

**EDU 229 DHH**  
**Programming for Families**  
June 16<sup>th</sup> to July 2<sup>nd</sup>  
8:30AM- 12PM

Instructors: Bridget Scott- Weich, EdD, LSLS, Cert. AVEd and Angela Stokes, MS, LSLS, Cert. AVEd  
Location: Pre School  
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### **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 will demonstrate their knowledge and skills in supporting the grieving process through use of specific counseling techniques within an educational role. Student practicum will involve presenting parent classes containing best instructional practices as identified through current research methods via lecture/workshop to educate, facilitate parent discussions, and practice intervention strategies parents can utilize at home with their young children who are DHH. The parent classes will consist of a prepared presentation, related video demonstrations, and succinct handouts. The practicum will also include participation and observation in parent support groups; 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:** In a week long practicum, students will participate in a minimum of 15 hours of guided fieldwork/practicum with families and their toddlers at John Tracy Center in which they along with AuD candidates will create learning environments that consider each family and child's funds of knowledge, perspectives, learning styles and cultural preferences as they create lectures and student activities.

### **Course Objectives:**

#### **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

### Course Objectives Aligned with Unit & Program Outcomes

**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:

- 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)
- [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 Structure

### Assignments

- a. The student demonstrates daily presence, planning, punctuality, preparation, participation, and perception.
- b. The student attends all the observations and classes on time and is well-prepared.
- c. The student calls the instructor and the graduate program directors directly to let them know if there is any problem getting to class. The student will be in possession of all instructors' phone numbers, at all times.
- d. The student demonstrates interest through application, analysis, synthesis, and evaluation of class topics.
- e. All assignments are turned in on time.
- f. The student collaborates as a professional demonstrating passion, excellence, respect, and leadership with colleagues, staff, children, and parents.

### Assigned Readings

- g. The student organizes the reading schedule and applies content and key principles read to parent-centered services and programs attended for this course practicum.
- h. Student's answers to questions about readings reflect application, analysis, synthesis, or evaluation.

### Audiology

- i. Observe and participate in an audiology appointment and family consultation.
- j. 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

- k. Supervised and guided observations with the course instructor will be scheduled for the practicum week.
- l. Instructor's signatures to verify attendance by the student must be obtained at the end of the week.
- m. 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

- n. A variety of rubrics have been provided in the syllabus as a tool that articulates the expectations for point-based assignments by listing criteria, and for each criterion, describing levels of quality.
- o. Criteria are used in determining the level at which student work meets expectations. Markers of quality give students a clear idea about what must be done to demonstrate a certain level of mastery, understanding, proficiency (e.g., "meets standard" does xyz, "emerging" does onlyxy or

yz, "unacceptable" does only x or y or z).

- p. The rubrics can also be used to facilitate self and peer-reviews of student work.

Rubrics are not only for summative evaluation. They can be used as a teaching tool as well.

### Suggested Reading

When used by students as part of a formative assessment, they can help students understand both the holistic nature and/or specific analytics of learning expected, the level of learning expected, and then make decisions about their current level of learning to inform revision and improvement.

- 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; Article39 <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)

### Required Materials

- Device 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:** 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.

**Assessment**

The course aims to model the importance of using multiples measures of assessment to gauge the progress of learners. Assignments 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:**

A	94 – 100	C+	77 – 79
A-	90 – 93	C	74 – 76
B+	87 – 89	C-	70 – 73
B	84 – 86	D	65-69
B-	80 – 83	< 65.	Fail

[A GPA of B or above is required each semester for the credential master’s program](#)

**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.

Graded Practicum Assignments	Points
Student Performance: Attendance, Preparation, Readings, Participation, Professionalism Includes Observation Log (with appropriate signatures)	50
Student Practicum Present parent class lecture Facilitate parent discussions during class time Practice intervention strategies with parents for home carryover	50
PPT and Video: Prepared parent class presentation with related video demonstration Written, Oral, Lecture designed for parents to enhance their learning	50
Parent Handouts: Prepare for assigned parent class lecture Must be succinct (single page) and user-friendly	25
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	50

<p><b>Centerpiece Artifact:</b> Prepare a 5-page written reflection describing your interdisciplinary practicum experience in the parent-centered program design and delivery of services. Components included are:</p> <ul style="list-style-type: none"> <li>Participation in parent support groups facilitated by a counselor</li> <li>Parent and school age alumni panels/guest speakers</li> <li>Parent mentors</li> <li>Families' experiences</li> <li>Understanding the role of the teacher</li> <li>Understanding the role of the audiologist</li> </ul>	75
<b>Total Points</b>	<b>300</b>

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			

**Rubric for Essays, Written Projects, Oral Presentations, Visual Presentations of Course Learning**

	<b>Exceeds Standards</b>	<b>Meets Standard3</b>	<b>Emerging 2</b>	<b>Unacceptable1</b>
<b>Content</b>	The paper covers not only the essence of parent support, but synthesizes the student's approach to working with families and provides exceptional insight into the learning student's process.	The paper covers not only the essence of parent support, but synthesizes the student's approach to working with families.	The paper covers the essence of parent support, and the student's approach to working with families.	A hastily written paper that does not address the student's approach to working with papers.
<b>Mechanics</b>	The paper is well-organized, professional in tone, concise, well written, typed, edited, spell checked, turned in on time.	The paper is organized, concise, well written, typed, edited, spell checked, and turned in on time.	The paper is organized, typed, spell checked, and turned in on time.	The paper is not organized nor edited.
<b>Visual Representation</b>	The student presents a neat, professional looking visual that cleverly represents the concept to colleagues. The project manifests the student's internalization of the concepts of the class.	The student presents a neat and professional looking visual that cleverly represents the paper's concept to colleagues.	The student presents a neat and professional looking visual that represents the paper's concept to colleagues.	The student presents a visual that does not correlate to their paper and appears hastily thrown together.
<b>Oral Presentation</b>	The presentation is 10 minutes or less, is cleverly thought out, demonstrates student's deeply-felt concept. The verbal component is concise, necessary, and enhances the meaning behind the visual.	The presentation takes no more than 10 minutes. It is cleverly thought out and demonstrates the student's concept.	The presentation takes no more than 10 minutes. It is well thought out and demonstrates the student's concept.	The presentation is haphazard, has to be stopped at 15 minutes or shows lack of preparation.

<b>Rubric for Presentations</b>				
<b>CATEGORY</b>	<b>100- 90</b>	<b>89 -80</b>	<b>79 -70</b>	<b>&lt; 70</b>



<b>Effectiveness</b>	Project includes all material needed to gain a comfortable understanding of the topic.	Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements.	Project is missing more than two key elements.	Project is lacking several key elements and has inaccuracies.
<b>Sequencing of Information</b>	PowerPoint contains a minimum of 10 slides. Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next slide.	PowerPoint contains a minimum of 10 slides. Most information is organized in a clear, logical way. One slide or item of information seems out of place.	PowerPoint contains fewer than 10 slides. Some information is logically sequenced. An occasional slide or item of information seems out of place.	PowerPoint contains fewer than 10 slides. There is no clear plan for the organization of information.
<b>Spelling and Grammar</b>	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
<b>Use of Graphics</b>	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
<b>Contact &amp; Voice</b>	Student presents content in a confident manner by speaking loud & clear and making eye contact with the audience.	Student presents content in a voice that is clear but not very loud but makes several eye contact attempts with the audience.	Student presents content in a voice that is not very loud or clear. Student attempts little to no eye contact with the audience.	Teacher had to ask student to speak up or repeat content several times.

				Student made no eye contact with the audience.
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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

**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-](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.***