content and language so all learners can have access to the curriculum. **Practice:** In-class activity to develop strategies and techniques to address language delays in middle/high school students with hearing loss taking into account ESL and EL techniques and ASL/English bilingual strategies.

**4.4** Plan and design instruction that develops students' self-advocacy skills and learning needs from ages birth to 22.

**Introduced:** The role of self advocacy in learning – focus on DHH **Practice:** Find and list resources, including online apps, that provide support in self advocacy, specifically students/teens who are DHH. **Assess:** Write self advocacy IEP goals for the student in scenario who are DHH

**4.5** Access resources for planning and instruction, including the expertise of Deaf, hard-of-hearing and deafblind communities and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

**Introduced:** Share importance of leadership contributions of Deaf community role models to positively contribute to the identity issues in middle/high school years for students with hearing loss. **Practice:** In class activity to discuss/find deaf related events, role models, etc. to foster a personal and meaningful to subject matter. **Assessed:** In class activity to develop a plan on how to include resources for their future students.

### **TPE 5: Assessing Student Learning**

**5.1** Apply knowledge of federal and state special education laws and regulations, assessment terminology, legal provisions, and ethical principles in selecting, adapting, administering, interpreting, and explaining **assessments** for placement and progress monitoring.

**Introduced:** Triangulation, determining the needs of students eligible for transition. **Practice:** Read Triangulated IEP Transition Goals (Peterson et al) note the importance of assessments. **Assessed:** Given a case study student create a transition plan

**5.6** Evaluate and design, with the interdisciplinary team, a high school transition plan that includes language and communication skills to enhance self-advocacy, access and independence.

**Introduced:** Discuss in depth the high school transition plan that includes language and communications skills to enhance self advocacy, access, and independence for students with hearing loss beyond high school. **Practice:** In class activity reviewing examples of and elements in transition plans. **Assessed:** Transition plan assignment.

### **TPE 6: Developing as a Professional Educator**

**6.1** Demonstrate knowledge of the history of deaf education including trends, philosophies, and legal foundations, and the ways in which these issues continue to positively and negatively influence policy and practice today.

**Practiced:** In class activity discussing deaf educational policies and the on going impact on expectations, technology and edicatonal policies

**6.3** Demonstrate the ability to work collaboratively with families, support providers, general education professionals, community agencies and the Deaf community, recognizing and respecting their roles and responsibilities in meeting the needs of students.

**Introduce:** Address the need and importance of building a collaborative team to work closely and effectively with all service providers to meet the needs of students.

**Required Reading- \*\*All Required Reading Will Be Provided\*\***

- Bowers, L., McCarthy, J., Schwarz, I., Dostal, H, Wolbers, K. (2014). Examination of the spelling skills of middle school students who are deaf and hard of hearing. *The Volta Review*, 114(1), 29-54.
- Cook, L., Friend, M., Hurley-Chamberlain, D., Shamberger, C. (2010). Co teaching: An illustration of the complexity of collaboration in special education. *Journal of Educational and Psychological Consultation*, 20(1), 9-27.
- Eriks-Brophy, A., Durieux-Smith, A., Olds, J., Fitzpatrick, E., Duquette, C., Whittingham, J. (2012). Communication, academic, and social skills of young adults with hearing loss. *The Volta Review*, 112(1), 5-35.
- Jacobs, P., Brown, M., Paatsch, L. (2012). Social and professional participation of individuals who are deaf: Utilizing the psychosocial potential maximization framework. *The Volta Review*, 112(1), 37-62.
- Kemmerly, M., Compton, M. (2014). Are you deaf or hard of hearing? Which do you go by: Perceptions of identity in families of students with hearing loss. *The Volta Review*, 114(2), 157-192.
- Kent, B.A. (2003). Identity issues for hard of hearing adolescents aged 11,13,and 15 in mainstream settings. *Journal of Deaf Studies and Deaf Education*, 8(3).
- Luke, S., Schwartz, E. (2007). Assessment and accommodations. *Evidence for Education*, 2(1).
- Marschark, M. (1993). Psychological Development of Deaf Children. Oxford University Press, Inc.
- Mazzoni, M. (2015). Planning for transition to adult life: The time is now! *The Special Edge*, (28)3
- Peterson, L., Burden J, Sadaghat, J.,Gothberg, J., Kohler, P. and Coyle, J (2013) *Teaching Exceptional Children* 45 (6)
- Rekkedal, A. (2012). Assistive hearing technologies among students with hearing impairment: Factors that promote satisfaction. *Journal of Deaf Studies and Deaf Education*, 17(4):499-517.
- Wright, P., Wright, P., O'Connor, S. (2015). Wright's law: All about iep's.

