



Master's & Credential Program

EDU 239B
DHH: Practicum with Learners 5-22 (3 units) Onsite

Vicki Ishida, MEd.	
Class Dates: Fall/Year 2 2021 (16 weeks)	Office Hours: By appointment
Class Hours: 7:30-3:00 pm (school hours)	E-mail: ishida.vicki@gmail.com
JTC Office: 213 863-9973 (Victoria)	Cell Phone: 310-721-6483
JTC Fax: 213 745-5074	

Course Description for the Onsite Program

This course is a culminating practicum experience in teaching children who are deaf and hard of hearing in elementary school settings and the companion class to EDU 239A, DHH: Curricula for Learners 5-22.

The focus is on a systematic sequence of observations, applications, and evaluations of various pedagogical and methodological approaches in a variety of settings with various types of children who are deaf and hard of hearing. The candidate writes reflections regarding the observations of educational settings in the greater Southern California region (See schedule for observations/fieldwork). The candidate plans instruction for the class based on state-mandated content area standards.

Theory, practice, and research are integrated into activities designed to provide D/HH education specialists with a multiplicity of strategies and techniques for working with students, paraeducators, general educators, and ancillary professionals across the spectrum of education options. This course stresses the implementation of individual educational plans (IEPs) and the application of the California State Standards in the DHH classroom.

The course also includes seminar classes related to the practicum experience. Candidates will participate in several practicum placements to meet credential requirements:

1. Observation and fieldwork at various placements to be arranged by faculty. The placements will include the range of service delivery options for DHH students required by the Education Specialist DHH Credential:
 - a. Residential school (ASL). A reflection on the experience is required.
 - b. Day school/special day classes (ASL and LSL, preschool, elementary & secondary). 3 reflections of the experiences are required.
 - c. Inclusion/mainstream/team teaching classes
 - d. Transition Planning and Placement (secondary)
 - e. Placements for students with additional needs (ASD, ELL, etc.)
 - f. Community agencies for Deaf individuals
2. A one-day tag-along fieldwork placement with an itinerant teacher of the deaf. A reflection on the experience is required.
3. A one-week teaching experience in a general education classroom at a site to be arranged by faculty. A child who is deaf or hard of hearing will be a student in each of the participating classrooms. The candidate will collaborate with the general education teacher and other professionals at the school site and gain knowledge about assessment, planning, behavior management, adaptations, and curricular issues in the general education classroom. The candidates will write a reflection of the experience.
4. A one-week teaching experience in a sign language DHH education classroom at a site to be arranged by faculty. The candidates will collaborate with the DHH teacher and other professionals at the school site and gain knowledge about assessment, planning, behavior management, adaptations, and curricular issues in the sign language education classroom. The candidate will write a reflection of the experience.
5. A ten-week teaching experience in a DHH education classroom using listening and spoken language at a site to be arranged by faculty. The candidates will collaborate with the DHH teacher and other professionals at the school site and gain knowledge about assessment, planning, behavior management, adaptations, and curricular issues in a listening and spoken language education classroom. The candidate will write a reflection of the experience.
6. Candidates who demonstrate aptitude for independent planning and comprehensive understanding of the Common Core State Standards and who have passed all qualifying examinations may qualify to apply for an Internship with an approved school or school district. This assignment will last 2 semesters and candidates will participate in the first semester seminars

Using sources that are research-based, the student candidates will analyze and synthesize the

information presented. Lessons in this course will develop structural knowledge of conflicting perspectives, critical thinking skills, and an interdisciplinary understanding of the issues in the field of education of children with hearing loss. Within an interdisciplinary professional development school model, candidates will learn specific information to build structural knowledge and demonstrate skill at integrating evidence-based practices, adult learning principles, and a comprehensive understanding of course topics.

Practicum: A 350-hour practicum commitment in order to complete the assignments and meet the performance-based competencies for this course is required. Intern candidates must meet with the instructor to determine if their district contract special education placement meets all or some of the fieldwork requirements for this course.

Practicum Validation: Candidates must complete the Observation Log and Student Teaching Log for the completed practicum. The Master Teacher will complete the Master Teacher Log. These forms can be found in the Candidate Handbook.

Course Purpose

Initial Program: Meets part of CTC Preliminary - Education Specialist Standards for Deaf and Hard of Hearing teacher certification in special education.

