



Master's & Credential Program

EDU 229 DHH

Programming for Families

June 16th to July 2nd

8:30AM- 12PM

Instructors: Bridget Scott- Weich, EdD, LSLs, Cert. AVEd and Angela Stokes, MEd, LSLs, Cert. AVEd

Location: Pre School

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Office hours: Contact Amanda Sanchez to schedule and apt. asanchez@jtc.org

Course Description

This interdisciplinary course is designed to provide opportunities for scholars in a related service & deaf education to collaborate in a week-long summer program for young children ages 18 to 36 months who are deaf along with their parents and or caregivers.

The course provides 15 hours of interdisciplinary practicum experiences in addition to collaborative hours designing parent workshops. The course provides interactions much like one that the scholars will encounter in their professional lives and intends to guide and support the scholars as how to work with families who have a child with special needs, with emphasis on families who have children who are deaf or hard of hearing (DHH). Educators and AuD candidates will demonstrate their knowledge and skills in supporting the grieving process through reflections of observed counseling sessions, within their audiological and educational roles. Student practicums will involve collaborative lesson planning for the toddler class, in which candidates will design multi-modal, culturally sensitive and developmentally appropriate lessons for young children with hearing loss. In addition, AuD candidates and DHH candidates will collaborate in the monitoring the optimal functioning of all hearing technology worn by the children and report findings to parents as necessary.

In addition, candidates will create unbiased presentations for parent classes with information on topics such as *Steps in Language Development* or in *Emergent Literacy*. Information will be based on current evidence-based practice in the education of children with hearing loss whose parents have chosen *listening and spoken language communication*. The parent classes will consist of prepared presentations, related video demonstrations, and succinct handouts. The practicum will also include observation in parentgroups; parent guest speakers; parent mentors; students' written reflections about families' experiences; an understanding of the role of the teacher and audiologist

in perceiving and understanding these issues, working collaboratively with families and issues relating to diversity.

Fieldwork: Students will participate in a minimum of 15 hours of guided fieldwork/practicum with families and their toddlers at John Tracy Center.

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 for TOD Scholars: This course meets the standards for the following organizations in preparing teachers of children who are deaf or hard of hearing:

- MSMU 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)
<https://www.ctc.ca.gov/educator-prep/program-standards>
- Council on Exceptional Children (CEC)
<https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>
- Council on Education of the Deaf (CED)
<http://councilondeafed.org/standards/>

Course Outcomes Aligned with Standards for AuD Scholars:

This course meets the standards for the following organizations in preparing audiologists with a specialization in pediatrics of children who are deaf or hard of hearing:

[American Academy of Audiology \(AAA\)](https://www.audiology.org/publications/guidelines-and-standards)

- o <https://www.audiology.org/publications/guidelines-and-standards>
- [American Speech-Language-Hearing Association \(ASHA\)](https://www.asha.org/Certification/2020-Audiology-Certification-Standards/)
- <https://www.asha.org/Certification/2020-Audiology-Certification-Standards/>

Course Objectives:

This week-long practicum provides opportunities for candidates to incorporate and practice the strategies and knowledge they attained during the earlier coursework. Candidates will:-

- Facilitate an interdisciplinary Early Intervention collaboration
- Provide opportunities for candidates to create unbiased presentations for families
- Create language rich environments to support the language of young children who are DHH
- Utilize a variety of culturally appropriate multimodal activities to support language development

- Monitor and maintain all hearing technology
- Facilitate students' self-advocacy skills as appropriate
- Collaborate with other agencies as needed to facilitate understanding of student/parent needs
- Demonstrate the ability to work with parents and child's service providers
- Evaluate and reflect on their practice daily

Commission of Teacher Credentialing Teacher Preparation Expectations Focus TPEs

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. **Practice:** Students will create language rich auditory activities supported by visual and tactile strategies that support comprehension and conceptual development.

2.3 Establish a caring, stimulating, and safe community for diverse deaf learners in which students assume responsibility for learning and self-advocacy, show willingness to take intellectual risks, develop self-confidence, and learn to work collaboratively and independently. **Assessed:** Lessons will include activities and language modeling that promotes intellectual risks and self-advocacy

2.6 Assume accountability for establishing, maintaining, and demonstrating the use of any assistive technology (visual, auditory, and/or tactile) to develop self-advocacy for deaf students and their families. **Practiced:** Coordinate with related services on the children's hearing devices. Report to parent to parent on children's hearing technology. **Assessed:** Parent workshop presentation

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. **Practice:** Parent Panel/ Teen Panel – parents of children with an IFSP will have an opportunity to meet parents and youth who are DHH and interact with and listen to their journey

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. **Practice:** Selection of appropriate activities for week-long programming as documented in student lesson plans. **Assessed:** Reflection of lesson planning and efficacy of lessons

4.7 Coordinate, collaborate, co-teach and communicate effectively with other agencies, educators, **service providers**, parents, students, and Deaf community agencies for instructional planning and planning for successful deaf student transitions. **Practice:** Create and plan lessons, workshops and share responsibilities for a weeklong "camp" for parents and young children who are DHH with related service personnel. **Assessed:** Collaborative creation of presentations between audiology and DHH scholars for parent workshops

5.4 Evaluate instructional practices, and record, monitor, and share evidence of academic, linguistic, and socioemotional progress to all **stakeholders**.