**Class Attendance and Participation Rubric**

**Attendance Class Attendance & Participation Rubric:** 1 point will be allotted for the attendance to each session. Half of the attendance point may be subtracted for late arrivals or early exits. Candidates are graded on how they actively respond to instruction, questions, & answers for 1 point may be earned for each session. After each session the professor grades candidate participation based on the quality of contribution. Any distraction by the use of tech devices, during any portion of the class session, will conclude with a score of 0 for participation.

**IF YOU ARE ABSENT OR LATE TO CLASS! 0 pts. for each absence. Participation points may be earned if the candidate investigates what they missed during the session and writes out a review of the major facts taught and discussed in class. .5 points per double spaced (12 pt. font) page may be earned. Up to 2 point may be restored between the participation grade and activity point, depending upon quality of content. This must be turned in before the start of the next class session. Anything later will not restore points.**

- **Tardiness:** Some of the most important announcements are made during the first 15 minutes of class; therefore, it is critical that you arrive to class on time. Please see me as soon as possible if you are experiencing personal difficulties with getting to class on time. On those occasions when you are late, please check with a classmate to see what information or announcements you may have missed.
- **Peer Support:** Please exchange phone numbers and/or email addresses with your classmates/colleagues for mutual help and support. Find a friend who will read and edit your assignments with you. If you're absent, check in with a classmate and meet to discuss what you've missed.
- Please see MSMU's policy on attendance: <http://msmu.smartcatalogiq.com/en/2018-2020/2018-2020-Catalog/Academic-Policies-and-Procedures/General-Information-for-Undergraduate-Programs/Attendance>

- **Online Learning:** While attending classes online your attendance is required visually as well as auditorily. Cameras are to remain on unless you are excused by the course instructor. You will be marked as absent if your computer camera is turned off.

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

List exams, presentations, essays, etc. including relative weight of components in points and/or percentages

### *Course Structure*

This course will consist of the following components:

1. **PowerPoint Presentations:** These presentations will include outlines of text and voice lecture related to the topic(s) for that week.
2. **Text and Supplemental Readings:** Readings will be assigned from texts and additional readings that will be found on Canvas. These items may be downloaded and printed out by the candidates. Students are responsible for the readings as assigned and should come to class prepared to discuss the content. Information, sources and electronic documents will be made available to students as needed for this class. Access to the Internet is required and provided on the JTC campus.
3. **Discussion:** Candidates are expected to engage instructor and each other in a thorough, ongoing discussion of critical issues in the field and to cite readings and experiences to support their thinking.
4. **Projects, Readings, and Assignments:** Candidates will complete various readings, projects, and assignments integrating concepts throughout the course with skills learned in previous courses, practicum, and professional experience.
5. **Field Observations:** Candidates will observe and document the language of: students who have typical language, students who are English learners and students who have a hearing loss.

APA: Candidates will utilize the APA style in all assignments. The following is a resource:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

### *Assignments and Grading*

#### **Participation Points:**

A total of 3 participation points can be earned for each class. Participation rubric listed below.

**Total Points: 25**

#### **Transition Plan: High School Student**

Will write a 3-5 page essay on a case study of a high school student and how you, as the professional, will help the student transition from high school to 'real life.' Review the Peterson et al (2013) on Triangulation – assessments, student interests and standards to determine the best way to support the student's transition plan goals

Information and rubric will be given at a later date.

**Total Points: 50**

#### **Assessment Report**

You will be given copies of 3-4 assessments that were administered to DHH student. Using the assessments, you must write a report to present to the IEP team discussing the outcomes of the assessments, student's strengths and challenges in their language development, auditory comprehension, and self-advocacy skills as well as provide proposed goals based on the assessment results.

Additional information and rubric will be given at a later date.

**Total Points: 50**

#### **Self-Advocacy Mini-Assignment**

Using the "Advocacy in Action" skills tracker, select a Self-Advocacy Skill for high school students. Develop a lesson for selected skill for a student with hearing loss in high school. Follow the lesson plan template provided.

Additional information and rubric will be given at a later date.

