



Master's & Credential Program

EDU 238A
DHH: Early Childhood Curricula (3 units) Onsite
Fall 2020

Instructor: Angela Stokes, MEd, LSLC Cert AVEEd	Class Hours: Mondays and Tuesdays 8:30 am-12:30 pm
JTC Voice: 213 863-9942	Class Dates: Aug 24 -Dec 8, 2020
JTC E-mail: astokes@jtc.org	Office Hours: Daily 12:30-1:30 & by appt
FAX: 213 745-5074	TDD: 213 747-2924

Course Description

This course is designed to train graduate students how to effectively create quality curriculum plans and strategies in early childhood education environments with children who are deaf/hard of hearing, ages 2-5 years, including English Learners, children who were identified at birth with deafness or at a later age, and how to apply the current research in brain development and child learning that informs quality preschool environments. Graduate students will develop an understanding of classic child development learning theories.

Focal points will be 1) parent education, guidance, and support, 2) emphasis of development of spoken language, speech, and auditory learning throughout, and 3) focus on an integrated, developmentally appropriate, universally designed curriculum framework that is flexible, comprehensive, and linked to assessment and program evaluation activities.

The goal is successful access, participation and learning for all children regardless of need, ability, or background. The course is designed to meet standards for English Learners and children with Autism Spectrum Disorders. Specific areas of study will

include the following topics: child development theory, assessment, and development of fine and gross motor skills, social/emotional skills, cognitive skills, language development, strategies for English Learners, preschool routines, creating theme-based curricula, a listening and spoken language learning environment, practice of audiological management, development of auditory

skills in a classroom, writing and implementing activity plans in the preschool classroom, how to support effective language and cognitive development for all learners, how to analyze and apply current research.

Fieldwork: A 32-hour fieldwork commitment in a preschool classroom is required in order to complete the assignments and meet the performance-based competencies for this course. The Preschool Log of Hours form provides documentation of the fieldwork in this course. The candidate is responsible for keeping the log up to date and for having the instructor’s signature on the log. The log is turned in during finals week.

Course Objectives – Aligned with Candidate Unit and Program Outcomes

Initial Program: Meets part of 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/>

Course Objectives

TPE 1: Engaging and Supporting All Students in Learning	
DHH Candidates will:	
Element 1	Provide and sustain a language rich environment in American Sign Language (ASL) and/or English for deaf students to foster social and academic discourse and comprehension, using multimodal instruction, skill training (signed/viewing, spoken/listening, and/or written language as a heritage language), research-based bilingual education methodology, translanguaging practices and current effective learning. Introduction: Readings will be assigned from required texts and additional readings which will be posted on Canvas.

	<p>Practice: Write a weekly journal entry (2-3 pages) that identifies guided preschool observations and learning for the week as influenced by the assigned weekly readings.</p>
Element 2	<p>Communicate proficiently in English and engage with students using multimodal instruction, scaffolding, multiple ways of representing content, and teaching strategies to address the specific needs of student learning, as stipulated in the IFSP/IEP/ITP/504 plan.</p> <p>Introduction: Introductory content will be given via PPT presentations that will include outlines, text, and lecture material related to the weekly topics, along with required text and supplemental readings assigned and posted on Canvas.</p>
Element 3	<p>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.</p> <p>Introduction: Fieldwork hours will consist of interactions and conversations with parents of preschoolers from diverse cultures who have children that are DHH, and possible other needs.</p> <p>Practice: Will be assigned a family (a participating parent and child) in the preschool program to profile and informally evaluate current levels of functioning and write a report.</p>
Element 8	<p>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.</p> <p>Introduction: Introductory content will be given via PPT presentations that will include outlines, text, and lecture material related to the weekly topics, along with required text and supplemental readings assigned and posted on Canvas.</p> <p>Practice: Write a family profile report supported by the information gathered, that reflects their knowledge, and includes questions about the child's present levels, family needs and resources, additional information needed to plan child's educational program and transitions to other educational placements.</p>
<p>TPE 2: Creating and Maintaining Effective Environment for Student Learning DHH Candidates will:</p>	
Element 1	<p>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.</p> <p>Introduction: Required fieldwork hour commitment and introduction to a DHH preschool classroom in order to complete the assignments and meet the performance-based competencies for this course.</p>
Element 2	<p>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.</p> <p>Introduction: Required fieldwork hour commitment and introduction to a DHH preschool classroom in order to complete the assignments and meet the performance-based competencies for this course.</p>

Element 3	<p>Establish, maintain, and monitor an inclusive environment which cultivates language equity by demonstrating communication skills that enable diverse language learners to access, comprehend, and apply information; acquire knowledge; and develop and maintain interpersonal relationships.</p> <p>Introduction: Required fieldwork hour commitment and introduction to a DHH preschool classroom in order to complete the assignments and meet the performance-based competencies for this course.</p>
Element 5	<p>Select, adapt, create and use culturally relevant language-rich resources to support deaf students with diverse language and learning needs.</p> <p>Introduction: Introductory content will be given via PPT presentations that will include outlines, text, and lecture material related to the weekly topics, along with required text and supplemental readings assigned and posted on Canvas.</p> <p>Practice: Will create a project that describes 10 days of preschool teaching.</p>
Element 6	<p>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.</p> <p>Instruction: Introductory content will be given via PPT presentations that will include outlines, text, and lecture material related to the weekly topics, along with required text and supplemental readings assigned and posted on Canvas.</p> <p>Practice: Hands on experience using troubleshooting kits to check personal devices, assistive technology, and initiate self-advocacy skills of preschoolers that are DHH, with master teacher support.</p>
<p>TPE 3: Understanding and Organizing Subject Matter for Student Learning DHH Candidates will:</p>	
Element 1	<p>Master technical vocabulary and key concepts in content areas of instruction, effectively using social and academic language (ASL and/or English) to enhance vocabulary knowledge.</p> <p>Introduction: Introductory content will be given via PPT presentations that will include outlines, text, and lecture material related to the weekly topics, along with required text and supplemental readings assigned and posted on Canvas.</p>
Element 2	<p>Demonstrate the ability to effectively deliver content knowledge (core general education curriculum) in the language of instruction (ASL and/or English) utilizing strategies appropriate to deaf students based on current evidence-based research.</p> <p>Introduction: Introductory content will be given via PPT presentations that will include outlines, text, and lecture material related to the weekly topics, along with required text and supplemental readings assigned and posted on Canvas.</p>
Element 3	<p>Demonstrate knowledge of appropriate expressive (signed, spoken, and written) and receptive (listening, reading and viewing) language skills strategies and assessments based on the language of instruction (ASL and/or English).</p> <p>Introduction: Introductory content will be given via PPT presentations that will include outlines, text, and lecture material related to the weekly topics, along with required text and supplemental readings assigned and posted on Canvas.</p> <p>Practice: Will create and implement lesson plans for presenting three group lessons to the preschool class.</p> <p>Assessment: Will use informal assessment tools to gather information on their assigned preschool family in the areas of communication, listening, and general domains and write a report of their findings.</p>

