



Master's & Credential Program

**EDU 236A**  
**DHH: Audiology—Diagnostics (3 units)**

<b>Instructor:</b> Claire Sanchez, AuD	<b>Class Dates:</b> Sept 8-Dec 11,2020
<b>Office:</b> JTC Campus-Audiology Department	<b>Class Time:</b> 1:30-4:30 pm Fridays
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**Course Description**

This course will focus on the principles and practice of audiology as it relates to the child with hearing loss. Areas of study will include anatomy and physiology, audiometric measurement, audiologic procedures (including behavioral and objective tests), and interpretation of results of these procedures.

Using sources that are research based, the student candidates will analyze and synthesize the information on the audiologic assessments presented. Concepts in this course will develop knowledge of pediatric audiology, and provide a multi-disciplinary approach to the identification, diagnosis, and management of hearing loss in children.

**Course Objectives - Aligned with Candidate Unit and Program Outcomes**

The course meets CTC Preliminary – Education Specialist Credential for Deaf and Hard of Hearing and meets part of the requirement for the JTC/MSMU Master's in Education, Deaf and Hard of Hearing.

**Assessment of Student Learning Outcomes**

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

### Course Outcomes Aligned with Standards

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

- 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/>

<b>Course Objectives based on MSMU Graduate Learning Outcomes and CTC TPEs:</b>
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TPE 1: Engaging and Supporting All Students in Learning
TPE 2: Creating and Maintaining Effective Environment for Student Learning
TPE 3: Understanding and Organizing Subject Matter for Student Learning
TPE 4: Planning Instruction and Designing Learning Experiences for All Students
TPE 5: Assessing Student Learning
TPE 6: Developing as a Professional Educator

- 1.5 Develop and implement the IFSP, IEP, ITP, or 504 Plan collaboratively with families with an emphasis on **language planning** that provides equal access to the general education core curriculum with accommodations and modifications, and progress monitoring, taking into consideration all educational/communication options available (including the use of **Assistive Technology** and **Augmentative and Alternative Communicative** Devices as appropriate). **Introduced:** Audiologist as a critical member of IEP, IFSP, ITP and 504s for students who are DHH. **Practiced:** In class interpretation of student audiograms and access to or not to spoken language
- 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. **Introduced:** Audiological tools and resources introduced that could be used to assist deaf students and their families. **Practice:** Hands-on student lab, practice audiograms and group discussions on counseling strategies. **Assessed:** Quizzes and Final
- 2.7 Maintain high expectations for learning with appropriate support for the full range of deaf students (including students who experience language deprivation, behavior, and/or mental health and medical needs) in the classroom by making effective use of support specialists, other service providers, available non-certificated staff, and other community resources. **Introduced:** To terminology and support services. **Practice:** Group discussion on short video presentation.
- 3.5 Demonstrate knowledge of auditory, tactile and visual accommodation, differentiation, and/or modification of instruction to meet the linguistic, cognitive, social, and emotional needs of each student. **Introduced:** Technical vocabulary is introduced in audiological assessment and management of specific hearing and learning disorders. **Practice:** In class discussion on audiological disorders. **Assessed:** Quiz & Final
- 3.7 Use appropriate multimedia tools to provide language access and support conceptual knowledge. **Introduction:** Through understanding audiological concepts and evaluations, including benefits and limitations of audibility.
- 4.2 Understand and apply knowledge of typical and atypical language development (signed, spoken, and written) among deaf students, to help inform instructional planning and learning experiences. **Introduced:** Examine audiograms aided and unaided to determine case study students access to

language with and without hearing technology

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. **Introduced:** field of related profession and concepts throughout course. **Practice:** Case studies with specific audiological assessments. **Assessed:** Quiz, Midterm & Final.

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. **Introduced:** Early Start and the importance of unbiased information. **Assessed:** Case study scenario in final exam

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. **Introduced:** Throughout course as a collaboration between team members and understanding other professional roles. **Practice:** Learning audiological concepts through class assignments and discussions. Independent case studies and hearing assessment interpretation. **Assessed:** Quizzes, Midterm and Final.

6.4 Demonstrate the ability to manage, monitor, and maintain assistive audiology technologies, to apply information from audiograms to develop listening expectations, maximize use of residual hearing, and develop auditory processing and comprehension skills, as well as self-advocacy skills in both social and academic contexts. **Introduced:** Assessments explored and examined throughout course to determine ways to meet their students needs and drive goals and instruction. **Practice:** Discussed case studies and examined audiograms independently and collaboratively. **Assessed:** Independent project, quizzes, midterm and final.