Practice: Daily staffing of students. **Assessed:** Participation, reflections and collaboration with all stakeholders

6.2 Demonstrate the ability to present unbiased information to families on the differences in **perspectives on deafness**, the range of educational opportunities available for deaf children, and support families in their decision-making process by providing information on the linguistic, cognitive, social, and emotional needs of deaf children, federal and state special education regulations, and connections with parent support groups, community agencies, and deaf role models. **Assessed:** Parent presentation on selected deaf related topics

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. **Practice:** Collaborate with related service providers to share responsibilities in weeklong “camp” for parents and very young children. **Assessed:** Collaborative creation of presentations between audiology and DHH scholars for parent workshops and reflections of counseling sessions

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.

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- Council on Education of the Deaf (CED)
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Course Outcomes Aligned with Standards for AuD Scholars:

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[American Academy of Audiology \(AAA\)](#)

- o <https://www.audiology.org/publications/guidelines-and-standards>
- o [American Speech-Language-Hearing Association \(ASHA\)](#)
<https://www.asha.org/Certification/2020-Audiology-Certification-Standards/>

Assignments

- a. The student demonstrates daily presence, planning, punctuality, preparation, participation, and perception.
- b. Candidates collaborate in the planning of lessons and preparation of the learning environment so

- as to provide developmentally appropriate lessons supported by multimodal activities
- c. Candidates meet daily to prepare for the next day's lessons.
 - d. Collaborate with the planning and delivery of parent meeting content, responding appropriately to input from course instructors, educators and audiologists on staff.
 - e. Collaborates as a professional demonstrating passion, excellence, respect, and leadership with colleagues, staff, children, and parents.

Audiology

- f. Observe and participate in an audiology appointment and family consultation.
- g. Observe and participate with interdisciplinary support in appropriate use and access with listening devices in the classroom setting alongside parents, audiologists, teachers of the deaf, and counseling.

Observation Log

- h. Supervised and guided observations with the course instructor will be scheduled for the practicum week.
- i. Instructor's signatures to verify attendance by the student must be obtained at the end of the week.
- j. This log will be uploaded in the summer semester on Canvas for the EDU 229 course and appropriately documented there. Hold on to this completed log till then.

Rubrics

- k. A variety of rubrics are in the syllabus as a tool that articulates the course expectations
- l. Criteria are used in determining the level at which student work meets expectations.

Suggested Reading

- EHDI E-Book 2020 – A Resource Guide for Early Hearing Detection and Intervention <http://www.infanthearing.org/ehdi-ebook/>
- Ingvalson, E.M., Grieco-Calub, T.M., Perry, L.K., and VanDam, M. (2020). Rethinking Emergent Literacy in Children with Hearing Loss. *Frontiers in Psychology*. Volume 11; Article 39 <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7006043/>
- Guiberson, M., and Crowe, K. (2018). Interventions for Multilingual Children with Hearing Loss. *Topics in Language Disorders*: [July/September 2018 - Volume 38 - Issue 3 - p 225-241 doi: 10.1097/TLD.000000000000015](https://doi.org/10.1097/TLD.000000000000015)
- Acoustical Society of America – Classroom Acoustics – Booklets and Standards <https://acousticalsociety.org/classroom-acoustics-booklets-and-standards/>

Listening Kit: Available at JTC Front Desk at cost

- Ear Level StethoSet
- StethoSet Attenuator
- Battery Tester
- Earmold Blower
- Oto Ease
- Earmold (cost TBD by earmold company JTC Audiology Department contracts with)
- Small box to hold all

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 0 for participation. Candidates will collaborate each day for at least 40 minutes after families to coordinate lesson and presentation delivery.

Assessment

The course aims to model the importance of using multiples measures of assessment to gauge the progress of learners. Assignments (parent presentations and lesson planning) must be completed on time according to agree upon guidelines. **No late work will be accepted unless agreed upon by Professor in advance of the due date.** If you are absent, you may e-mail your work before the start of the class session (on the due date).

Grades and evaluation standards:

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

PLEASE NOTE: A grade of B- or above must be achieved for coursework to count towards a credential or professional development degree. However, a semester GPA of B or above is required for continuation in the Graduate Program for both DHH and AuD scholars.