Element 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. Introduction: Introductory content will be given via PPT presentations that will include outlines, text, and lecture material related to the weekly topics, along with required text and supplemental readings assigned and posted on Canvas.
Element 7	Use appropriate multimedia tools to provide language access and support conceptual knowledge. Assessment: Will create a project that describes 10 days of preschool teaching, locate an appropriate educational YouTube video, and create an experience book that supports any aspect of the curriculum to share with the class.
TPE 4: Planning Instruction and Designing Learning Experiences for All Students DHH Candidates will:	
Element 1	Demonstrate the ability to design and implement effective individual, social, academic, cognitive, and language learning activities using appropriate auditory/tactile/visual strategies for diverse learners all ages (birth to 22) taking into account different backgrounds, learning preferences, and learning environments while using essential elements of instruction that are culturally relevant, data driven, and standards-related. Introduction: Introductory content will be given via PPT presentations that will include outlines, text, and lecture material related to the weekly topics, along with required text and supplemental readings assigned and posted on Canvas.
Element 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. Assessment: Performance will be evaluated using a teaching behaviors checklist by the master teacher, course instructor, along with a submission of a self-evaluation.
Element 6	Plan instruction that promotes a variety of receptive and expressive language development skills and strategies. Practice: Will create and implement lesson plans for presenting three group lessons to the preschool class.
TPE 5: Assessing Student Learning DHH Candidates will:	
Element 2	Gather relevant information through reading, interpreting and using informal and formal assessment data from IFSP, IEP, ITP, and 504 plans develop differentiated instruction, and to make appropriate accommodations or modifications. Practice: Will create and implement lesson plans for presenting three group lessons to the preschool class.
Element 3	Develop and administer linguistically and culturally appropriate assessments in the language understood by the students to guide instruction and monitor progress. Introduction: Lectures informal screening tools and standardized language assessments for ages over three years.

TPE 6: Developing as a Professional Educator

DHH Candidates will:

Element 4	Demonstrate the ability to manage, monitor, and maintain assistive auditory 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. Introduction: Introductory content will be given via PPT presentations that will include outlines, text, and lecture material related to the weekly topics, along with required text and supplemental readings assigned and posted on Canvas.
Element 5	Demonstrate knowledge of universal design for learning, and common accommodations and modifications to meet the linguistic, cognitive, social, and emotional needs of deaf students. Introduction: Participate in course lectures and receive guidance on how to create appropriate lesson plans for preschool instruction, involving knowledge of universal design learning as related to the needs of students who are DHH.

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 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

- Hendrick, J., & Weissman, P. (2014); *The whole child: Developmental education for the early years (10th Ed.)*; Pearson Education, Inc., Upper Saddle River, New Jersey
- Linder, T. (2008). *Transdisciplinary play-based assessment, 2*. ISBN-10: 155766871X
 - ISBN-13: 978-1557668714
- Linder, T. (2008). *Transdisciplinary play-based intervention 2: Guidelines for developing a meaningful curriculum for young children* ISBN-10: 1557668728
 - ISBN-13: 978-1557668721

Suggested Resources:

Zero to Three – “Helping Parents Move Beyond the Word Gap” (2014)

<https://www.zerotothree.org/resources/545-helping-parents-move-beyond-the-word-gap>

The Annie E. Casey Foundation – 2015 Kids Count Data Book

<http://www.aecf.org/resources/the-2015-kids-count-data-book>

Participation	40	points (1.25 per day)
Journal/ observations/reading	120	points (10 points each)

Assignments:

1. Classroom Behavior/CCSS Report **40** points
2. Preschool 10-day Planning Project **80** points
3. Paper on Theorist **60** points
4. Experience Book **30** points
5. Educational YouTube Video **10** points
6. Centerpiece Artifact: **460** points
 - a. Preschool Family Profile (150/460)
 - b. Lesson Plans (3)
Parent Letters (3)
Practicum (175/460)
 - c. Student Teaching Video analysis
Reflection - post-conferences w/ MT & Instructor
Performance Evaluations (3) (135/460)

FINAL EXAM **120** points

Grading Scale

Grade points are assigned as follows:

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		

A GPA of B or above is required each semester for the credential master’s program

PLEASE NOTE:

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. You will receive 1.25 points if you are on time, .625 point if you are tardy, 0 points if you are absent without instructor’s permission.
3. All assignments are due on-time. A 5-point penalty will be given each day for late work.
4. This class involves a lot of discussion. Each student is expected to pay attention to the speaker and contribute to the group discussion.
5. For full credit on your journal assignments, please apply and note information from your readings along with your personal observations in the preschool.
6. Dress code for preschool and professional expectations will be addressed in the first class meeting.