6.5 Demonstrate knowledge in universal design for learning, and common accommodations and modifications to meet the linguistic, cognitive, social, and emotional needs of deaf students. **Introduced:** Concepts of auditory access and limitations applied throughout course. **Practice:** Understanding the audiogram to make common accommodations and modifications to meet the student's needs. **Assessed:** Quiz

**Graduate Learning Goal #1: A Mount St. Mary's graduate candidate will demonstrate competence in techniques, concepts, and knowledge specific to each area of study.**

*Student Learning Outcome #1: Candidates will demonstrate knowledge of techniques and concepts specific to their areas of study.*

1. Demonstrate basic knowledge of the anatomy and physiology of the ear by labeling diagrams and listing, describing and/or recognizing auditory processes.
2. Demonstrate familiarity with methods of audiological assessments and evaluations of young children (including children who are English Language Learners and children with autism spectrum disorders) by writing summaries of audiological observations, and by listing, describing and/or recognizing test procedures and decision-making processes.
3. Demonstrate ability to interpret audiograms.
4. Demonstrate basic knowledge of pathologies that cause hearing loss by listing, describing and/or recognizing the signs and symptoms of these pathologies, including those pathologies that uniquely impact children who are English Language Learners and children with autism spectrum disorders.
5. Demonstrate understanding of the mechanisms of Auditory Brainstem Response (ABR) testing and Otoacoustic Emissions (OAE) testing by listing, describing and/or recognizing test procedures and their relation to auditory processes.
6. Demonstrate understanding of the ABR and OAE tests' purpose in audiological diagnosis by listing, describing and/or recognizing the decision-making processes involved.

7. Demonstrate basic knowledge of pathologies that cause hearing loss in certain and diverse populations by listing, describing and/or recognizing the signs and symptoms of these pathologies.

**Graduate Learning Goal #2: A Mount St. Mary's graduate candidate will demonstrate the ability to access, analyze, synthesize, and evaluate educational research and professional education literature.**

*Student Learning Outcome #2: Candidates will demonstrate the ability to access, analyze, synthesize, and evaluate educational research and professional education literature.*

1. Report on observations of audiological testing in the community-based audiology clinic.

Observations include case history and testing as well as parent counseling (if consent is granted) with special attention to children who are English Language Learners and children with autism spectrum disorders.

2. Demonstrate basic knowledge of pathologies that cause hearing loss in certain and diverse populations by listing, describing and/or recognizing the signs and symptoms of these pathologies.

**Graduate Learning Goal #3: A Mount St. Mary's graduate candidate will demonstrate research skills and methods through the ability to gather, document, investigate, analyze, interpret, and evaluate information.**

*Student Learning Outcome #3: Candidates will design and implement sound teacher inquiry activities that demonstrate competent research skills and methods that give evidence of gathering, documenting, investigating, analyzing, interpreting, and evaluating information.*

1. Report on observations of audiological testing in the community-based audiology clinic.

Observations include case history and testing as well as parent counseling (if consent is granted) with special attention to children who are English Language Learners and children with autism spectrum disorders.

2. Demonstrate basic knowledge of pathologies that cause hearing loss in certain and diverse populations by listing, describing and/or recognizing the signs and symptoms of these pathologies.

**Graduate Learning Goal #4: A Mount St. Mary's graduate candidate will disseminate and communicate information effectively in verbal and written form.**

*Student Learning Outcome #4: Candidates will produce scholarly writing and professional presentations in education.*

1. Describe audiological testing as done in the community-based audiology clinic, developing case history and report on testing as well as parent counseling

2. Demonstrate an understanding of the interdisciplinary issues in the field of education for children who are deaf or heard of hearing.

3. Demonstrate familiarity with methods of audiological assessments and evaluations of young children in diverse populations by providing written evaluations of case studies, and by listing, describing and/or recognizing test procedures and decision-making processes.

**Graduate Learning Goal #5: A Mount St. Mary's graduate candidate will understand individual differences and demonstrate the skills to address the moral and ethical challenges within the professional or field.**

*Student Learning Outcome #5: Candidates will demonstrate skills in addressing ethics within teacher inquiry.*

1. Demonstrate familiarity with methods of audiological assessments and evaluations of young children in diverse populations by providing written evaluations of case studies, and by listing, describing and/or recognizing test procedures and decision-making processes. Discussion will include professional Codes of Ethics.