**Total Points: 25**

**Lesson Plan**

Using the lesson plan format provided design select two subjects [ a)ELA 6-12, b) Literacy in History/Social Studies, Science, Technical Subjects and/or c) Mathematics- Higher Courses] for a middle school or high school student with hearing loss. The lessons must be connected or related to students and include opportunities for the students' funds of knowledge to be mined. Objectives should reflect work towards grade level standards. Accommodations, modifications, scaffolding, etc. for students with hearing loss must be included.

Additional Information and rubric will be given at at later date.

**Total Points: 50**

<i>Grading and Evaluation Standards</i>			
A	96 - 100	B-	83 – 84
A-	93 - 95.9	C+	78 – 82.9
B+	88 - 92.9	C	75 - 77.9
B	85 - 87.9	C-	73 - 74.9
		F	BELOW 73.0

**PLEASE NOTE:** *\*\* You must maintain a GPA of no less than B- or 85% each semester to remain in the program*

**Late assignments** will be marked in Canvas and 1 point deleted for each day they are late. **If you are having difficulty understanding the assignment or have an unexpected turn of events in your life please contact me prior to the due date and time so that I can extend your time.**

**Format:** Please submit all assignments using a Microsoft/word/excel/powerpoint format.

**Academic Integrity:** A violation of academic integrity is any instance when a student attempts to pass off someone else's words as their own, no matter where s/he found those words or ideas, and no matter where these ideas are presented. Always give credit to the source of your material via quotes and citation. The following academic violations will result in an F on the assignment and or an F on both the assignment and the course.

**Cheating:** Cheating is the unauthorized use of attempted use of material information, study aids, devices or communication during an academic exercise such as a test/ final exam.

**Plagerism:** Plagerism is the act of presenting another person's ideas, research or writings as your own.

**APA:** Please use the APA format when writing papers. The link below describes APA formatting.  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)



	<i>Class Schedule and Topics</i>	<i>Required Readings</i>
<b>Week 1</b> 1/22/21	<ul style="list-style-type: none"> <li>- All About the IEP</li> <li>- Assessments</li> <li>- Accommodations/Modifications</li> <li>- Assistive Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Wright, Peter, Wright Pamela, O'Connor, Sandra, 2015, Wrights Law: All About the IEP <ul style="list-style-type: none"> <li>• Chapters 4-6</li> </ul> </li> <li>• Article, "Assessments &amp; Accommodations"</li> <li>• Article, "Assistive Hearing Technologies Among Students with Hearing Impairment: Factors That Promote Satisfaction"</li> </ul> <p style="text-align: center;">- Review Assessment Report assignment rubric - <b>Assignment Due February 5, 2021</b></p>
<b>Week 2</b> 2/5/21	Planning for Transitions: <ul style="list-style-type: none"> <li>- Elementary to Middle School</li> <li>- Middle School to High School</li> <li>- High School to Beyond</li> <li>- The importance of safe positive interactions with language model peers themselves deaf</li> <li>- IEP vs 504</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.catransitionalalliance.org/docs/49-TransitionPlanningTheBasicsFall2017_104201794951.pdf">http://www.catransitionalalliance.org/docs/49-TransitionPlanningTheBasicsFall2017_104201794951.pdf</a></li> <li>• Article, "Middle School 101"</li> <li>• Article, "Capturing What Matters Most"</li> <li>• Article, "Planning for Transition to Adult Life: The Time is Now!" The Special Edge, Volume 28, No. 3, Summer 2015</li> </ul> <p style="text-align: center;">- Review Transition Plan assignment rubric - <b>Assignment Due March 5, 2021</b></p>
<b>Week 3</b> 2/19/21	Psychological Development of Deaf Children <ul style="list-style-type: none"> <li>- The Early Years</li> <li>- Social and Personality Development During the School Years</li> </ul>	<ul style="list-style-type: none"> <li>• Marschark, M., 1993 "Psychological Development of Deaf Children" <ul style="list-style-type: none"> <li>○ Chapters 3 &amp; 4</li> </ul> </li> <li>• Article, "Communication, Academic, and Social Skills of Young Adults with Hearing Loss"</li> </ul>
<b>Week 4</b> 3/5/21	Typical vs atypical development in middle school and high school	<ul style="list-style-type: none"> <li>• Article "Hard of Hearing In Middle and High School Adolescents and Identity Construction"</li> <li>• Article "Identity Issues for Hard-of-Hearing Adolescents Aged 11, 13, and 15 in Mainstream Settings"</li> <li>• Article, "Are You Deaf or Hard of Hearing? Which Do You Go by: Perceptions of Identity in Families of Students with Hearing Loss"</li> </ul>
<b>Week 5</b> 3/26/21	CA Common Core State Standards 6-12 <sup>th</sup> grade <ul style="list-style-type: none"> <li>- English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</li> <li>- Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf">https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf</a></li> <li>• "Strategies that Work" Chapters 1-5 and the chapter you select for your Language Arts Lesson</li> <li>• Article, "Examination of the Spelling Skills of Middle School Students Who Are Deaf and Hard of Hearing"</li> <li>• <a href="https://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf">https://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf</a></li> </ul> <p style="text-align: center;">- Review Lesson Plan assignment rubric - <b>Assignment Due May 3, 2021</b></p>
<b>Week 6</b> 4/9/21	Self-Advocacy for Students with Hearing Loss	<ul style="list-style-type: none"> <li>• Article, "Social and Professional Participation of Individuals who are Deaf: Utilizing the Psychosocial Potential Maximization Framework"</li> </ul>
<b>Week 7</b> 4/23/21	Building a Collaborative Team <ul style="list-style-type: none"> <li>- Working with families, general education teachers, service providers, community agencies, and students for instructional planning and transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Action research project: Teacher Collaboration and It's Effects on the Classroom Participation of Deaf/Hard of Hearing Students in an Inclusive Setting</li> <li>• Article, "Co-Teaching". An Illustration of the Complexity of Collaboration in Special Education"</li> </ul>