7. Each teaching event will be captured on video via a Zoom recording and downloaded. A link will be emailed to you for your analysis and reflection. Students will complete a self-evaluation of each teaching event.

ASSIGNMENTS:

1. Classroom Behavior and Common Core State Standards (40 points)

Student will document completion of a total of four modules offered by the Teaching Channel (www.teachingchannel.org/videos) on managing classroom behavior and applying the Common Core State Standards (CCSS). MSMU will arrange and provide for access to a sharable account as membership to the site is required. The student will view four videos on the topics and document the information gained from the videos. The documentation will take the form of a report (200-300 words) on the student's learning from the videos. The student will look for information on the following two specific topics:

- A. Classroom Behavior** - Supporting positive behavior in all students, including students who present complex social communication, behavioral and emotional needs, information on laws and regulations as they pertain to promoting behavior that is positive and self-regulatory as well as promoting safe schools, working with the IEP team, understanding assessment strategies to determine target behavior, the function/ communicative intent of the behaviors for individual students, events that contribute to behaviors, the components of behavioral plans that include modifications, emergency interventions, current laws, and the possible impact of hearing loss and communication issues on behavior.
- B. Common Core State Standards (CCSS)** – Basic information on the goals of the common core state standards, the changes in presentation of lessons, the application of CCSS to special populations, strategies, differentiation, critical thinking skills, visualizing, advanced vocabulary, and access to complex ideas.

Classroom Behavior/CCSS Report

CCTC/DHH TPE 1: Engaging and Supporting All Student in Learning

CCTC/DHH TPE 2: Creating and Maintaining Effective Environments for Student Learning

CCTC/DHH TPE 3: Understanding and Organizing Subject Matter for Student Learning

CCTC/DHH TPE 4: Planning Instruction & Designing Learning Experiences for All Students

CCTC/DHH TPE 5: Assessing Student Learning

CCTC/DHH TPE 6: Developing as a Professional Educator

- Student Candidates will have gathered information throughout the course regarding the managing of student behavior and developing social interaction skills and related resources in the field of the education of the deaf.
- Students will have gathered information related the implementation of the Common Core State Standards.
- Student Candidates gather other resources that are related to assisting families with the transfer and generalizing information on behavior management and application of CCSS.
- Student Candidates will complete 4 modules from The Teaching Channel website (www.teachingchannel.org/videos) on behavior management skills and CCSS and turn in a report with information from each module. Student Candidates will consider the following and comment on all of the topics that are available in the videos:
 - a) establishing classroom rules for student deportment
 - b) reinforcement and total classroom management strategies
 - c) using positive behavior interventions in the classroom and school
 - d) team: student, family, professionals

- e) students who present complex social communication, behavioral and emotional needs
- f) information on laws and regulations as they pertain to promoting behavior that is positive and self-regulatory as well as promoting safe schools
- g) understanding assessment strategies to determine target behavior
- h) events that contribute to behaviors
- i) the components of behavioral plans that include modifications, emergency interventions
- j) current laws
- k) the possible impact of hearing loss and communication issues on behavior
- l) goals of the common core standards,
- m) the changes in presentation of lessons,
- n) the application of CCSS to special populations,
- o) strategies, differentiation, critical thinking skills, visualizing, advanced vocabulary
- p) access to complex ideas

TPE competencies linked to the assignment: 1.1, 1.2, 1.5, 1.6, 1.7, 3.2, 3.6

2. Preschool 10-Day Planning Project (80 points)

Student will create a project that describes 10 days of preschool teaching. The lessons described will revolve around a central theme and expand the possibilities for children to explore the concepts involved while demonstrating knowledge of universal design learning. The project will include:

- Theme and Learning Concepts – create a list of 10 conceptual focus points for the lessons that support the main idea; include target vocabulary and phrases to be reinforced through LSL throughout your chosen theme
- Songs – include songs that support the theme
- Books - a list of specific books that support the main idea
- Creative Art - art ideas that support the main idea
- Promoting Literacy - literacy activities that support the main idea
- Outdoor Play - outside play ideas that support the main idea
- Indoor Manipulatives - that support the main idea for learning in the classroom
- Physical Dev - gross motor and fine motor activities that support the main idea
- Pretend Play - dramatic play possibilities that support the main idea
- See rubric for more details

TPE competencies linked to this assignment: 1.1, 1.2, 1.6, 1.7, 2.5, 3.6, 4.2

3. Paper on Theorist (60 points)

Using APA style, the student will write a 500-750 word paper on **one** of the following pioneers of western child learning theory: Fredrich Froebel, Jean Piaget, John Dewey, Maria Montessori, Lev Vygotsky, Erik Erikson, Urie Bronfenbrenner, Jerome Bruner, Loris Malaguzzi, or B. F. Skinner. Relevant biographical information, a description of the individual's philosophy, the impact of the individual's philosophy on preschool education in the U. S., and how the candidate views the philosophy will be included in the paper. At least 5 scholarly sources are required. See rubric for details.

TPE competencies linked to this assignment: 1.4, 2.5, 4.1, 4.2

4. Experience Book (30 Points)

Student will create an experience book based on an event of his or her choice. Using pictures taken during the event in preschool or at home, clip art, or any other illustrative media, student will create a 7-8 page experience book (includes title page) with language that illustrates the event in a clear concise format for several levels of language development appropriate for preschool students who are DHH. See rubric for details.

TPE competencies linked to this assignment: 1.5, 3.4

5. Educational YouTube Video for Preschoolers (10 Points)

Student will locate an age-appropriate educational YouTube video that supports learning for preschoolers. The content will reflect curricula in use in the preschool classroom: Math concepts, Language concepts, Classic stories, Social Studies, Science, etc. Think like an LSL teacher, remaining cognizant of background noise/music interference, volume level, rate of speech, and pitch of speaker or narrator, quality of intelligible speech as transmitted by the app along with quality language input.