2. Demonstrate ability to integrate conflicting insights/perspectives, blending into a more comprehensive understanding of diagnostic audiology.
3. Demonstrate knowledge of the connections between knowledge (i.e., disciplinary) domains that pertain to diagnosis in Audiology.

### Internet Course Supports

Course work will be posted in Canvas. Information, websites, and readings will be made available as needed in the class.

**Tasks, Dates, Grade Weights:** You will be given specific information about your tasks and

### Readings

the value of each task towards your overall grade for this course. Specifically identified tasks in this and other credential coursework that informs your overall development as an educator will be evaluated on rubric based performance indicators. Also check program information posted on the school website.

Required Text:

Northern, J. L. and Downs, M. P. (2014) *Hearing in Children*, 6<sup>th</sup> Edition.

ISBN-13: 978-1597563925

ISBN-10: 1597563927

**All other course reading available on Canvas**

### Course Assignments

This course will consist of the following components:

1. **PowerPoint Presentations:** These presentations will include outlines, text, and voice lectures related to the topic(s) for that week.
2. **Text and Supplemental Readings:** Readings will be assigned from texts and additional readings that will be found on Canvas. These items may be downloaded and printed out by the candidates. Students are responsible for the readings assigned and should come to class prepared to discuss the content. Information, sources and electronic documents will be made available to students as needed for this class. Access to the Internet is required and provided on the JTC campus.
3. **Lectures/Discussion:** Candidates are expected to engage with 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 and interpret audiograms during most class sessions to clarify learning and visual representation of the issues specific to assessments of the auditory system. Audiometry, otoacoustic emissions, ABR, tympanometry/ARs will be demonstrated in class.
5. **Lab Observations:** Observations of play audiometry/VRA/BOA; written summaries of clinic observations requested and recommended, but will depend on observation opportunities.
6. **Projects, Readings, and Assignments:** Candidates will complete various readings, projects and assignments integrating concepts throughout the course with skills learned in previous courses or experiences. Candidates will have one class project on syndromes and hearing loss.
7. **Quizzes and Exams:** Candidates will have a total of 9 quizzes and two proctored examinations (1 midterm and 1 comprehensive final).

8. The Centerpiece Artifact for this course is the final examination.

**Assessment Plan/Grading Criteria and Rubrics**

**A grade of B or above is required for credential/MA program.**

**Breakdown of Assignments Earning Points towards Final Grade**

Graded Assignment	Points Calculation	Total Points
Quizzes	25 points each x 8*	= 200 points
In-Class Presentation Genetics & HL		= 50 points
Midterm (in class)		= 100 points
Comprehensive Final (in class)		= 200 points
Class Participation		= 20 points
<b>TOTAL</b>		<b>= 570 points</b>

\*Note: Lowest score on quizzes will be dropped.

<b>Passing Grades</b>	<b>Failing Grades</b>
A 96-100	C + 77-79
A – 90-95	C 73-76
B + 88-90	C – 70-73
B 83-87	F Below 70
B – 80-82	

**Assignment Guidelines**

1. 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.
2. All assignments are due on-time. A 5-point penalty will be given each day for late work. 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.
3. This class does require your participation. Each student is expected to pay attention to the speaker and contribute to the group discussion.

**Academic Integrity:** A violation of academic integrity is any instance when a student attempts to pass off as 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.

