



### DHH: Introduction to Learners with Deafblindness EDU 219

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January 11 – May 7, 2021 (class meets every other week)

1:30 – 3:30 PM

### Course Description

This course is a seminar led by a professional in the field introducing deafblindness as a unique disability requiring specialized assessment and teaching strategies. Students will understand the development of the eye and the ways in which the degree of deafblindness impacts educational access. The seminar provides suggestions for strategies to encourage the active participation of students in educational activities and the role that multiple communication partners play in the everyday life of deafblind students. The importance and relevance of an interdisciplinary team and coordinating, collaborating, communicating and partnering with other agencies, parents, teachers and service providers will be examined.

Theory, practice, and research are integrated into activities designed to provide D/HH education specialists with a multiplicity of strategies and techniques for working with students, paraeducators, general educators, and related services personnel across the spectrum of education. This course stresses the physiology of blindness, the spectrum of deaf blindness, the etiology of deafblindness and the implementation of appropriate strategies to assist teachers of the deaf work within an interdisciplinary team to meet the needs of children and youth who are deafblind. This course will include the accommodations that early intervention families and school aged students who are deafblind need in order to communicate and access learning to its greatest potential. This includes understanding the accommodations and modifications a child/student who is deafblind needs in order to access their education.

The course is a seminar class and will include a culminating project.

### Course Purpose

**Initial Program:** Meets part of the CCTC 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 MSMC mission. Faculty have developed a plan to assess the student learning outcomes that represent the knowledge, skills and attitudes expected of MSMC’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 College.

**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:

- MSMC Graduate Program Learning Goals and Student Learning Outcomes
- 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)

**Commission on 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 ASL and English.

Introduced: Developing and maintaining environments that foster presymbolic communication and symbolic language modes of communication is embedded into all aspects of course.

Practiced: Hands-on practice of communication techniques used by deafblind learners included in Session #4.

1.7 Differentiate instruction and curriculum access for all students.

Introduced: Throughout the course multiple strategies are explored for meeting the specialized needs of all learners through individualized instruction.

Practiced: In-class deconstruction of basic concepts.

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

2.3 Establish, maintain, and monitor an inclusive environment which cultivates language equity.

Introduced: Developing and maintaining language-rich environments that foster all applicable modes of communication is embedded into all aspects of course.

2.4 Recognize and appropriately address instances of intolerance among students.

Introduced: Introduced in Session #1: Heterogeneity of the population and etiologies of deafblindness.

2.7 Maintain high expectations for learning the appropriate support of deaf students.

**Introduced:** All learning in the course stresses capacity-based approaches that include maintaining high expectations for all learners.

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

3.6 Construct accessible learning experiences that incorporate use of auditory, tactile, and visually assistive materials.

**Introduced:** All sessions included information on maximizing avenues for sensory access in all areas of the academic program.

**Practiced:** In-class discussion of strategies to ensure access for all learners.

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

4.5 Access resources for planning and instruction, including the expertise of Deaf, hard of hearing, and deafblind communities.

**Introduced:** All learning in the course stresses utilization of resources through the national deafblind network to support deafblind learners.

**Practiced and Assessed:** Final project addresses IEP and program quality indicators.

4.7 Coordinate, collaborate, co-teach, and communicate effectively with other agencies.

Introduced: Collaborative planning, instruction and assessment to meet the specialized needs of deafblind learners is stressed in all areas of the course.

**Practiced:** In-class discussions on collaborative teaming and coordination.

**Assessed:** Final project addresses collaborative teaming and coordination to ensure consistency across educational disciplines.

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

5.2 Gather relevant information from IFSP, IEP, ITP, and 504 plans for differentiated instruction.

Introduced: Included in class lectures and discussions in Sessions #3, #5, and #7.,

Practiced: In-class discussions on informal and formal assessment strategies and IEP quality indicators.

Assessed: Assessed in concept development assignment.

5.6 Evaluate and design, with the interdisciplinary team, a high school transition plan.

Introduced: Introduced in lecture and reading (Zatta & McGinnity) for Session #5.

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

6.7 Demonstrate knowledge of deafblind as a unique disability requiring specialized assessment and teaching strategies.

Introduced: Meeting the unique and specialized needs of deafblind learners is embedded into all aspects of course.