TPE competencies linked to this assignment: 1.5, 3.7

6. Centerpiece Artifact (460 points) – Three Parts

a. Part One: Preschool Family Profile (150 points)

CCTC/DHH TPE 1: Engaging and Supporting All Student in Learning

CCTC/DHH TPE 2: Creating and Maintaining Effective Environments for Student Learning

CCTC/DHH TPE 3: Understanding and Organizing Subject Matter for Student Learning

CCTC/DHH TPE 4: Planning Instruction & Designing Learning Experiences for All Students

CCTC/DHH TPE 5: Assessing Student Learning

CCTC/DHH TPE 6: Developing as a Professional Educator

Assignment # 7-a

- Student Candidates will be assigned a family (a participating parent and child) in the preschool program to profile and informally evaluate current levels of functioning and write a report.
- Student Candidates will be given access to preschool student files and documents to gather relevant information, both informal and formal data. HIPAA guidelines will be respected and adhered.
- Student Candidate will schedule a parent interview with their participating family to begin initial data and background collection on the child. Practice with consulting and speaking to a parent as a teacher will be prepared with course instructor support and guidance.
- Student Candidates will use informal assessment tools to gather information in the areas of:
 - parent skills
 - language, speech, auditory learning
 - cognition
 - social
 - self-help
 - fine and gross motor skills for the child
 - additional considerations/needs
- Student Candidates will practice using diverse functional assessments to gather information about the child and family:
 - Parent Skills: Cole Caregiver Checklist: Communication-Promoting Behaviors
 - Child Development Checklist: Hawaii Early Learning Profile (HELP) (Observation)
 - Language: Pragmatic Skills Checklist (Observation)
 - Language: Language Samples
 - Language: CASLLS: Cottage Assessment Listening and Language Skills
 - Speech: Phonetic Ling Evaluation (informal)
 - Auditory Learning: Auditory Skills Instructional Planning System (ASIPS)
 - Social: Minnesota Social Skills Checklist (Observation)

- Student Candidates will write a Profile Report supported by the information gathered, that reflects their knowledge, will inform collaborative partners (including parents), and, respecting the Health Insurance Portability and Accountability Act, include questions about the child’s present levels, family needs and resources, additional information needed to plan child’s educational program and transitions to other educational placements.

TPE competencies linked to this assignment: 1.3, 1.4, 1.5, 1.6, 1.8, 3.3, 4.2, 4.3, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2, 6.3

b. Part Two: Lesson Plans, Parent Notes, and Student Teaching (175 points)

Each lesson will be videoed and evaluated by candidate and instructor. The student will write theme-based activity plans and implement them in the preschool setting for the following activities, emphasizing language, speech, and auditory learning development:

- 3 group lessons in the classroom:
 - Song Time
 - Movement Program
 - Story/Language Lesson
- Candidate will create a colorful visually pleasing parent note to go home at least one teaching day before the candidate is scheduled to teach. The parent note will introduce the candidate, and vocabulary and language for the projected lesson, information about the activity (name of song or foods for snack), goals for lesson, possible follow-up ideas for home, and contain a photo of the candidate.
- The **LSLS Auditory-Verbal Teaching Behaviors: Short Form** will be used to evaluate the candidate's performance by the course Instructor and candidate's self-evaluation.

Breakdown of points for lesson plans (LPs)/parent notes and student teaching:

	Rough Drafts	Final LPs & Parent Notes	Teaching Practicum	Self-Evaluation
Song	21.6	21.6	10	5
Movement Prog	21.6	21.6	10	5
Story/Language	21.6	21.6	10	5

c. Part Three: Reflection of Video Analysis on Best Lesson (135 points)

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

Assignment # 7 - c

- Student Candidates will demonstrate their knowledge of curriculum, child development and learning styles, as well as the development of speech, language, and auditory skills, while facilitating activities for deaf and hard of hearing children in a hybrid preschool classroom (simultaneous onsite and through remote instruction).
- Student Candidates will demonstrate how to apply appropriate techniques for handling the behavior of deaf and hard of hearing preschool-aged children.
- Student Candidates will evaluate their use of auditory devices (DMs, SFs) in the classroom.

- Student Candidates will demonstrate their knowledge of informal assessment of preschool-aged and deaf and hard of hearing children by creating and teaching age-appropriate, and language and cognitive skill appropriate lessons for the preschool classroom.
- Student Candidates will plan and facilitate activities for songs, movement program and story/language for deaf and hard of hearing children in a preschool classroom.
- Student Candidates will demonstrate instructional techniques of developing language, speech, and auditory skills across the preschool curriculum.
- Student Candidates will demonstrate their knowledge of appropriate language development activities in selected hybrid sessions with onsite preschool-age deaf and hard of hearing children and remote students and their parents from diverse cultural backgrounds at home.
- Student Candidates will demonstrate their knowledge about informal conferencing with parents of diverse cultural backgrounds using available educational, sociological, audiological and psychological information.
- Student Candidates will evaluate their own skills as demonstrated in the video of a song, movement program session, or a story/language lesson and the companion lesson plans taught in the preschool and evaluated on the **LSLS Auditory-Verbal Teaching Behaviors: Short Form**.
- Upload the following two evaluation forms and corresponding to your chosen best lesson presentation:
 - Self-Evaluation
 - Course Instructor
- Also include your post-conference three-page reflection after meeting with the Master Teacher and Course Instructor on your performance of that lesson and suggestions for development.

