

EDU 233DHH
Multiple Perspectives in Deafness

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Course Description

This course introduces graduate scholars to the educational history of children and youth who are deaf or hard of hearing (DHH) and is designed to promote recognition and understanding of deaf related matters such as intolerance and harassment among students, based on awareness of the diverse cultural and linguistic identity and intersectionality among students. Topics include an introduction to Deaf culture the history of the education of people who are deaf, current research and trends, special education law, professional resources, and their application to the changing demographics of today's diverse students who are deaf.

Each lesson in the course constitutes a separate, discrete topic of importance in our field. Yet there is a definite overlap of influence and a historical thread which connects them all. The readings, websites, guest speakers and videos will provide students with an opportunity to learn from primary sources. Sources are research based and the student candidates will analyze and synthesize the information presented. Students will then use these source materials to complete their assignments, which are related to developing skills in helping children and youth who are deaf or hard of hearing in a broad spectrum of educational settings, with a range of etiologies, multiple disabilities, diverse cultures, and languages other than English. The course is also designed to meet standards for English Learners and children with Autism Spectrum Disorders. In addition, this course will introduce scholars to the related services associated with teaching children and youth with hearing loss. This course in no way represents a complete picture of any topic, but rather an introduction. Course materials are intended as resources for future professional growth.

Fieldwork: Candidates have a fieldwork commitment of 25 hours, which will include attending parent classes with parents from diverse cultures who have children with hearing loss and school visitations. In addition, candidates will interview parents/caregivers of a child with hearing loss focusing on the parent experience and will ask the question *“what can I do as a service provider to meet your needs as a parent/caregiver of a child with hearing loss?”*

Course Purpose

This course will meet the CCTC Preliminary – Education Specialist Standards for Deaf and Hard of Hearing teacher certification in special education. Assessment of Student Learning Outcomes: Student learning is at the core of the MSMU mission. Faculty and staff 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)
- Council on Exceptional Children (CEC)
- Council on Education of the Deaf (CED)

Focus Course Objectives Teacher Preparation Expectations (TPEs)

1.3 Collaborate with students and families to make instruction learner-centered, developmentally appropriate, and meaningful, reflecting home and school connections, knowledge of child development (linguistic, cognitive, socio-emotional, & cultural development) and additional special needs.

Intro: Read [Luterman's work](#) and [I Can Hear You Whisper](#) **Practice:** Interview with family of a child who is DHH

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

Intro: Special education law and professionals to discuss the law. **Practice:** Discussion about the differences between and IEP and IFSP, core components of IDEA

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

Intro: Discuss the autobiography, "A Loss for words", and docudrama "Sound and Fury". **Practice:** Discussion with guest speaker who is a CODA on their experiences growing up hearing in the Deaf community. **Assess:** Create a d/Deaf Resource Document

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.

Introduction: [Recognizing Funds of Knowledge \(Luis Moll\)](#) in culturally and linguistically diverse populations

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

Introduction: Guest speakers who are experts in Parts B and C of IDEA will present on important components of the IFSP/IEP/ITP/504 Plans.

2.2 Design learning environments that maximize opportunities to progress from emerging to a formal

language, and using **translanguaging techniques** appropriate to each student to further ASL and/or English competency.

Introduction: Expert in Deaf culture and education will introduce translanguaging techniques and bi/bi education. **Practice:** Candidates will view translanguaging strategies in person or in a video and write a reflection

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

Intro: Grads will discuss instances of intolerance after reading *A Loss for Words* and watching documentaries such as *Deaf like Me* and *the Listening Project* and *Hear and Now*. **Practice:** discussion with guest speaker who is an expert in Bilingual-Bicultural Deaf Education; discussion of Ayentoye and Luckner **Assess:** Final exam – response to questions related to diversity across the spectrum of disabilities, culture and race

2.5 Select, adapt, create and use culturally-relevant language-rich resources to support deaf students with diverse language and learning needs.

Practice: Create a catalog of multi-media language and literacy resources that include diverse characters in positive situations including protagonists who are deaf. **Assess:** Candidates share, and collapse found resources into collaborative resource document

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.

Introduction: Candidates attend a panel of youth who are DHH and reflect on their experiences and the importance that language model peers with hearing loss play in their dispositions

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

Intro: Deaf role models – intro to self-worth and the danger of a deficit model. **Practice:** Research and write a paper introducing a leader in any field who is / was DHH. **Assess:** Present in class.

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

Introduction: Expert in Bi-bi education will introduce and discuss translanguaging **Practice:** Observe videos on translanguaging techniques.