Schedule of Activities		
Friday 8:30-3:30 Introductions	Interdisciplinary team of AuD and DHH teacher candidates: Review the syllabus and schedule Grouped in teams to facilitate lesson planning and parent meeting presentations Prepare classroom for children AuDs meet the JTC Audiologists	Prepare for presentations Make changes if needed to presentation slides Work with team/group
Mon. - Friday 8:00 -8:45	Set up preschool classroom Meet with instructors to confirm roles	Mon & Wednesday Support Group
9:00 -9:30 9:30- 9:45 9:50-10:00	Parent/child check-in and activities Circle Time- tip of the day Parents Transition to Parent Class	Tues.- Thursday Parent Class

10:00-11:00 11:00-12:00	Parent Class and Center time in the pre-school DHH and AuD candidates staff children and plan for next day	
Friday 10:45-11:00	Farewell and wrap up	

Graded Assignments	Met / Not Met
Student Performance: Attendance, Preparation, Readings, Participation, Professionalism Includes Observation Log (with appropriate signatures)	
Student Practicum Create culturally appropriate activities for developmental levels of children Create multimodal activities and lessons that promote self-efficacy Present parent class lecture Maintain all assistive technology e.g. CIs and HAs	
PPT and Video: Prepared parent class presentation with related video demonstration Written, Oral, Lecture designed for parents to enhance their learning	
Parent Handouts: Prepare for assigned parent class lecture Must be succinct (single page) and user-friendly	
Participation and observation in parent support groups Oral reflection/discussion on experiences and observations regarding family interactions in a thoughtful and professional style Shared with facilitating counselor and participating scholars	
Centerpiece Artifact: Prepare a 5-page written reflection describing your interdisciplinary practicum experience in the parent-centered program design and delivery of services. Components included are: Participation in parent support groups facilitated by a counselor Parent and school age alumni panels/guest speakers Parent mentors Families' experiences Understanding the role of the teacher Understanding the role of the audiologist	
Total Points	

Parent Presentation Rubric			
Objective/Standard	Met	Emerging	Not Met
Presentation includes all the relevant information in an unbiased manner.			
Presentation reflects recent research (EBP) and research is presented in a coherent and comprehensible manner			
Presentation slides are sequenced in a logical manner and are clear and free of spelling and grammatical errors.			
All graphics are attractive and support the theme or content of the presentation. Print is easily read			
Candidates present the information in a confident manner – speaking clearly and with eye contact to the audience			

Performance Rubric in Classroom and Parent Workshops			
Objectives	Met	Emerging	Not Observed
Differentiates instruction using multimodal activities sensitive to children's funds of knowledge to meet the needs of each child using a variety of multimodal activities			
Creates a learning environment that incorporate a variety of multi modal supports for language and interpersonal relationships.			
Collaborates with related service personnel to meet design and implement accommodations that support each student's needs			
Collaborates with related service personnel to support and maintain the children's assistive technology, self-advocacy & communication			

Understands the roles of related service personnel and collaborates with them to present unbiased information to families regarding educational choices, special education laws, language and literacy development			
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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 MSMU, 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

Mount Saint Mary's University's commitment to Diversity, Equity and Inclusive Excellence stems from our CSJ heritage, Catholic identity, mission and values. We are compelled to always move toward profound love of God and love of neighbor without distinction. We are committed to diversity in all its possible forms with emphasis on the importance of human rights, equity, fairness, inclusiveness and diversity in the broadest sense including differences in gender, race, ethnicity, generational history, culture, socioeconomic class, religion, sexual orientation, national origin, citizenship status, political perspectives, geographic origin and physical ability. Mount Saint Mary's University strives to be a place where all people feel welcome. Engaging with others from a variety of different backgrounds improves and enriches our learning, living and working environments. See the Center for DEI's myMSMU page for more information and resources.

Academic Integrity: Candidates are expected to adhere to the MSMU statements on Academic Integrity published in the 2018-2020 MSMU catalog, which is available online at <https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/student-life/Documents/Student-Handbook.pdf>

The academic environment is predicated on truth and integrity. Acts of dishonesty constitute a serious offense to the Mount Community. Acts of academic dishonesty include but are not limited to the following:

Cheating: Cheating of any kind is dishonest. This includes copying other's essays or exams, stealing exams, buying or otherwise procuring new or used exams, having someone else take an exam or write an essay for which you take credit, and any other way you might receive credit for work that is not your own.

Failing to hand in original work: Using one essay for two different classes is also dishonest. If you have a topic appropriate for two classes, original and separate work must be done for each class, unless approval of both instructors has been obtained. Moreover, co-writing an essay without both obtaining the instructor's permission and acknowledging the other person's help is dishonest.

Plagiarism: Plagiarism is an act of academic dishonesty. It is a serious academic offense. Plagiarism is using anyone else's ideas and representing them as your own (i.e. not giving appropriate credit). Acts of plagiarism include the following: • failure to document and give credit to an original source, • paraphrasing another person's ideas without giving credit, • using direct quotes without proper recognition of the source, • using statistics, facts, or information from a source other than your own original research without giving credit.

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 Graduate Student Handbook for further discussion.

https://www.msmu.edu/graduate-programs/media/website/content-assets/msmuedu/graduate-programs/about-msmu/documents/Student-Handbook-Part-II-----2018-2019_with-Disclosure.pdf

Technology Policy: Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook, which is available online at <https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/student-life/Documents/Student-Handbook.pdf>

Internet Courseware Platform:

It is important to be able to use the *Canvas* system to access lessons and templates, discussion boards, and other class information. All work for online courses should be submitted online through *Canvas*. 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 *Canvas*. Be polite and respectful, use professional grammar (use Grammarly) and correct spelling (use Spell Check), do not 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 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.

This syllabus is subject to change based on the needs of the program and state guidelines.