TPE competencies linked to these assignments: 1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.4, 3.5, 3.6, 3.8, 4.1, 4.3, 4.4, 4.6, 4.7, 6.4, 6.5, 6.6

Date	Class Schedule 2020
Monday, 8/24	Professional Induction Program and Orientation (Bridget Scott-Weich and Angela Stokes)
	Module 1 - Course Overview and Low Incidence Disabilities
Tuesday 8/25	<p>Reading Assignment:</p> <ul style="list-style-type: none"> • Hendrick and Weissman, Ch 1 (Introduction) • Heward, Alber-Morgan, Konrad, Ch. 12 (Low-Incidence Disabilities) <p>Class Lecture:</p> <ul style="list-style-type: none"> • Syllabus, Assignments, Grading, Rubrics, Preschool Guidelines • Readings due for the class meeting. All readings not found in the Whole Child or Toni Linder books will be distributed in class or available on Canvas. • Journal writings to be submitted in Canvas on Thursday by 6 p.m. each week starting 9/17. • Low-Incidence Disabilities
	Module 2 - History and Theories of Child Development

Monday , 8/31	Reading Assignment: <ul style="list-style-type: none"> • Hendrick and Weissman, Ch. 7 (Routines) • Stacey, Ch. 1 (Emergent Curriculum) • CA Dept of Education: https://www.cde.ca.gov/sp/cd/re/psfoundations.asp (Volumes 1-3) Class Lecture: <ul style="list-style-type: none"> • Theories of Child Development • Discuss readings • CA Preschool Learning Foundations • Preschool student files and IEPs – Confidential; review and take notes
Tuesday 9/1	Reading Assignment: <ul style="list-style-type: none"> • Hendrick and Weissman, Ch. 2 (Families) • LATG Book, Ch. 2 (Building Language) • Center for Law and Social Policy (CLASP) – New report https://www.clasp.org/sites/default/files/publications/2020/07/2020_antiracistchildcare_0.pdf Class Lecture: <ul style="list-style-type: none"> • History and Current Issues in ECE • Functional screening tools of assessment in communication, speech, and listening • Observing with purpose – strategies for observing YC's learning & dev • Language facilitation techniques
Module 3 – Curricula Design and Behavior Modification Strategies	
Monday , 9/7	LABOR DAY – NO CLASS
Tuesday 9/8	Reading Assignment: <ul style="list-style-type: none"> • Hendrick and Weissman Ch 15 (Creative Self) • TPBA2, Age Table: Sensorimotor Dev, pgs. 51-60 • Ling Six-Sound Test by Daniel Ling, PhD Class Lecture: <ul style="list-style-type: none"> • Developing Appropriate Curricula • Review DHH student data • Behavior guidance & modification strategies • Preschool - Guided Observation
Module 4 – Creating Safe and Language-Rich Environments - Literacy Development	
Monday , 9/14	Reading Assignments: <ul style="list-style-type: none"> • Hendrick and Weissman Ch. 9 (Emotions) & Ch.12 (Language)

	<ul style="list-style-type: none"> • TPBA2 Age Table: Communication Dev, pgs. 263-274 • TPBA2 Age Table: Conceptual Dev, pgs. 391-396 <p>Class Lecture:</p> <ul style="list-style-type: none"> • Creating Environments • LSL Behaviors checklist; What happens in the LSL approach to learning? • Writing preschool lesson plans • Preschool Guided observation – Song and Snack
Tuesday 9/15	<p>Reading Assignments:</p> <ul style="list-style-type: none"> ▪ Hendrick and Weissman Ch. 13 (Literacy) ▪ Literacy Outcomes for Primary School Children Who Are Deaf and Hard of Hearing - A Cohort Comparison Study 2017.pdf  ▪ Acquisition of the alphabetic principle in deaf and hard-of-hearing preschoolers - The role of phonology in letter-sound learning - 2014.pdf <p>Journal #1 (Each journal is due to the instructor on Thursday evening by 6 p.m. of each week. Journals are to be submitted on Canvas.)</p> <p>Class Lecture:</p> <ul style="list-style-type: none"> • Discuss literacy articles – Breakout sessions • Writing preschool lesson plans • Preschool Guided observation – Song and Snack
Module 5 – Parent and Teacher Partnerships	
Monday 9/21	<p>Reading Assignment:</p> <ul style="list-style-type: none"> • LATG Book Ch. 3 (Role of Parents) • Heward, Alber-Morgan, Konrad, Ch.13 (Gifted and Talented) • CA Dept of Education: https://www.cde.ca.gov/sp/gt/ <p>Class Lecture:</p> <ul style="list-style-type: none"> • Parent/Family and Teacher Partnerships • Centerpiece Artifact – Preschool Family Profile • Cole Caregiver Checklist • Guided observation – Song and Snack
Tuesday 9/22	<p>Reading Assignment:</p> <ul style="list-style-type: none"> ▪ Hendrick and Weissman, Ch. 10 (Social Comp) ▪ TPBA2 Age Table: Emotional and Social Dev, pgs. 178-185 <p>Journal #2</p> <p>Class Lecture:</p> <ul style="list-style-type: none"> ▪ Minnesota Social Skills Checklist ▪ Parent Interview with Graduate Students – Prep and Schedule ▪ Guided observation – Song and Snack
Module 6 – Self-Discipline, Regulation, and Conflict Resolution	