<i>Grade</i>	<i>Student Participation Rubric</i>
3	<ul style="list-style-type: none"> <li>• Comes to class prepared and is actively attentive throughout class</li> <li>• Contributes readily to conversation with thoughtful comments, but does not dominate</li> <li>• Thoughtful contributions that advance discussions</li> <li>• Shows interest in and respect for others' views</li> <li>• Listens attentively and takes notes</li> <li>• Participates actively in small groups</li> </ul>
2-1	<ul style="list-style-type: none"> <li>* Comes in late or leaves class early.</li> <li>• Minimal participation or collaboration during discussions or group work.</li> <li>• Relies on personal opinions or memories for discussion, vs. evidence/data</li> <li>• Interrupts instruction with digressive questions or comments</li> <li>• Behaviors are disruptive or distracting to neighbors</li> <li>• Interrupts or does not attend to the contributions of other students</li> <li>• Participates in a disruptive manor or dominates discussions</li> <li>• Ignores the cues given by the instructor or fellow students</li> <li>• Comes to class unprepared</li> </ul>

***Mount Saint Mary's University Department of Education Candidate Dispositions Statement***

Mount Saint Mary's University assesses candidates' *dispositions* in addition to their knowledge and skills. This approach is in keeping with a national trend in which candidates are expected to demonstrate an orientation to learning that supports student achievement. Specific dispositions are determined by each teacher preparation program.

MSMU Education Candidates are expected to:

1. Demonstrate classroom behaviors consistent with fairness and the belief that all students can learn
2. Demonstrate respect for children, families, communities, colleagues, and supervisors
3. Conduct and represent oneself in a professional manner (including dress, behavior, and attitude)
4. Exemplify ethical behavior and integrity
5. Engage in self-reflective practice and professional growth
6. Attend to deadlines, punctuality, attendance and participation expectations
7. Follow coursework and fieldwork assignment directions given by instructors and advisors
8. Receive and make use of constructive feedback from instructors and advisors with openness and interest in improvement
9. Follow through with suggestions and/or direct instructions from instructors, advisors, and University staff
10. Be engaged and collaborative during discussions and activities required by courses and fieldwork experiences
11. Communicate clearly (both orally and in writing) with University staff, instructors, and advisors
12. Reflect the expected dispositions in work with students, families, and communities

At Mount Saint Mary's University, we follow a process of formative feedback in relationship to dispositions:

1. We believe that candidates' approach to all aspects of their teacher preparation program (advisement, in class experiences, fieldwork experiences, and communication with MSMU faculty and staff) are appropriate evidence upon which to base assessment.
2. All candidates are apprised of the MSMU Candidate Dispositions in order to ensure full transparency of expectations.
3. All candidates are apprised/reminded that they will be evaluated on the expected dispositions via the Education Department's newsletter.
4. In order to support candidates to be successful in the program, candidates will receive a Notice of Concern if an issue surfaces indicating expectations are not being met.

If an acknowledged pattern of concern develops that is not remedied by the candidate, a candidate may be dismissed from the teacher preparation program and/or MSMU may determine not to sponsor the candidate's application for a teaching credential with the State. This could occur irrespective of how much of the program requirements have been completed.

