Mount Saint Mary's University Graduate Division & JOHN TRACY CENTER

Master's & Credential Program

EDU 235A DHH: Theory Early Intervention and Supporting Families (3 units)
Fall 2021

Faculty	
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Class meets Wednesday afternoons 1:30-5:30 p.m. via Zoom	
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Course Description for Onsite and Distance Learning Program

This coursework is designed to provide scholars with information and experiences in working collaboratively in addressing the shortages of early intervention specialists for young children with hearing loss as teachers of the deaf (TOD) and audiologists (AuD) within an interdisciplinary team by gaining competencies of interprofessional practices.

There are three main components in this course: (1) to increase the knowledge of interdisciplinary-trained educators and pediatric audiologists who specialize in working with families of children with special needs, including hearing loss, based on the theories and practice of psychologist Ken Moses and audiologist David Luterman; (2) to pair knowledge of theory and practical application as an interdisciplinary team of professionals who understand family dynamics in family-centered early intervention for birth to three; and (3) preparation of students to participate in practicum activities for future coursework through observation in fieldwork hours of how best to provide optimal auditory access for the successful development of listening and spoken language. Topics include theories of adult learning principles, parent coaching, early intervention strategies in natural settings including specialized audiologic communication needs, typical and atypical infant-toddler development, use of a variety of appropriate assessments, as well as center-based programs, coordination of services for children with additional challenges and sensory processing disorders, an understanding of participating in an interdisciplinary approach using research-based approaches relevant to early intervention, the ability to foster interagency collaborations, and engage to help families from diverse backgrounds as educational partners and link them with individualized resources, communicating in a responsive and responsible manner that supports a team and interdisciplinary approach. Students will demonstrate professional and ethical behavior, based on knowledge of current early intervention theory, practice, research, and legal requirements (IDEA, IFSP, transition planning to IEP, etc.) to support families with infants and toddlers.

This course includes readings, class discussions, lectures, demonstrations, role plays, videos, podcasts; a case study of a selected family, observation in parent support groups, guest speakers, and students' oral and/or written reflections about families' experiences and readings/viewings. Students will demonstrate their role as the support provider in perceiving and understanding these issues, working collaboratively with families, and issues relating to diversity in all areas (cultural, linguistic, worldview, etc.).

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 diagnosis, hearing technology, and early intervention of children with hearing loss. Within an interdisciplinary professional development school model, both pediatric audiologists and education candidates will collaborate to implement individualized family support plans in a culturally responsive way to address and respect the social, emotional needs of the children and their families. Scholars in pediatric audiology and education will demonstrate skill at integrating evidence-based practices, adult learning principles, and a comprehensive understanding of course topics.

This course is a prerequisite or co-requisite to any of the practicum courses in the Program (EDU 229 DHH: Programming for Children and Families, EDU 234B DHH: Auditory-Verbal Practicum, EDU 238B DHH: Early Childhood Practicum, and/or EDU 239B DHH: Practicum with Learners 5-22). You must complete this course and receive at least a B in this course in order to move forward with the Program.

Fieldwork:
Students will conduct a feelings-focused virtual **visit and interview** of parents/guardians or a single parent of an older child with a hearing loss. A culminating event will be a written project and oral report focusing on the parents' perspectives of their experiences and daily life with their children. The project will be based on a feelings-focused interview using counseling skills and on a virtual **visit with the family at their home** and community, during which the student engages with the selected family as an observer/participant/listener in the family's daily life. Students will also spend several hours in Parent Support Group and Panels.

Students will also participate in a minimum of 10 hours of guided fieldwork/practicum with families and their infants and toddlers at John Tracy Center. The program sites may include individual parent-infant sessions in natural settings, including tele-therapy in the families' homes, as well as center-based programs (e.g., FFS, family visit).

Course Purpose

Initial Program: Meets part of CCTC Preliminary Credential - Education Specialist Standards for Deaf and Hard or Hearing teacher certification in special education. Meets competencies of desired outcomes and educational standards for AuD programs as stipulated from the Accreditation Commission for Audiology Education (ACAE).

Course Objectives Aligned with Unit & Program Outcomes

Assessment of Student Learning Outcomes: Student learning is at the core of the MSMU and CSULA mission. Faculty have developed a plan to assess the student learning outcomes that represent the knowledge, skills and attitudes expected of MSMU's and CSULA's graduate students. In each class, one or more student learning outcomes will be assessed.

Course Outcomes Aligned with Standards for AuD Scholars: This course meets the standards for the following organizations in preparing audiologists with a specialization in pediatrics of children who are deaf or hard of hearing:
- American Academy of Audiology (AAA)
  - https://www.audiology.org/publications/guidelines-and-standards
- Accrditation Commission for Audiology Education (ACAE)
  - https://acaeaccred.org/standards/

Certification of Clinical Competence in Audiology:
With a set of competencies as the desired outcome, accrediting bodies such as the Accreditation Commission for Audiology Education (ACAE) developed educational standards for AuD programs. Student learning outcomes and program learning outcomes from ACAE have been taken and applied to these competencies:
- Diagnosis and Management Competencies
- Foundation Competencies