Practiced: All in-class discussions and activities address the specialized assessment and teaching strategies for deafblind learners.

Assessed: Specialized assessment and teaching strategies are assessed in all four course assignments.

## **Course Objectives**

1. Learner will have knowledge of the various definitions of deafblindness, the history of the field of deafblindness, and the prevalence of deafblindness.
2. The learner will be able to identify the most prevalent causative factors of deafblindness.
3. The learner will understand essential information about distance sensory impairments and how these impairments can impact all areas of development in students who are deafblind.
4. The learner will be able to identify resources that are available to assist with the education of students who are deafblind.
5. The learner will understand educational service needs and educational service provision for students who are deafblind, including the importance of a team approach.
6. The learner will have an understanding of how to develop effective partnerships with families of individuals who are deafblind and assist them to develop and maintain personal future's planning for their child who is deafblind.
7. The learner will understand the vital interrelationship of communication, concept development, and movement for students who are deafblind.
8. The learner will understand the importance of an ecological approach in the education of students who are deafblind.
9. The learner will understand the basic nature of communication and how individuals develop the ability to communicate.
10. The learner will understand how communication development can be affected by deafblindness and how to encourage communication development.
11. The learner will have knowledge of communication modes, systems, and devices for use with students who are deafblind, including how to select and design these modes, systems, and devices appropriately.
12. The learner will understand important concepts in assessing communication and learning skills of students who are deafblind.
13. The learner will understand basic instructional strategies to help children and youth who are deafblind develop concepts and communication skills.

### **Student Learning Outcomes**

- Demonstrate knowledge of the history of various theories and perspectives regarding language development, and the functional and structural components of language in the typically developing child.
- Demonstrate knowledge of the major theories of language development and the implications of these theories for teaching deaf and hard of hearing children from diverse backgrounds in coursework.
- Demonstrate and apply knowledge of the characteristics of parent/caregiver interactions in natural settings and the implications for language development and phonological and morphological structure of English for infants and toddlers who are deaf/hard of hearing from diverse backgrounds.

- Integrate knowledge about the typical and atypical stages/processes of language development from birth through five in diverse populations, with attention to families from non-English speaking homes.
- Demonstrate their understanding of the impact of hearing loss on language development in young children including those from diverse backgrounds and the ways that language influences and impacts literacy development.
- Demonstrate their understanding of the progression children and then youth make from language acquisition, phonological development, learning to read and reading to learn.
- Demonstrate an understanding of the stages of life development and the varying needs in language and literacy of learners as they progress from birth through the teenage years

**Required Texts:** There are no required textbooks for this course. Readings will either be available online or uploaded to CANVAS.

**Attendance Class Attendance & Participation Rubric:** One 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 one 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 zero for participation.

**IF YOU ARE ABSENT OR LATE TO CLASS!** Zero 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 1.5 points 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 your instructor 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. online sources and additional readings that will be uploaded to Canvas. These documents 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.
2. **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.
3. **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.
4. **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

*Rubrics for each assignment will be posted with the assignment. General rubrics are attached to this syllabus in Canvas.*

Graded Assignments	Points
a. Assignment: Overview of etiology of deafblindness, including impact on sensory systems and implications for educational programming.	Etiology assignment = 15 points
b. Assignment: Deconstruction of basic concepts to develop instructional units and goals.	Basic concepts

<p>c. Assignment: Reading reflection on assessment considerations addressed in What does 'Follow the child' mean? by Brown.</p> <p>d. Final Project: Application of Classroom Observation Instrument document <u>or</u> IEP Quality Indicators document.</p>	<p>assignment = 15 points</p> <p>Reading reflection assignment = 20 points</p> <p>Final project = 30 points</p> <p>Attendance = 8 points</p> <p>Class participation = 12 points</p>
<b>Total Points</b>	<b>100</b>

### Grades and Evaluation Standards

Passing Grades	Failing Grades
<p>A 95 – 100</p> <p>A- 90 – 94.9</p> <p>B+ 88 – 89.9</p> <p>B 84 – 87.9</p> <p>B- 80 – 83.9</p>	<p>C+ 78 – 79.9</p> <p>C 74 – 77.9</p> <p>C- 70 – 73.9</p> <p>F BELOW 70.0</p>

**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 one 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 in MS Word or PDF 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 us of mateial information, study aids, devices or communication durin 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)