Monday , 9/28	Reading Assignment: <ul style="list-style-type: none"> ▪ Hendrick and Weissman, Ch. 11 (Fostering Self-Discipline and Conflict Resolution Skills) ▪ TPBA2 Age Table: Cognitive Dev, pgs. 383-390 Class Lecture: <ul style="list-style-type: none"> • Teaching Rotation Begins for Song Activity • Cognition
Tuesday 9/29	Reading Assignment: <ul style="list-style-type: none"> ▪ LATG Book (pgs. 388-391) –Teacher Observation Scale for Classroom Behavior Journal #3 Class Lecture: <ul style="list-style-type: none"> • Teaching Rotation – Song • Autism Spectrum Disorder
Module 7 – Language Intervention Strategies and Facilitation Strategies in the Classroom	
Monday , 10/5	Reading Assignment: <ul style="list-style-type: none"> ▪ Bunce Ch. 3 (Language Intervention) Class Lecture: <ul style="list-style-type: none"> • Centerpiece Artifact Instructions • Begin to collect data on your assigned family • Parent conference interview – schedule and prepare • Teaching Rotation – Song
Tuesday 10/6	Reading Assignment: <ul style="list-style-type: none"> • Pragmatic checklist • Language samples Journal #4 Class Lecture: <ul style="list-style-type: none"> • Language intervention strategies • Teaching Rotation – Song
Module 8 – Preschool Language Development Guest Speaker: Yomna Elsiddig, M.S. CCC-SLP Speech-Language Pathologist	
Monday , 10/12	Reading Assignment: <ul style="list-style-type: none"> • YouTube: CASLLS: An Introduction (13:26) https://www.youtube.com/watch?v=bWYJLyTqrlw • CASLLS Forms Class Lecture: <ul style="list-style-type: none"> • Typical vs. atypical language development • Standardized language assessments (over 3 years) • CASLLS and Language Sampling

	<ul style="list-style-type: none"> Teaching Rotation Begins for Snack Activity Preschool Guided Observation – Movement Program
Tuesday 10/13	<p>Reading Assignment:</p> <ul style="list-style-type: none"> Exploring the Impact of Spoken Language in LSL Early Intervention 2015.pdf <p>Journal #5</p> <p>Class Lecture:</p> <ul style="list-style-type: none"> Teaching Rotation Begins for Snack Activity Preschool Guided Observation – Movement Program
Module 9 – Cognition Development	
Monday 10/19	<p>Reading Assignment:</p> <ul style="list-style-type: none"> YouTube Videos: <ul style="list-style-type: none"> Piaget’s Theory of Cognitive Dev (6:55) 2018 https://www.youtube.com/watch?v=lhcgYqx7aAA Vygotsky’s Theory of Cognitive Dev: How Relationships Increase Learning (5:08) 2020 https://www.youtube.com/watch?v=8l2hrSRbmHE <p>Class Lecture:</p> <ul style="list-style-type: none"> Theories of Piaget and Vygotsky – Similarities and Differences Cognition and HL Teaching Rotation Begins for Snack Activity Preschool Guided Observation – Movement Program
Tuesday 10/20	<p>Reading Assignment:</p> <ul style="list-style-type: none"> Article - False Belief Development in Children with HL - Theory of Mind 2017.pdf <p>Journal #6</p> <p>Class Lecture:</p> <ul style="list-style-type: none"> Theory of Mind Teaching Rotation Begins for Snack Activity Preschool Guided Observation – Movement Program
Module 10 – Pretend Play and Dramatic Play Development	
Monday 10/26	<p>DUE: Educational YouTube Video</p> <p>Reading Assignment:</p> <ul style="list-style-type: none"> Davidson book Ch. 1 (Play Pretend) & Ch. 2 (Dramatic Play) <p>Class Lecture:</p> <ul style="list-style-type: none"> Multidimensional learning in child-directed play Play vs. Exploration Dramatic vs. Constructive Play Preschool Guided Observation for Story with Props
Tuesday 10/27	<p>Reading Assignment:</p>

	<ul style="list-style-type: none"> ▪ Using Pretend Play to Promote Foundations for Text Comprehension - Examples from a Program for Children Who Are Deaf and Hard of Hearing 2017.pdf <p>Journal #7</p> <p>Class Lecture:</p> <ul style="list-style-type: none"> ▪ Discussion and takeaways from article on pretend play ▪ Preschool Guided Observation for Story with Props
	Module 11 – Second Language Learning and English Support for Children with Hearing Loss
Monday, 11/2	<p>Reading Assignment:</p> <ul style="list-style-type: none"> ▪ Tabor Ch. 7 (Second Language Learning) <p>Class Lecture:</p> <ul style="list-style-type: none"> • Principles of second language development • Teaching rotation for Story with Props begins! Grad #1
Tuesday 11/3	<p>Reading Assignment:</p> <ul style="list-style-type: none"> • Dual language versus English only support for bilingual children with HL using CIs and Hearing Aids - 2016.pdf <p>Journal #8</p> <p>Class Lecture:</p> <ul style="list-style-type: none"> ▪ Bilingual children with hearing loss ▪ Teaching rotation for Story with Props - Grad #2
	Module 12 - Second Language Learning and English Support for Children with Hearing Loss
Monday, 11/9	<p>Reading Assignment:</p> <ul style="list-style-type: none"> • Supporting Sociodramatic Play in Preschools and English Language Learners - 2016.pdf <p>Class Lecture:</p> <ul style="list-style-type: none"> ▪ Sociodramatic play and EL learners ▪ Teaching rotation for Story with Props - Grad #3
Tuesday 11/10	<p>DUE: Behavior/CCSS Report</p> <p>Reading Assignment:</p> <p>Journal #9</p> <p>Class Lecture:</p> <ul style="list-style-type: none"> ▪ Share modules viewed and selected for behavior/CCSS report ▪ Teaching rotation for Story with Props - Grad #4
	Module 13 – Audiological Management in the Classroom
Monday, 11/16	<p>Reading Assignment:</p> <ul style="list-style-type: none"> ▪ Maximize Children’s School Outcomes: The Audiologist’s Responsibility (2018)