Course Objectives—Aligned with Candidate Unit & Program Outcomes

Assessment of Student Learning Outcomes

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

Course requirements are built around the professional standards of the organizations listed below. The requirements provide an opportunity for candidates to demonstrate on-going growth towards becoming a credentialed teacher, and for degree candidates to demonstrate their scholarly development. Grade assignment is based on the quality of the demonstrated performance by each individual in relationship to the stated course requirements.

- California Commission on Teacher Credentialing (CCTC) Standards:
 - Preliminary Credential: Education Specialist/Deaf & Hard of Hearing
- California Standards for the Teaching Profession (CSTPs)
- California Teaching Performance Expectations (TPEs)
- Council on Exceptional Children (CEC)
- Council on Education of the Deaf (CED)
- A.G. Bell Academy for Listening and Spoken Language

In addition to course-based performance evaluation by the course instructor, the *Centerpiece Assignments* identified in this course represent the performance-based product that is used to evaluate your teaching. A rubric-based assessment developed around the special education program professional standards will be used by program faculty to evaluate your Centerpiece artifact at the culmination of your program of study.

<p style="text-align: center;">Commission on Teacher Credentialing Preparation Expectations (TPEs) Focus in this course</p>

- 1.1 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. **Practiced:** Candidates will include a variety of multimodal and languaging techniques during instruction to meet the needs of all students. **Assessed:** Mid and Final report utilizing the MSMU Evaluation tool/ CTC assigned assessments
- 1.2 Communicate proficiently in American Sign Language (ASL) and/or English and engage with students using multimodal instruction (signed, spoken, and/or written) 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. **Practiced:** Candidates will create and deliver lessons utilizing multimodal instruction, scaffolding, appropriate strategies to address the needs of students as stipulated in the IEP and ongoing assessments of student progress and needs. **Assessed:** Mid and Final report utilizing the MSMU Evaluation tool/ CTC assigned assessments
- 1.3 Collaborate with students and families to make instruction learner-centered, developmentally appropriate, and meaningful, reflecting home and school connections, knowledge of child development (linguistic, cognitive, socio-emotional, & cultural development) and additional special needs. **Practiced:** Candidates will compose a letter of introduction to the families of children they will be teaching as well as review student IEPs to determine students needs. **Assessed:** Mid and Final report utilizing the MSMU Evaluation tool/ CTC assigned assessments.
- 1.7 Differentiate instruction and curriculum access for all students by emphasizing multimodal instruction (auditory, visual, tactile, gestural) activities and incorporating various funds of knowledge from diverse home backgrounds, cultures, styles of learning, and perspectives into curricular activities. **Practiced:** Candidates will incorporate aspects of students' lived knowledge when creating plans that include multimodal activities and UDL considerations.
- 2.1 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. **Practiced:** Observation and evaluation of each students' needs to create a safe learning environment for each student. **Assessed:** Implementation of self-advocacy language as demonstrated in the MSMU evaluation tool/ CTC assessment
- 2.2 Design learning environments that maximize opportunities to progress from emerging to a formal language and using **translanguaging techniques** appropriate to each student to further ASL and/or English competency. **Practiced:** Candidates will implement appropriate strategies and techniques as placement intends to

further students' language competency

2.3 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.

Practiced: Utilization of UDL and implementation of a variety of language strategies that provide access and comprehension of knowledge that support interpersonal relationships in the classroom.

Assessed: Implementation of self-advocacy language as demonstrated in the MSMU evaluation tool/ CTC assessment

2.4 Recognize and appropriately address instances of intolerance and harassment among students, based on awareness of the diverse cultural and linguistic identity and **intersectionality** among students. **Practiced:** Create and/maintain a behavior plan that addresses the value of each student

2.8 Provide ongoing opportunities for safe, meaningful social interactions between language-model peers and adults who are deaf, as appropriate to each student's identity. **Practiced:** As Program structure allows candidates will provide opportunities for social interactions between language model peers in activities such as older student models assisting their younger friends who are also DHH

3.1 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. **Assessed:** Candidates in observations and master teacher reporting - will demonstrate instruction strategies that facilitate advanced vocabulary development and comprehension through the use of strategies learned in prior course work.