**Class Schedule – Eight Classes and Final**

#	Date	Topic	Knowledge and Skills	Due
1	01/15	<b>Course introduction</b> Syllabus/requirements Overview of deafblindness, the population, and etiologies	Impact of deafblindness on learning, communication, and active engagement; heterogeneity of the population; most common etiologies of deafblindness  <b>ASSIGNMENT:</b> Overview of etiology of deafblindness, impact on sensory systems, and implications for educational programming.	<b>Reading</b> <b>Read:</b> Chapter 1 – Foundations, from <i>Deafblindness: Educational Service Guidelines</i> by Riggio & McLetchie (will be uploaded on Canvas) <b>Review:</b> 2018 National Deafblind Child Count <a href="https://www.nationaldb.org/media/doc/2018_National_Deaf-Blind_Child_Count_Report_FINAL_a.pdf">https://www.nationaldb.org/media/doc/2018_National_Deaf-Blind_Child_Count_Report_FINAL_a.pdf</a>
2	01/29	<b>How the visual system works and what can go wrong</b>	Anatomy of the eye and the visual pathway; types of visual impairment; common eye conditions associated with CHARGE syndrome, Usher syndrome, and Down syndrome;	<b>Reading</b> <b>Read:</b> <i>Visual impairment: An Overview</i> (Family Connect, a project of the American Printing House for the Blind) <a href="https://www.familyconnect.org/info/after-the-diagnosis/working-with-medical-professionals/visual-impairment/135">https://www.familyconnect.org/info/after-the-diagnosis/working-with-medical-professionals/visual-impairment/135</a> <b>Scan:</b> <i>Glossary of Eye Conditions</i> (American Foundation for the Blind) <a href="https://www.afb.org/blindness-and-low-vision/eye-conditions">https://www.afb.org/blindness-and-low-vision/eye-conditions</a>

				<p><b>Scan:</b> <i>Specific Eye Conditions, Corresponding Impact on Vision, And Related Educational Considerations</i> (Texas School for the Blind and Visually Impaired)  <a href="https://www.tsbvi.edu/eye-conditions">https://www.tsbvi.edu/eye-conditions</a></p> <p><b>Read:</b> <i>Overview of Learning Media Assessment</i> (Paths to Literacy)  <a href="https://www.pathstoliteracy.org/overview-learning-media-assessment">https://www.pathstoliteracy.org/overview-learning-media-assessment</a></p> <p><b>DUE:</b> Overview of etiology of deafblindness, impact on sensory systems, and implications for educational programming assignment.</p>
3	02/12	<b>Access to the curriculum and the role of interveners</b>	The role of interveners in educational settings; deafblindness as a disability of access;	<p>Readings  Read: <i>The State of Intervenors in the State of California: A 2019 Update</i> by Belote  <a href="http://files.cadbs.org/200002709-6605c66ffa/reSourcesSummer2019Print.pdf">http://files.cadbs.org/200002709-6605c66ffa/reSourcesSummer2019Print.pdf</a></p>
4	02/26	<b>Communication: Pre-symbolic communication systems to tactile signing</b>	Foundations of pre-symbolic communication; tactile communication modes; tactile signed communication; motor considerations when choosing signs and symbols	<p><b>Reading</b>  Go to the <i>Communication Basics</i> section of the <i>Educational Practices</i> page on the National Center on Deaf-Blindness website:  <a href="https://www.nationaldb.org/info-center/educational-practices/#communication-basics">https://www.nationaldb.org/info-center/educational-practices/#communication-basics</a>  Choose one resource from the <i>Building Communication Through Conversation</i> heading and one resource from the <i>Overview of Communication Methods</i> heading. If applicable, choose resources that have some relevance to a student you currently serve or a student from your fieldwork experience. Be prepared to integrate the content of your two resources into the class discussion.</p>
5	03/19	<b>Concept development,</b>	Impact of deafblindness on the	<b>Reading</b>