	<p>https://www.audiology.org/audiology-today-januaryfebruary-2018/maximize-children%E2%80%99s-school-outcomes-audiologist%E2%80%99s</p> <p>Class Lecture:</p> <ul style="list-style-type: none"> ▪ Listening checks ▪ How can a child with HL succeed in the classroom ▪ Teaching rotation for Story with Props - Grad #5
Tuesday 11/17	<p>DUE on 11/22 (Sunday): 10-Day Planning Project</p> <p>Reading Assignment:</p> <p>Journal #10</p> <p>Class Lecture:</p> <ul style="list-style-type: none"> ▪ Audiology Online: “Educational Audiology: From Observation to Recommendation” by Jane Madell, PhD, CCC-A/SLP, LSLC Cert AVT (2013) ▪ Teaching rotation for Story with Props - Grad #6
Module 14 – Auditory Skills Development in the General Setting	
Monday, 11/23	<p>Reading Assignment:</p> <ul style="list-style-type: none"> ▪ Auditory Learning Guide ▪ ASIPS <p>Class Lecture:</p> <ul style="list-style-type: none"> ▪ Listening Skills Development ▪ Teaching rotation for Story with Props - Grad #7
Tuesday 11/24	<p>Reading Assignment:</p> <ul style="list-style-type: none"> ▪ Supporting Success for Children with Hearing Loss https://successforkidswithhearingloss.com/for-professionals/listening-auditory-skills-development/ <p>Journal #11</p> <p>Class Lecture:</p> <ul style="list-style-type: none"> ▪ Resources for teachers of the deaf ▪ Teaching rotation for Story with Props - Grad #8
Module 15 – Fine and Gross Motor Development	
Monday, 11/30	<p>DUE: Experience Book</p> <p>Reading Assignment:</p> <p>Class Lecture:</p> <ul style="list-style-type: none"> ▪ Paper on Theorist due and presented in class
Tues	<p>Reading Assignment:</p>

12/1	Journal #12 Class Lecture: <ul style="list-style-type: none"> ▪ Paper on Theorist due and presented in class
	Finals Week
12/7-8	1. Final Exam 2. Centerpiece Artifact Due

Guidelines for Preschool Experiences

Graduate students are a valued group of stakeholders at JTC. The parents, teachers, assistants, and administration in the Preschool are as respectful, supportive and accepting of your journey this year as you are of their journeys. We see you as professionals. We see you as team members. We function as mentors and take input from the entire Staff seriously (e.g., Preschool, Counseling, Audiology). Bring any concerns to me. **Bridgette Klaus**, Senior Director of Education Services, and **Mary Beth Goring**, Director of Counseling & Child Development Services, will also be available. Get acquainted with them both. Please remember to follow some basic guidelines:

Learn names as quickly as possible.

Dress and appearance: closed toe shoes, modest clothing (covered up, both front and back). Ask me if you are unsure as to what I mean. Please wear minimal jewelry (no bracelets that make lots of noise), no hats or sunglasses in classrooms. Do bring an extra sweatshirt or sweater to use to tie around your waist to prevent any wardrobe malfunctions. No leggings or tights unless your top is long enough for modest coverage (mid-thigh). No low-cut blouses or tops. Some of these guidelines are for safety and some come out of respect for the many cultures we have on campus.

Breaks: Reasonable breaks are expected. You are responsible for letting your master teacher know where you are at all times. I like to know too but she must know. You are encouraged to bring water to the classrooms but not hot drinks or food. If you need to eat, we can work something out.

Interactions with parents and children: Be your normal self. Be positive, smile, smile, smile. Save questions for the teachers for a private time. If a parent asks you for your opinion or a challenging question, refer him or her to the teachers. "That's a good question. Let me go get --- (or Angie/Bridgette) to answer that for you." Always err on the side of tact. Give teachers and me feedback on your observations in private.

Interactions with Teachers, SLTs, Audiologists: Take input into serious consideration for your development in the program. Save questions for appropriate and private times. Anticipate how you might help them do their jobs. Observe them as they interact with parents and the language they use.

Interactions with assistants and volunteers: Observe the routines demonstrated by the assistants. See where supplies are kept. See how they like things done. Offer your help whenever appropriate. Clarify any questions with the teacher or me.

Initiative: Offer to help when you see a need. Clean up. Follow the assistants' lead. I will give you permission set up a conference with the teacher to talk about your lesson plans when you are ready.

Be on time. Be prepared. They are busy people. Rehearse presentation of lessons at home to gage your pace with instruction strategies being learned and rhythm, volume, and tone of your voice. In other words, get comfortable with the sound of your own voice as you assume lead teacher responsibilities.

Wait: One of the best habits you can develop is waiting for children to respond instead of jumping in too soon and filling in silence needed for thinking and processing time. Recognize the moment with an interested face, a raised eyebrow, and wait just a few heartbeats to see what the child might say to you. Then say: "Oh no! What happened?" Or "What can you do?" Allow them to problem solve, to follow their own ideas, to explore the environment, to ask us questions. Most parents benefit from our model of this behavior. All of the children benefit when we give them time to think. Look for a balance and difference between offering models and wait time.

Listening and spoken language skills: *Use auditory-first strategies.* Get closer to the microphone on the child's listening device. Use a normal intensity. Change the language you offer. Pay attention to the child's receptive and expressive language levels so you offer appropriate models. Ask open-ended questions. Observe the child's interests and little triumphs and share those insights with the parents, teachers, assistants, and me. **Have as much fun as you can! I do.**

The student's grade point average is computed according to the following scale for the rubrics: A 4.0; A- 3.7; B+ 3.3; B 3.0; B- 2.7; C + 2.3; C 2.0; C- 1.7; D 1.0; F 0.0

A 4.0 A- 3.7 B+ 3.3	Meets Standard
B 3.0 B- 2.7	Emerging
C + 2.3 C 2.0 C- 1.7 D 1.0 F 0.0	Unacceptable