### Rubric for Class Participation

Component	Exceeds Standard	Meets Standard	Emerging	Unacceptable
<b>Attendance/ Promptness</b>	Student is <b>always</b> prompt and regularly attends classes unless the instructor is notified in advance.	Student is late to class rarely and only with a reasonable excuse, and the instructor is notified in advance.	Student may be late or absent and occasionally informs instructor in advance.	Student is often late or absent and does not inform the instructor in advance.
<b>Level Of Engagement In Class</b>	Student participates in class discussion by asking questions and volunteering to share knowledge.	Student answers questions and shares knowledge if directly asked but may choose to ask questions outside of class.	Student asks few questions, and makes few contributions in class, and is attempting to understand the information.	Student asks no questions and makes no contributions to class discussion, <b>in or outside class</b> , yet demonstrates inadequate mastery of the information.
<b>Preparation</b>	Student is always fully prepared for class with assignments and required class materials.	Student is prepared for class with assignments and required class materials, although occasionally preparation may be less than thorough.	Student is usually prepared for class with assignments and required class materials, but preparation appears to be hasty and shallow.	Student is habitually unprepared for class with assignments and required class materials, and/or assignments are frequently less than thorough.
<b>Listening Skills</b>	Student is always attentive when others are speaking and contributes appropriately without interruptions or disruption, participating professionally by seeing all sides of a topic.		Student is inattentive or engaged in a non-related activity when others are speaking, or interrupts, or offers a comment that is inappropriate, or offers a comment in an inappropriate manner*.	
<b>Behavior</b>	Student never displays discourteous or disruptive behavior during class.		Student displays discourteous disruptive behavior during class.*	
*A student who is discourteous or disruptive at any time will be asked to leave the class		<b>Total Points:</b>	<b>20</b>	

Commented [BW1]: Follow Up: 20

**EDU 236A**  
**DHH: Audiology - Diagnostics**  
**Hearing Disorder/Genetics Project**  
**50 points**

CCTC/DHH TPE 1: Engaging and Supporting All Students in Learning
CCTC/DHH TPE 2: Creating and Maintaining Effective Environment for Student Learning
CCTC/DHH TPE 3: Understanding and Organizing Subject Matter for Student Learning
CCTC/DHH TPE 4: Planning Instruction and Designing Learning Experiences for All Students
CCTC/DHH TPE 5: Assessing Student Learning
CCTC/DHH TPE 6: Developing as a Professional Educator

**Project #1**

- Student will have gathered information throughout the course regarding a variety of hearing disorders, etiologies, and genetics.
- Information is designed to further the student candidate's understanding of the impact specific etiologies may have on an individual and a family, including families from diverse backgrounds.
- Student Candidate will identify a hearing disorder that is not covered in detail in class meetings and secure instructor's approval.
- Student Candidate will identify genetic pattern(s) of inheritance (or spontaneous mutation) that is typical of the particular syndrome or condition.
- Student Candidate will research the disorder through texts, articles, and online sources.
  - Student Candidate will create a report that presents in detail:
    - the diagnosis of the disorder
    - the anatomy of the specific disorder
    - the physiology of the specific disorder
    - the audiological manifestations of the disorder
    - the audiological treatments of the disorder, including device choices
    - the possible educational and learning impacts of the disorder
    - The possible impact on instructional techniques of the disorder
    - the resources consulted in the creation of the report
- Student Candidate will comment on possible resources and collaborators for family, organizations, and professionals.
- Student Candidate will present the information gathered during a class meeting.



**EDU 236A**  
**DHH: Audiology - Diagnostics**  
**Final Exam**  
**200 Points**

CCTC/DHH TPE 1: Engaging and Supporting All Students in Learning
CCTC/DHH TPE 2: Creating and Maintaining Effective Environment for Student Learning
CCTC/DHH TPE 3: Understanding and Organizing Subject Matter for Student Learning
CCTC/DHH TPE 4: Planning Instruction and Designing Learning Experiences for All Students
CCTC/DHH TPE 5: Assessing Student Learning
CCTC/DHH TPE 6: Developing as a Professional Educator

Candidates will be given an in-class Final Exam. The Final Exam is the Centerpiece Artifact for the course and is comprehensive in its scope. The candidate will demonstrate knowledge of:

1. Anatomy and physiology of the ear
2. Methods of audiological assessments and evaluations of young children (including children who are English Language Learners and children with autism spectrum disorders, including the relevance of the professional Code of Ethics)
3. Ability to interpret audiograms
4. Pathologies that cause hearing loss, including those pathologies that uniquely impact children who are English Language Learners and children with autism spectrum disorders
5. Mechanisms of Auditory Brainstem Response (ABR) testing and Otoacoustic Emissions (OAE) testing
6. ABR and OAE tests' purpose in audiological diagnosis
7. Pathologies that cause hearing loss in certain and diverse populations
8. Audiological testing in the community-based audiology clinic, including case history and testing as well as parent counseling with special attention to children who are English Language Learners and children with autism spectrum disorders
10. Interdisciplinary issues in the field of education for children with hearing loss
14. Conflicting insights/perspectives, and blending these into a more comprehensive understanding of diagnostic audiology