		<p><b>literacy, and transition to adult life</b></p>	<p>development of basic concepts; foundations of emergent literacy; basic structure of braille; key considerations for transition planning and IEP/ITP development</p> <p><b>ASSIGNMENT:</b> Deconstruction of basic concepts to develop instructional units and goals.</p>	<p><b>Read:</b> <i>Critical issues in the lives of children and youth who are deafblind</i> by Nelson &amp; Bruce (American Annals of the Deaf) (will be uploaded to Canvas) Overview: <i>Steps to Literacy</i> webpage <a href="https://documents.nationaldb.org/StepstoLiteracy-Updated2020.pdf">https://documents.nationaldb.org/StepstoLiteracy-Updated2020.pdf</a> <b>Read:</b> <i>An overview of transition planning for students who are deafblind</i> by Zatta &amp; McGinnity (American Annals of the Deaf) (will be uploaded to Canvas)</p>
6	TBD	<p><b>Movement, and orientation &amp; mobility</b></p>	<p>Impact of deafblindness on early movement; collaboration with physical therapists, occupation therapists, adapted P.E. specialists, and orientation &amp; mobility specialists; foundations of orientation &amp; mobility for classroom and itinerant teachers</p>	<p><b>Reading</b> <b>Read:</b> Slide Presentation: Understanding the basics of orientation and mobility skills. In <i>Introduction to orientation and mobility for interveners</i> by Tellefson et al. <i>Open hands, open access: Deaf-blind intervener learning modules</i>. National Center on Deaf-Blindness. <a href="https://www.nationaldb.org/products/modules/ohoa/intro-orientation-mobility/LA1/">https://www.nationaldb.org/products/modules/ohoa/intro-orientation-mobility/LA1/</a> <b>Read:</b> Slide Presentation: Learning to move, moving to learn. In <i>Introduction to orientation and mobility for interveners</i> by Tellefson et al. <i>Open hands, open access: Deaf-blind intervener learning modules</i>. National Center on Deaf-Blindness. <a href="https://www.nationaldb.org/products/modules/ohoa/intro-orientation-mobility/LA2/">https://www.nationaldb.org/products/modules/ohoa/intro-orientation-mobility/LA2/</a> <b>Read:</b> <i>Inventory of Purposeful Movement Behaviors</i> by Anthony (will be uploaded to Canvas)</p>

				<b>DUE:</b> Deconstruction of basic concepts to develop instructional units and goals assignment.
7	04/16	<b>Formal and informal assessment strategies</b>	<p>Identification of assessment instruments appropriate for deafblind students; strength-based assessment approaches; informal observation and assessment skills</p> <p><b>ASSIGNMENT:</b> Reading reflection on assessment considerations addressed in What does 'Follow the child' mean? by Brown.</p>	<p><b>Reading</b> <b>Read:</b> <i>Assessing communication and learning in young children who are deafblind or who have multiple disabilities</i> by Rowland (will be uploaded to Canvas) <b>Read:</b> <i>What does 'Follow the child' mean?</i> by Brown <a href="http://files.cadbs.org/200002255-952a79623e/reSources%20Brown%202014.pdf">http://files.cadbs.org/200002255-952a79623e/reSources%20Brown%202014.pdf</a></p>
8	04/30	<b>Teaming and collaboration with related service providers</b>	<p><b>FINAL PROJECT:</b> Application of Classroom Observation Instrument document <u>or</u> IEP Quality Indicators document.</p>	<p><b>Reading</b> <b>Read:</b> <i>Classroom observation instrument for educational environments serving students with deaf-blindness</i> by Taylor, Stremel &amp; Steele. (will be uploaded to Canvas) <b>Read:</b> <i>IEP quality indicators for students with deaf-blindness</i> by Axelrod et al. (will be uploaded to Canvas)</p>

				<b>DUE:</b> Reading reflection on assessment considerations addressed in 'What does 'Follow the child' mean?' by Brown.
				<b>Final project due 11:59 PM Friday, May 7, 2021</b>

<b>Five Hands-On Activities</b>	
1	Create a poster illustrating the stages and components of the linguistic development of a child, birth to 3 years old
2	Create a Phonological Awareness Game-identify the category of P.A. Explain the ways in which this game assists the development of PA and why this is critical for a child with H.L to develop this skill. TPEs- 1.1
3	Select a piece of core expository literature for a 6 <sup>th</sup> grade student. Select vocabulary that you would focus on – what strategies would you use to insure comprehension of the words and of the literature as a whole. Select 4 strategies
4	Choose 3 well known English Idioms, e.g. “It’s raining cats and dogs” and create 3 lessons on how you would facilitate the comprehension of each. Use strategies from Strategies that Work e.g. visualization
<b>Mid Term One Hundred Utterance Analysis – 200 Points</b>	
Identify a child in the preschool with typical hearing. Arrange a “playdate” in a quiet environment with that child. Record your interactions. Analyze the child’s MLU and language levels.	
<b>Final: Center Piece Artifact – 200 Points</b>	
Create a Presentation for co-workers in a middle school setting describing the reasons students with hearing loss need support in comprehension skills. Discuss hearing loss and the skills that learners need in order to become literate.	