RUBRICS

Student Performance

	Meets Standard	Emerging	Unacceptable
Presence	The student attends all of the observations and classes on time and is prepared.	The student misses one class due to illness or a prearranged excuse	The student is missing or needs to be found to attend class events
Planning	The student calls the instructor and the graduate program director directly to let them know if there is any problem attending class. Has instructor phone numbers.	The student calls the instructor, but is late in doing so, and/or does not have phone numbers.	The student gives a message to another person to give to the instructor and program director or does not leave a message.
Punctuality	All assignments are turned in on time	One assignment is turned in late.	The teacher has to ask the student about assignments.
Preparation	The student organizes reading schedule with other graduate classes and is able to participate in class using the material found in all class assigned readings.	The student organizes reading schedule with other graduate classes and is able to participate in class discussions.	The student is unable to get all the readings done in time for classes.
Participation	The student demonstrates interest through application, analysis, synthesis, and evaluation of class topics.	The student participates in the class.	The student does not participate in class unless called on.
Perception	Student's answers to questions about readings reflect application, analysis, synthesis, or evaluation.	Student's answers to questions about readings reflect an integration of the reading material with previous experiences, but not at a deep level.	Student's answers to questions about readings recall only facts from the article.
Professionalism	The student collaborates as a professional exhibiting Passion, Excellence, Advocacy, Respect, Leadership with colleagues, staff, parents.	The student maintains a fairly respectful working demeanor with parents, JTC staff, colleagues, interns, and volunteers.	The student is not respectful to parents, staff and/or colleagues.

Weekly Journals (12)

	Meets Standard	Emerging	Unacceptable
Participation	The student is current on all assigned reading material, answers the questions asked and synthesizes their	The student pays attention to the reading material being discussed with some participation.	The student is not prepared to participate in class discussions based on the assigned reading and has nothing to

	understanding of the classroom and text material.		contribute in the learning experience.
Journal Entry	The 2-3 page journal entry synthesizes their observations with the classroom and text material.	The 1-page journal entry tries to apply the text material with their classroom observations.	The student only reports on what was seen during the observations.
Punctuality	The student turns her complete and understandable journal entry in on time.	The student turns her journal entry in on time.	The student has limited content and/or turns them in late.

Centerpiece Artifact: Written Family Profile Report

	Meets Standard	Emerging	Unacceptable
Essay Content	The 6-8 page paper supports the info gathered, reflects student's knowledge, respects HIPAA, includes questions about the child's functioning, family needs & resources, additional info needed to plan child's educational program and transition s to other educational placements	The 4-5 page paper supports the info gathered and reflects student's knowledge.	A hastily written paper that does not address the student's gathered info or reflect student's acquired knowledge in the process.
Essay Mechanics	The paper is concise, well written, typed, edited with Grammarly, 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.
Use of Functional Assessment Tools	The student will use an array of checklists to informally evaluate current levels of functioning of the whole child and synthesize the data gathered for a deeper understanding of the family's strengths and needs.	The student will use an array of checklists to informally evaluate current levels of functioning of the whole child.	A superficial use of informal checklists utilized.

Grading Rubric for PowerPoint

CATEGORY	100 99 98 97 96 95 94 93 92 91 90	89 88 87 86 85 84 83 82-80	79 79 78 77 76 75 74 73 72 71 70	Fail
Effectiveness	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.
Sequencing of Information	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.
Spelling and Grammar	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.
Use of Graphics	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.
Eye Contact & Voice	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.

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 University staff.
10. Be engaged and collaborative during discussions and activities required by courses and fieldwork experiences.
11. Communicate clearly (both orally and in writing) with University staff, instructors, and advisors.
12. Reflect the expected dispositions in work with students, families, and communities.

At MSMU, we follow a process of formative feedback in relationship to dispositions:

1. We believe that candidates' approach to all aspects of their teacher preparation program (advisement, in class experiences, fieldwork experiences, and communication with MSMU faculty and staff) are appropriate evidence upon which to base assessment.
2. All candidates are apprised of the MSMU Candidate Dispositions in order to ensure full transparency of expectations.
3. All candidates are apprised/reminded that they will be evaluated on the expected dispositions via the Education Department's newsletter.
4. In order to support candidates to be successful in the program, candidates will receive a Notice of Concern if an issue surfaces indicating expectations are not being met.
5. If an acknowledged pattern of concern develops that is not remedied by the candidate, a candidate may be dismissed from the teacher preparation program and/or MSMU may determine not to sponsor the candidate's application for a teaching credential with the State. This could occur irrespective of how much of the program requirements have been completed.

MSMU and Education Department Policies

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

from a variety of different backgrounds improves and enriches our learning, living and working environments. See the [Center for DEI's myMSMU page](#) for more information and resources.

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

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

1. **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.

2. **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.

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

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

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

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

Internet Courseware Platform: It is important to be able to use the *Canvas* system to access lessons and templates, discussion boards, and other class information. All work for online courses should be submitted online through *Canvas*. Please ask for assistance if you are experiencing difficulties in posting.

Online Participation: It is your responsibility to check out all online components of each course ahead of time, and to verify that your personal computer is compatible with course requirements. Keep in mind that technology is variable and may not always work. Plan ahead to submit your work in a timely fashion. Do not wait until the last minute to submit your work. You are required

to have an alternative back-up plan that allows you to have access to a reliable, functioning computer somewhere else in case of power black outs, technology problems, etc.

When posting on the discussion forum, please use *Canvas*. Be polite and respectful, use professional grammar (use Grammarly) and correct spelling (use Spell Check), do not write in all caps (it feels as if you're shouting), don't write in exotic fonts, and be sure to sign your name.

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

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

Absences: Regular attendance is especially important in the JTC/MSMU DHH Graduate Program, since each class, experience, assignment, and discussion build on every one that comes before, using a spiral curriculum model.

Students who miss more than 20% of the instructional time in any one course may be administratively dropped from the course. This represents and is in accordance with the University policy as stated in the MSMU catalog.