**EDU 236A DHH: Audiology-Diagnostics  
Course Schedule 2020**

**PLEASE READ:**

*Power Point slides will be provided to you prior to class. Please print or bring computer to class with you.*

*If necessary, this syllabus and its contents are subject to revision; students are responsible for any changes or modifications announced or distributed in class, emailed and posted on Canvas.*

#	Date	Topics	Readings
1	Aug 28	Intros Overview Hearing Loss in Children: A Hidden Disability Anatomy and Physiology Partnering with the Ed Audiologist Prepare for basic info questions next week	Northern and Downs: Chapter 1 "Relationship of Degree of Long-term Hearing Loss..."  Diagrams: Study Ear and Auditory Pathway Charts
2	Sept 4	Nature of Sound Audiograms Genetics and Congenital Infections  (Quiz: Hearing loss facts, Basic anatomy/physiology)	Northern and Downs: Chapter 1 cont. and 2  Audiogram Packet A  <b>Read &amp; Reflect:</b> CMV Fact Sheet Write a short (<1 page) summary of what you took away from the fact sheet, and why you think I had you read it <b>(DUE 9/11)</b>
3	Sept 11	Air, Bone, and Speech Audiometry  (Quiz: Nature of Sound, Audiograms)	Northern and Downs Audiogram Packet B
4	Sept 18	Air Bone Speech Review Medical Aspects  (Quiz: Air-bone audiograms)	Northern and Downs: Chapters 3 and 4

#	Date	Topics	Readings
5	Sept 25	Lab: Pediatric Audiological Evaluation-Guided Observation	Hands-On with Equipment (TBD)
6	Oct 2	Genetics and Hearing Loss  (Quiz: Basic Principles of Genetics, Audiograms)	Northern and Downs: Chapters 3 and 4  Review All Material for Mid-term
7	Oct 9	<b>Mid-term: Open in Canvas 1:30-4:30</b>	Northern and Downs: Chapters 1 through 4
8	Oct 16	Review Mid-term Syndromes  (No Quiz)	Appendix A <i>Pediatric Hearing Disorders</i>  <b>PROJECT:</b> Choose or I will assign a disorder not covered in detail in class. Prepare a 15-20 minute presentation on anatomy and physiology, audiologic manifestations, and treatment of your selected disorder.
9	Oct 23	Project Presentations Early Intervention Critical importance of unbiased delivery of audiological and educational information  (Quiz: Hearing Disorders, Etiology)	Northern and Downs: Chapter 5  "Best Practices for Early Start..." "Engaging Parents...Counseling Considerations"
10	Oct 30	Play Audiometry Visual Reinforcement Audiometry Behavioral Observation Audiometry (Quiz: Counseling, Early Intervention)	Northern and Downs: Chapter 6 Conditioned Play Audiometry Sheet Audiogram Packet C
11	Nov 6	Physiologic Hearing Tests Tympanometry and Acoustic Reflexes Otoacoustic Emissions Pediatric Auditory Brainstem Response  (Quiz: Basics in Pediatric Hearing Evaluations)	Northern and Downs: Chapter 7

#	Date	Topics	Readings
12	Nov 13	What is Masking? Auditory Processing Disorders  (Quiz: Tympanograms & Reflexes, OAEs, and ABRs)	Audiogram Packet D
13	Nov 20	Auditory Neuropathy Newborn Screening Public School Screening (Quiz: Masking)	Northern and Downs: Chapter 8 Early Intervention and NBHS Articles <i>Respond to questions on Canvas and prepare to discuss on 11/20</i>
14	Nov 27	No Class: Thanksgiving	
15	Dec 4	Review Pediatric Hearing Evals Public School Screening How to Mess Up in Audiology Case Studies <i>Review for Final</i>	Review All Materials for Final
<b>Fi na ls</b>	<b>Week of Dec 11</b>	<b>Final Exam 1:30-4:30</b>	

## **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

**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://mountsaintmarysunisersi.sharepoint.com/sites/MYMSMU/student-life/Documents/Student-Handbook.pdf>

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

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

**Internet Courseware Platform:** It is important to be able to use the *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 and correct spelling (use Spell Check), don't write in all caps (it feels as if you're shouting), don't write in exotic fonts, and be sure to sign your name.

**Students with Disabilities:** Mount Saint Mary's University Los Angeles, in compliance with state and federal laws and regulations, does not discriminate on the basis of disability. If you are a student with 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 information disability 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 according to your needs at (213) 488-2692.

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