The students’ final exam is also their **centerpiece artifact**. In addition to a short answer and objective assessment items, the final will include various scenarios central to language development issues for children who are deaf or hard of hearing. Scenarios are presented to the Candidates as part of the final exam. Most, if not all, of the different aspects of the course to this point are included in the scenarios. Students are asked, given information about four individual preschool children and/or situations (degree of deafness, use of amplification, diagnosis and hearing age, formal and informal language assessment results thus far, play behaviors, cognitive skills, social interaction skills, family information and school experiences) to evaluate what central concerns might be explored, what additional information is needed, what assessments are missing, from which disciplines, what language goals and objectives would be appropriate and what types of language activities would be helpful to meet these goals.

<b>General Assignment Rubric</b>				
<i>Refer to the assignment schedule. Teacher Performance Expectations (TPEs) is listed for each assignment. Canvas outlines each assignment expectations</i>				
<b>Grade/Points</b>	<b>Knowledge of content</b>	<b>Awareness of Issues</b>	<b>Critical Thinking</b>	<b>Utilizes scholarly writing</b>
<b>A</b> 100% - 93%	Student demonstrates a comprehensive grasp of the subject matter. Including an in-depth understanding of the relevant concepts, theories and issues	Student demonstrates a comprehensive awareness of differing viewpoints, including a clear understanding of relevant issues and challenges posed by the students' disability(ies) and culture	Student demonstrates an excellent ability to critically analyze, synthesize & evaluate the critical aspects & challenges that hearing loss brings to the development of language & literacy	The response is written clearly and is free of grammar and spelling mistakes. It reflects college-level writing and critical thinking. Arguments are deeply explored, & past readings/ topics revisited
<b>B</b> 92% - 83%	Student demonstrates a thorough grasp of the subject matter. Including an in-depth understanding of the relevant concepts, theories and issues	Student demonstrates a thorough awareness of differing viewpoints, including a clear understanding of relevant issues and challenges posed by the students disability(ies) and culture	Student demonstrates a good ability to critically analyze, synthesize & evaluate the critical aspects & challenges that hearing loss brings to the development of language & literacy	The response is written clearly, and is free of grammar and spelling mistakes. It reflects college-level writing and critical thinking. Arguments are deeply explored, & past readings/ topics revisited
<b>C</b> 82% - 73%	Student demonstrates a basic grasp of the subject matter. Including an in-depth understanding of the relevant concepts, theories and issues	Student demonstrates a basic awareness of differing viewpoints, including a clear understanding of relevant issues and challenges posed by the students disability(ies) and culture	Student demonstrates a basic ability to critically analyze, synthesize & evaluate the critical aspects & challenges that hearing loss brings to the development of language & literacy	The response is written clearly and is free of grammar and spelling mistakes. It reflects college-level writing and critical thinking. Arguments are deeply explored, & past readings/ topics revisited

<b>Department of Education</b> <b>Candidate Dispositions Statement</b>
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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 College 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 College 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.
5. 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 and Education Department Policies**

**Academic Integrity:** Candidates are expected to adhere to the MSMU statements on Academic Integrity published in the 2010-2012 MSMU catalog, which is available online at <http://www.MSMU.la.edu/catalog/2010-2012/4076.htm>

**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 at <http://www.MSMU.la.edu/graduate-programs/student-handbook.asp>

**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:** MSMU, in compliance with state and federal laws and regulations, does not discriminate on the basis of disability. If you are a student with a documented disability, please see the Director of the Doheny Learning Resource Center Building (#3 on the Doheny Campus), to make arrangements for classroom accommodations. Additional disability related information and policies can be found in the Student Handbook.

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

**Absences:** Regular attendance is especially important in the MSMU/JTC 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.

**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.

### 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