3.2 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. **Practiced:** Create and deliver instruction utilizing a variety of multimodal and language learning strategies to deliver content knowledge. **Assessed:** Mentor observations, MSMU evaluation tool/ CTC assessment

3.3 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). **Practiced:** Review assessments utilized in the IEP and the use of formative and summative assessments in their placement as appropriate

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. **Practiced:** Implementation of each students' accommodations and lesson differentiation to meet the needs of each student. **Assessed:** Mentor observations, MSMU evaluation tool/ CTC assessment

3.6 Construct accessible learning experiences that incorporate use of **auditory, tactile, and visually** assistive materials, resources, and technology to facilitate meaningful and authentic learning for all students. **Practiced:** Implementation of each students' accommodations, lesson differentiation by utilizing a variety of materials including technology to facilitate authentic learning. **Assessed:** Mentor observations, MSMU evaluation tool/ CTC assessment

4.3 Design reasonable language and content objectives and benchmarks for instruction implementation and conducting ongoing assessment to strengthen the interconnectedness of academic content areas, critical thinking and language scaffolding using a variety of resources (ESL and ELL techniques, ASL/English bilingual strategies) accessible to all learners. **Practiced:** Lesson planning. **Assessed:** Mentor observations, MSMU evaluation tool/ CTC assessment

5.1 Apply knowledge of federal and state special education laws and regulations, assessment terminology, legal provisions, and ethical principles in selecting, adapting, administering, interpreting, and explaining **assessments** for placement and progress monitoring. **Practiced:** Review student IEPs etc. and discuss without identifiers reasons for students' placements in classroom assigned in practicum

5.3 Develop and administer linguistically and culturally appropriate **assessments** in the language understood by the students guide instruction and monitor progress. **Practiced:** Develop and administer assessments for evaluating knowledge and progress utilizing criterion referenced, formative and summative assessments. **Assessed:** Mentor observations, MSMU evaluation tool/ CTC assessment

6.4 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. **Practiced:** Daily technology checks and ability to trouble shoot malfunctioning technology so that students have appropriate auditory access to instruction utilizing personal hearing technology as well as classroom or other provided auditory/ visual technology. **Assessed:** Mentor observations, MSMU evaluation tool/ CTC assessment

Required Textbooks

Morgan, J. & Ashbaker, B. (2001) A teacher's guide to working with paraeducators and other classroom aides. Alexandria, VA: Association for Supervision and Curriculum Development (ISBN0-87120-505-X)
Readings and handouts provided by instructor and/or master teachers
Teacher manuals for all content areas appropriate to age/grade of candidate's practicum
Websites http://www.onlineacademy.org/acad/products/preview.html (CalStat site)

Course Structure

The course will consist of the following components:

1. **Program Observations:** Students will meet JTC Faculty at schools and venues that serve children who are deaf or hard of hearing and their families. Schools and venues will provide tours and discussions of the programs offered at the sites. Students are responsible for reflections on 4 of the observations, one of which is required (CSDR).
2. **Practicum Experiences:** Student teaching in a classroom of DHH students ages 5- 22 under the supervision of a credentialed teacher of the deaf. Student will observe, write lesson plans, implement lesson plans, critique lessons, immerse herself/himself in the life of the classroom and school. The Master Teacher and the Course Instructor will each complete a set of

evaluations (mid-assignment and final) and conference with the student on the evaluations. The scores from these evaluations will be used in assigning a grade for the course (see page 8).

Students will write one reflection for a week-long experience in a TC DHH Classroom and a second reflection for a week-long experience in a General Education Classroom in which a DHH student is included. Rubrics are provided in advance for both reflections.