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

Introduction: Candidates are introduced to the critical components of IDEA’s education laws by experts in Special Education, specifically – DHH. **Practice:** Review NCHAM handbook **Assessed:** Final Exam

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

Introduction: Gallaudet vs Bell – trends in the education of people who are deaf and the influence of technology on education and choices of communication. **Practice:** In groups identify trends in deaf education over the past 50 years **Assess:** Research a historical “hearing aid” audiology and education and how it differs from 21st Century technology

6.7 Demonstrate knowledge of deafblind as a unique disability requiring specialized assessment and teaching strategies, as well as a team approach in collaboration with other **service providers** and community agencies to design assessment and instruction.

Introduction: An introduction to syndromes that cause deafness and co-morbidities. **Practice:** Candidates identify related service personnel to meet the needs of students who are deaf plus.

6.8 Demonstrate knowledge of current research in evidence-based teaching practices, technologies, policies, and trends in deaf education.

Introduction: The history of technology and education laws for individuals who are DHH **Practice:** In groups identify trends in deaf education over the past 50 years **Assess:** Final exam

Course Objectives

- Demonstrate knowledge of the history of the education of children and youth in the US who are deaf and hard of hearing, with an emphasis on its interrelationship with the history of education and legal safeguards for parents and children.
- Demonstrate an awareness of the philosophical, historical and legal foundations of the education of children who are deaf or hard of hearing and the culturally diverse population represented in today's population of children and youth who are deaf and hard of hearing.
- Demonstrate knowledge of communications modes used to teach students ages 0-22 years with hearing loss, and the impacts of hearing loss, etiologies, diverse cultures and languages, and additional disabilities
- Demonstrate an understanding of the issues facing adults who are deaf or hard of hearing, regardless of the language system used.
- Demonstrate their understanding of the current public laws relating to the education of children with disabilities, regarding the coordination, implementation, evaluation, and revision of individual educational programs, transition planning and including state and federal laws regarding education of English Language Learners.
- Demonstrate an awareness of the multiple needs and perspectives of children with hearing loss and additional challenges, including those of English language learners.
- Reflect on best practices and the philosophy, design, goals, and characteristics of school-based programs currently used with children and youth with hearing losses and those from diverse cultural groups, including English Language Learners and those with multiple disabilities including ASD who have been placed in various public and private school settings.
- Demonstrate knowledge of legal rights and US laws pertaining to the education of the deaf, IEPs, IFSPs, Transition planning, least restrictive environments and inclusion of children and youth with hearing loss in general education. (TPE 12)

Attendance

Attendance Class Attendance & Participation Rubric: 1 point will be allotted for the attendance to each session. Half of the attendance point may be subtracted for late arrivals or early exits. Candidates are graded on how they actively respond to instruction, questions, & answers for 1 point may be earned for

each session. After each session the professor grades candidate participation based on the quality of contribution. Any distraction by the use of tech devices, during any portion of the class session, will conclude with a score of 0 for participation.

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

- **Tardiness: [sample]** Some of the most important announcements are made during the first 15 minutes of class; therefore, it is critical that you arrive to class on time. Please see me as soon as possible if you are experiencing personal difficulties with getting to class on time. On those occasions when you are late, please check with a classmate to see what information or announcements you may have missed.
- **Peer Support: [sample]** 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>

Required Texts

Walker, L. (1986). A loss for words. The story of deafness in a family. Harper Perennial

Course Structure

This course will consist of the following components:

1. **PowerPoint Presentation:** These presentations will include outlines text and voice lecture related to the topic(s) for that week.
2. **Text and supplemental readings:** Readings will be assigned from texts and additional readings and will be posted in modules in Canvas. These items may be downloaded and printed out by the candidates. Students are responsible for the readings as assigned and should come to class prepared to discuss the content.
3. **Discussion:** Candidates are expected to engage instructor and each other in a thorough, ongoing discussion of critical issues in the field and to cite readings and experiences to support their thinking.
4. **Charts and visual representation of learning:** Candidates will create charts to clarify learning and visual presentations of the issues specific to Understanding by Design principles, English Learners, Positive Behavior Supports, Transition, and Expected Outcomes.
5. **Analysis and Reflections of videos:** Candidates will reflect on videos shown in class and personal learning surrounding the issues and perspectives in the field of the education of children who are deaf or hard of hearing.