## *MSMU University and Education Department Policies*

**Academic Integrity:** Candidates are expected to adhere to the MSMU statements on Academic Integrity published in the MSMU catalog, which is available online.

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

**Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Graduate Student Handbook, which is available online.

**Internet Courseware Platform:** It is important to be able to use the *Angel* system to access lessons and templates, discussion boards, and other class information. All work for online courses should be submitted online through *Angel*. Please ask for assistance if you are experiencing difficulties in posting.

### **Online Participation**

It is your responsibility to check out all online components of each course ahead of time, and to verify that your personal computer is compatible with course requirements. Keep in mind that technology is variable and may not always work. Plan ahead to submit your work in a timely fashion. Do not wait until the last minute to submit your work. You are required to have an alternative back-up plan that allows you to have access to a reliable, functioning computer somewhere else in case of power black outs, technology problems, etc. When posting on the discussion forum, please use "Netiquette:" Be polite and respectful, use professional grammar and correct spelling (use Spell Check), don't write in all caps (it feels as if you're shouting), don't write in exotic fonts, and be sure to sign your name.

**Students with Disabilities:** Mount Saint Mary's University Los Angeles, in compliance with state and federal laws and regulations, does not discriminate on the basis of disability in administration of its education related programs and activities. We have an institutional commitment to provide equal educational opportunities for disabled students who are otherwise qualified. Students with documented disabilities must see Brandon Roberson, Director of the Doheny Learning Resource Center, to make arrangements for classroom accommodations. It is the responsibility of the student to obtain accommodation letters from the director and to make arrangement for the implementation of accommodation with faculty and/or staff in advance. Students who believe they have been subjected to discrimination on the basis of disability or have been denied access to services or accommodations required by law, should contact the campus Disability Services Coordinator at his/her campus for resolution. For more information regarding disability grievance procedures, go to [msmu.edu/disabilitygrievanceprocedures](http://msmu.edu/disabilitygrievanceprocedures).

**Learning Resource Center:** Contact the Doheny or Chalon Learning Resource Centers to arrange personal tutoring or assistance according to your needs at (213) 488-2692.

**Absences:** Regular attendance is especially important in the JTC/MSMU DHH Graduate Program, since each class, experience, assignment, and discussion build on every one that comes before, using a spiral curriculum model. **Students who miss more than 20% of the instructional time in any one course may be administratively dropped from the course.** This represents and is in accordance with the University policy as stated in the MSMU catalog.

## *University Policies*

- i. *University PPE Policy:* All students must comply with the University personal protective equipment (PPE) policy while on campus. Non-compliant students will not be allowed to stay in class.
- ii. *University attendance policy (Recommended):* <http://msmu.smartcatalogiq.com/en/2018-2020/2018-2020-Catalog/Academic-Policies-and-Procedures/General-Information-for-Undergraduate-Programs/Attendance>
- iii. *Academic integrity policy, such as:*  
All degree candidates are expected to adhere to the MSMU statements on Academic Integrity (AI) in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review.
- iv. *Academic freedom statement, such as:*  
For faculty, academic freedom in research, teaching, and publication is fundamental to the advancement of truth and learning. Freedom of thought and expression is essential to fulfill the mission, and obligations, of academics and educators.

The student has the freedom to express ideas that differ from any interpretation or any viewpoint presented by an instructor. In exercising this freedom, there should be no disruption of the academic process of the class.

The student has the right to be evaluated accurately and fairly on academic performance as outlined by the instructor at the beginning of the course. The student has the right to discuss and review any academic performance with instructors. A student who believes that an evaluation was made on a basis other than academic performance has the right to an appeal procedure. (For appeal procedures, see Student Handbook).

v. *Disability Statement:*

Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at [disability@msmu.edu](mailto:disability@msmu.edu).

**Please be advised that this class may be audio- or video-recorded as an accommodation under the American with Disabilities Act, but only with prior permission from Disability Services and the instructor. Students may only use such recordings for personal use; no posting or further distribution or use is permitted.**

vi. *Student credit hour policy:*

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out- of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours

Taken from: <http://msmu.smartcatalogiq.com/en/2016-2018/2016-2018-Catalog/Academic-Policies-and-Procedures/General-Information-for-Undergraduate-Programs/Student-Credit-Hour>

THIS SYLLABUS IS LIABLE TO CHANGE AT ANY TIME DURING THE SEMESTER