3. **Practicum Notebook:** The candidate will generate a notebook over the period of the practicum that will reflect the entire experience. It will include all formal and informal assessment information on each child (all identifying information removed) in the classroom (e.g., audiological, language, speech, auditory skills, cognition, etc.), all lesson plans in each area, all observation logs, all evaluations, all conference forms with field supervisor. Additional handouts and references will be added to the notebook.
4. **Practicum Video:** In consultation with the master teacher and university field supervisor, the candidate will choose a classroom lesson to videotape and showcase acquired Teacher Performance Expectations combined with Listening and Spoken Language teaching strategies. The candidate will conduct a self-evaluation, using the Auditory-Verbal Educator Teaching Behaviors Checklist. The self-evaluation will be discussed with the supervisors, in conjunction with the MSMU Education Specialist Credential Program - DHH Supervised Teaching Feedback Form completed by the supervisors on the same videotape.
5. **Conferences with the instructor:** During seminar dates at JTC and on the campus where the student is student teaching, the instructor will meet with the student to discuss progress, critique lessons, answer questions.
6. **Conferences with master teacher:** Student will arrange time to meet with the master teacher AT THE MASTER TEACHER'S CONVENIENCE to discuss progress, critique lessons, and answer questions.
7. **Seminars:** Students are responsible for all the readings as assigned by field supervisors to fully participate in class discussion of reading materials. Student candidates are responsible for staying current with all assignments from the Literacy Workshop component of the Seminar: readings, written assignments, discussion in seminar, application of content to their student teaching placements.
8. **Attendance and Class Participation:** Since this is a practicum course, the required number of hours must be met, regular attendance, as well as active and positive participation throughout is expected and required. In the event of an illness or emergency that will prevent the student teaching from attending class, the master teacher and university field supervisor will be notified before class starts. Students will attend seminar class one afternoon a week for 2-3 hours for the duration of the student teaching assignment. Additional readings and assignments due each week will be discussed in seminar meetings. Any absences from

classroom participation must be made up.

9. **Collaboration:** Students will create a chart identifying school personnel with whom they have collaborated or intend to collaborate over the course of their practicum. The chart will include information about the roles of the professionals and the student candidates' learning.
10. **Program Observations:** Students will meet JTC Faculty at schools and venues that serve children who are deaf or hard of hearing and their families. Schools and venues will provide tours and discussions of the programs offered at the sites. Students are responsible for reflections on 4 of the observations, one of which is required (CSDR).

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: 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.

Assignments	
Assignment	% Toward Grade
I. Seminar	
a. Participation	10%
b. Collaboration Chart	5%

Expanded Assignment Rubric	
II. Teaching Competencies	
a. Notebook	10%
b. Reflections from General Education and Sign Language	5%
c. Video Analysis/Evaluations	70%

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Seminar Collaboration Chart

- Candidates will demonstrate understanding of Response to Instruction (RTI) and Research Evidence Learning/Teaching Strategies alignment with Every Student Succeeds Act (ESSA)
- Candidates will identify the educational needs of individuals who are deaf and hard of

hearing in the classes to which they are assigned and recognize the long-term transition planning for each student, and plan and implement lessons accordingly.

- Candidates will demonstrate ability to identify students' behavior that warrants collaborative interaction with other personnel.
- Candidates will create a chart that identifies personnel resources for:
 - assessments appropriate for students with hearing loss, including those with additional disabilities
 - teaching and learning strategies
 - behavior management techniques
 - strategic instruction
 - curriculum goals/objectives
 - knowledge of core curriculum issues/adaptations
 - executive skills: self-advocacy/self-monitoring.
 - mainstreaming experiences
 - inclusion education considerations discussions
 - social skill building
 - IEPs and transitional planning
 - diversity adaptations/accommodations.
 - technology designed for special education as well as the general education classroom (iPads, iPhones, PCs, Laptops, BlackBerries, Internet sources, texting, etc).

Expanded Assignment Rubric

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Video Analysis and Evaluations of Student Teaching Experience

- Candidates will demonstrate knowledge of California Common Core State Standards, grade/age appropriate, in all lesson plans and implementation.
- Candidates will demonstrate understanding of Response to Instruction (RTI) and research evidence learning/teaching strategies alignment with Every Student Succeeds Act (ESSA)
- Candidates will identify the educational needs of individuals who are deaf and hard of hearing in the classes to which they are assigned, recognize the long-term transition planning for each student and plan and implement lessons accordingly.
- Candidates will demonstrate ability to manage students' behavior and learning environments.
- Candidates will demonstrate skill in:
 - assessments appropriate for students with hearing loss, including those with additional disabilities
 - teaching and learning strategies
 - strategic instruction

- behavior management techniques
- curriculum goals/objectives
- knowledge of core curriculum issues/adaptations
- Candidates will write for performance-based outcomes.
- Candidates will demonstrate knowledge of executive skills: self-advocacy/self-monitoring.
- Candidates will participate in:
 - mainstreaming experiences
 - inclusion education considerations discussions
 - social skill building
 - IEPs, transition planning
- Candidates will demonstrate knowledge of diversity adaptations and accommodations.
- Candidates will include specific instruction using technology designed for special education as well as the general education classroom (iPads, iPhones, PCs, laptops, Internet sources, texting, apps, etc).
- Candidates will include information from Individual Education Plans and Individual Transition Plans in writing and implementing lesson plans.
- *Candidates will work effectively with paraeducators and collaborate with general educators.*
- Candidates will score themselves on the *Auditory-Verbal Teaching Behaviors Checklist* and conference with the instructor regarding the evaluation of the specific lesson on the videotape.