6. **Fieldwork:** Interviews and conversations with parents from diverse cultures who have children with hearing losses, other languages in the home, and concerns about the specific needs of a child with hearing loss and a language other than English in the home.
7. **Analysis and Reflection:** of current research and current literature from scholarly journals in a variety of disciplines.

Assignments

Assigned projects are in the class schedule and described in Canvas. Rubrics for each assignment will be posted with the assignment in Canvas.

| Graded Assignments | Points |
|---|--------|
| 1. Presence, Planning, Punctuality, Preparation, Participation, Perception, Professionalism (e.g., reflections, presentations, homework, class discussions, etc.) | 200 |
| 2. Canvas Discussion (5) | 200 |
| 3. Written Reflections (5) | 200 |
| 4. Assignments (2) | 200 |
| 5. Final Exam | 200 |
| TOTAL POINTS | 1000 |

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 | |

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

Information about Assignments

No Late Assignments: This is an accelerated masters and credential program and in order to keep up with the course work and assignments it is critical that you organize your time in such a way that your assignments are turned into me via Canvas on time. Late assignment will be marked in Canvas and a point deleted for each day it is late. If you are having difficulty understanding the assignment or have an unexpected turn of events in your life please contact me prior to the due date and time so that I can extend your time.

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

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

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

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

Assignments

In addition to discussions and reflections, there are four mini assignments to be done outside of the classroom. They are listed below. The Rubric and dates due for each assignment will be posted in Canvas.

- An interview of a family with a child who is DHH
- International attitudes towards people who are DHH
- Leader past or present who is/was DHH
- Group collaboration of found resources to support the learning of students who are DHH

Class Schedule

| Date | Class Topics | Activities | Reading/ Reflections Due |
|-----------------------|--|---|--|
| 8/27 | Review Syllabus/introductions Understanding d/Deaf Education Etiologies of hearing loss Documentary: <i>The Listening Project</i> | View film and discuss the perspectives shared in the documentary Discuss the related service personnel who may have supported the language development of featured people in documentary | |
| 9/3 | Discussion of <i>A Loss for Words</i> Documentary: <i>Hear and Now</i> Discuss assignment 1 | Identify instances of intolerance material read and watched | Read <i>A Loss for Words</i> |
| 9/10 | Growing up in the Deaf world Guest Speaker – CODA | Candidates will participate in the discussion on Deaf culture. Similarities and differences with hearing culture. Identify the unique experiences of growing up in Deaf culture | Reflection on <i>A Loss for Words</i> . |
| 9/17 | The journey of raising a child who is deaf. The importance of role models who are deaf Luterman | Candidates attend a parent panel discussion on raising a child who is deaf. | Ch. of 1-3 <i>I Can Hear You Whisper</i> Reflection on the guest speaker's presentation |
| 9/24 | Views on cochlear implants Documentary: <i>Sound and Fury</i> | Discuss the reasons that Heather's family chose not to allow her to receive a cochlear implant | ASSIGNMENT 1 An Interview the parent of a child(ren) with hearing loss |
| 10/1 TPE3.8 | The importance of culture, funds of knowledge, deaf related materials to foster healthy, positive identity in students who are deaf. | Select 10 resources that you can utilize to support positive identity in students who are dhh | Reflection on the Sound and Fury |
| 10/8 | History of the Education of the Deaf: Why do we study it? | Research the evolution of technology and the ways in which it has impacted the education of students who are dhh | Scheetz Ch. 1 Summarize key points in discussion on Canvas |
| 10/15 | Topic: Gallaudet and Bell | Compare and contrast Gallaudet and Bell. What factors impact positively and | Chapters 1 & 7 Never the Twain Shall Meet |

| | | | |
|--------------|---|--|--|
| | | negatively the role of technology and communication options in deaf education | Summarize key points in discussion on Canvas |
| 10/22 | <u>Guest Speaker Deaf Culture Expert</u> Candidates will participate in a conversation with a person who has personal life experiences with Deaf culture. Discussion of the bi-bi approach for students with hearing loss. | Candidates will explore strategies in translanguaging in the literacy development of students whose first language is ASL | Scheetz Ch. 2 Summarize key points in discussion on Canvas |
| <u>10/29</u> | Educational/Communication Methodologies The Listening and Spoken Language Approach | Evaluate how trends in deaf education have shifted in the past 20 years | Reflection on Guest Speaker's presentation <i>Communication Options</i> (Lenihan & Gardiner Walsh) |
| 11/5 | Special Education Law/Educational Programs for students who are DHH Introduce an IEP & IFSP | Identify accommodations and modifications appropriate for students who are DHH | <i>Educational Settings</i> (Gettemeier, NCHAM ebook ch. 10) Summarize key points in discussion on Canvas |
| 11/12 | <u>Guest Speaker: Early Start Expert</u> Candidates will participate in a discussion with an expert. Identification of eligible children, the IFSP, service delivery - transition IEP and services that follow. | Create a chart with the similarities and differences in the eligibility criterion for IFSPs and IEPs. Identify the components of these services and the transition timelines | Reflection. |
| 11/19 | Topic: Culturally Sustaining Pedagogy & English Learners . Examine cultural views on deafness and how they impact the family and communication choices | Discuss factors that may prevent students who are from CLD households from attaining / accessing the services and educational support that provide pathways to educational success | Ayantoye & Luckner Summarize key points in discussion on Canvas |