Class Schedule, Topics, Readings	
Module One: Initial Considerations	<ul style="list-style-type: none"> ● Learner characteristics ● Hearing loss and additional disabilities ● Standards-based performance ● Every Student Succeeds Act (ESSA) ● Response to intervention ● Learner-centered instruction-conditions of teaching ● Professional perspectives
Module Two: Foundations for Instruction	<ul style="list-style-type: none"> ● D/HH students with additional needs ● California core content standards: grade & age appropriate ● Beginning-of-the-year planning & organization ● Informal, formal, and specialized assessment ● The instructional cycle ● Instructional materials ● Managing student behavior (PBIS) ● Managing students and learning environments

<p>Module Three: Instructional Techniques</p>	<ul style="list-style-type: none"> • Strategy instruction • Content instruction • Social skills & peer-mediated instruction • Study skills instruction • Cognitive and language skill development • Response to Instruction (RTI) • Research evidence on evidence-based practices • Learning/teaching strategies alignment with ESSA • Educational needs of individuals who are DHH • Teaching and learning strategies • Strategic instruction • Curriculum goals/objectives • Needs of English language learners and students with additional disabilities • Performance-based outcomes • Executive skills: self-advocacy/self-monitoring
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<p>Module Four: Factors Affecting Instruction</p>	<ul style="list-style-type: none"> • Communication & collaborative consultation • Technology for teaching & learning • Core curriculum issues • Mainstreaming • Collaboration with general educators • Inclusion education considerations • Working with paraeducators, facilitators, interveners, interpreters • Collaboration with support personnel (audiologists, speech pathologists, etc.) • Social skill building • Equal access • Diversity adaptations and accommodations • Universal Design for Learning (UDL) • Toxic environments, poverty, stress, resilience • Technology & special education • Transition from school to community living • Individual Education Plan (IEP) • Individual Transition Plan (ITP)
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**Mount Saint Mary's University
Department of Education
Candidate Dispositions Statement**

MSMU 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 University and Education Department Policies

Academic Integrity: Candidates are expected to adhere to the MSMU statements on Academic Integrity published in the MSMU catalog, which is available online.

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 *Angel* system to access lessons and templates, discussion boards, and other class information. All work for online courses should be submitted online through *Angel*. Please ask for assistance if you are experiencing difficulties in posting.

Online Participation

It is your responsibility to check out all online components of each course ahead of time, and to verify that your personal computer is compatible with course requirements. Keep in mind that technology is variable and may not always work. Plan ahead to submit your work in a timely fashion. Do not wait until the last minute to submit your work. You are required to have an alternative back-up plan that allows you to have access to a reliable, functioning computer somewhere else in case of power black outs, technology problems, etc. When posting on the discussion forum, please use “Netiquette:” Be polite and respectful, use professional grammar and correct spelling (use Spell Check), don’t write in all caps (it feels as if you’re shouting), don’t write in exotic fonts, and be sure to sign your name.

Students with Disabilities: Mount Saint Mary’s University Los Angeles, in compliance with state and federal laws and regulations, does not discriminate on the basis of disability in administration of its education related programs and activities. We have an institutional commitment to provide equal educational opportunities for disabled students who are otherwise qualified. Students with documented disabilities must see Brandon Roberson, Director of the Doheny Learning Resource Center, to make arrangements for classroom accommodations. It is the responsibility of the student to obtain accommodation letters from the director and to make arrangement for the implementation of accommodation with faculty and/or staff in advance. Students who believe they have been subjected to discrimination on the basis of disability, or have been denied access to services or accommodations required by law, should contact the campus Disability Services Coordinator at his/her campus for resolution. For more information regarding disability grievance procedures, go to msmu.edu/disabilitygrievanceprocedures.

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.