| | | | |
|-------|---|--|------------------------|
| 12/3 | LAST CLASS International/cultural attitudes towards hearing loss | Due: ASSIGNMENT 2 Each grad scholar will present their research on a selected country's cultural attitudes towards hearing loss. The scholar will include information regarding the incidence of hearing loss in the country, diagnosis, hearing technology, education and employment | Prepare for final exam |
| 12/10 | Final Exam | | In-class |

| General Assignment Rubric | | | | |
|------------------------------|--|--|--|---|
| Grade/Points | Knowledge of content | Awareness of Issues | Critical Thinking | Utilizes scholarly writing |
| Exemplary 5 | 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 culture and disability | Student demonstrates an excellent ability to critically analyze, synthesize & evaluate the critical aspects & challenges that hearing loss/disability bring to academic development | The response is comprehensive , free of grammar and spelling mistakes. It reflects excellent college-level writing and critical thinking. |
| Good 4 | 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 culture and disability | Student demonstrates a good ability to critically analyze, synthesize & evaluate the critical aspects & challenges that hearing loss brings to academic development | The response is thorough with 1-2 grammar and spelling mistakes. It reflects good college-level writing and critical thinking. |
| Average 3 | 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 culture and disability | Student demonstrates a basic ability to critically analyze, synthesize & evaluate the critical aspects & challenges that hearing loss brings to academic development | The response is basic with 3-4 grammar and spelling mistakes. It reflects basic college-level writing and critical thinking. |
| Below Average 2-1 | Student demonstrates a little/no grasp of the subject matter. | Student demonstrates a little/no awareness of differing viewpoints, concerning the challenges posed by culture and disability | Student demonstrates little/no ability to critically analyze, synthesize & evaluate the critical aspects & challenges that hearing loss brings to academic development | The response is below average with 3 or more grammar and spelling mistakes. It reflects below average college-level writing and critical thinking. |

Reflection/Discussion Rubric

| Categories | Exemplary 5 | Good 4 | Average 3 | Below Average 2-1 |
|--------------------------|--|---|---|--|
| Core Content | Response addresses all reading from the current week, demonstrating enough time (at least 2-3 hrs) reading, thinking about, and researching the material. | Response addresses most reading from the current week, demonstrating enough time (at least 2-3 hrs) reading, thinking about, and researching the material. | Response addresses some reading from the current week, demonstrating <u>insufficient</u> time (less than 2 hours) reading, thinking about, and researching the material. | Response addresses minimal reading from the current week, demonstrating <u>insufficient</u> time (less than 2 hours) reading, thinking about, and researching the material. |
| Style grammar | The response is written clearly and is free of grammar and spelling mistakes. | The response is written clearly and is almost free (1 or 2) of grammar and spelling mistakes. | The response is not written clearly and has several (more than 2) grammar and spelling mistakes. | The response is unclear with several (more than 3) grammar and spelling mistakes. |
| Formatting length | The response is at least 2-3 pages, 12 pt. font with standard margins (1 inch). Clear bibliographical information is provided. | The response is at least 2 pages, 12 pt. font with standard margins (1 inch). Most bibliographical information is provided. | The response is less than 2 pages. 12 pt. font with standard margins (1 inch). Little or no bibliographical information provided. | The response is less than or 1 page. Little or no adherence to formatting. No bibliographical information provided. |

MSMU 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 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 University and Education Department Policies

Attendance Policy: Attendance and punctuality are important for successful study. Therefore, the number of a student's absences may be considered in determining academic grades. Students may be expected to explain to the instructor the reason for any absences from class and, in some cases, be asked to provide appropriate documentation.

Academic Integrity: 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

Academic Freedom: 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).

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 "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.

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.

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.

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 builds 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 College policy as stated in the MSMU catalog.