Student Learning Outcomes (SLO) and Program Learning Outcomes (PLO)
Student will be able to:
1. Explain the impact of hearing disorders on communication for newborns, infants, children, adolescents, adults, elderly and individuals with special needs. (PLO 1, SLO 6)
2. Apply critical thinking skills to assess the patient's auditory and vestibular status. (SLO 5)
3. Prescribe, perform and interpret clinical, laboratory and other diagnostic procedures and tests in consultation with other health professionals as may be required for proper management of the patient. (PLO 2, SLO 4)
4. Interpret and synthesize the findings from the patient's history, examination and other diagnostic tests and procedures in order to identify the etiology, the pathogenesis of the condition, and the diagnosis. (PLO 2, SLO 5)
5. Formulate a treatment plan and understand the implications of various treatment options. (PLO 3, SLO 6)
6. Explain any relevant limitations for diagnosis and treatment and formulate a plan for consultation or referral, as appropriate. (SLO 7)
7. Discuss the findings, diagnosis and treatment options with the patient, parent or guardian, family, other health care or service providers, as well as any modifications or consequences that may occur over the course of treatment. (SLO 8)
8. Plan and implement treatment and rehabilitation methods used for the management of auditory and vestibular disorders, including all forms of personal amplification and hearing assistance technology. Integrate all aspects of a patient's life (development, participation, environment and culture), as identified by the International Classification of Functioning (ICF), World Health Organization (WHO) and World Health Assembly, May 2001, into the treatment management of patients with hearing and/or balance disorders (SLO 7)
9. Communicate effectively, both orally and in written form, with patients, families, caregivers, and other healthcare and service providers (SLO 8)
10. Demonstrate empathy and active listening behaviors for patients and families. (SLO 10)
11. Demonstrate understanding and respect for all individuals encountered in audiologic practice, regardless of disability, income, gender, sexual orientation, race, religion, culture or national origin. (SLO 10)
12. Safeguard the privacy and confidentiality of a patient's medical record information. (SLO 11)
13. Advocate for patient-centered care and shared decision-making by teaching self-advocacy skills to patients and family members. (SLO 8, SLO 10)
14. Model and apply the skills needed to provide effective patient/family-centered counseling and shared decision-making when providing information, resources and evidence-based options for diagnosis and treatment. (SLO 6, SLO 8)

Course Outcomes Aligned with Standards for TOD Scholars:
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/

California Teaching Performance Expectations (TPEs):

TPE 1: Engaging and Supporting All Students in Learning	
DHH Candidates will:	
Element 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. **Introduction:** Integrate assigned readings and participation in weekly center-based parent-infant program, including attendance to parent classes and parent support groups.
Element 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. **Introduction:** Integrate assigned readings and participation in weekly center-based parent-infant program, including attendance to parent classes and parent support groups. **Practice:** Create and revise lesson plans for supervisory approval and presentation in the center-based program.
Element 4	Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain-based learning skills (e.g., executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills. **Introduction:** Integrate assigned readings and participation in weekly center-based parent-infant program, including attendance to parent classes and parent support groups.
Element 5	Develop and implement the IFSP, IEP, ITP, or 504 Plan collaboratively with families with an emphasis on language planning that provides equal access to the general education core curriculum with accommodations and modifications, and progress monitoring, taking into consideration all educational/ communication options available (including the use of Assistive Technology and Augmentative and Alternative Communicative Devices as appropriate).

	Introduction: Integrate assigned readings and participation in weekly center-based parent-infant program, including attendance to parent classes and parent support groups.
Element 8	Prepare effective transition plans from birth to age 22 through the IFSP/IEP/ITP/504 Plan with students and their families, including goals for self-advocacy, independent living, post-secondary education, and career assessment and vocational evaluation, with appropriate connections between the school curriculum and life beyond school. **Introduction:** Integrate assigned readings and participation in weekly center-based parent-infant program, including attendance to parent classes and parent support groups. **Practice:** Participate in pre-planning and contribute relevant information in transdisciplinary staff post-meetings related to the center-based program.

TPE 2: Creating and Maintaining Effective Environment for Student Learning
DHH Candidates will:

Element 8	Provide ongoing opportunities for safe, meaningful social interactions between language-model peers and adults who are deaf, as appropriate to each student's identity. **Practice:** Create and revise lesson plans for supervisory approval and presentation in the center-based program. **Assessment:** Performance will be evaluated using a teaching behaviors checklist by the master teacher, course instructor, along with a submission of a self-evaluation.

TPE 3: Understanding and Organizing Subject Matter for Student Learning
DHH Candidates will:

Element 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). **Introduction:** Integrate assigned readings and participation in weekly center-based parent-infant program, including attendance to parent classes and parent support groups.
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:** Integrate assigned readings and participation in weekly center-based parent-infant program, including attendance to parent classes and parent support groups. **Practice:** Create and revise lesson plans for supervisory approval and presentation in the center-based program. **Assessment:** Performance will be evaluated using a teaching behaviors checklist by the master teacher, course instructor, along with a submission of a self-evaluation.

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:** Will be review and discuss the book, "The Spirit Catches You and You Fall Down" and gain understanding in cross cultural competence and diversity issues on learning and teaching. **Practice:** Create and revise lesson plans for supervisory approval and presentation in the center-based program. **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 7	Coordinate, collaborate, co-teach and communicate effectively with other agencies, educators, service providers, parents, students, and Deaf community agencies for instructional planning and planning for successful deaf student transitions. **Introduction:** Integrate assigned readings and participation in weekly center-based parent-infant program, including attendance to parent classes and parent support groups.
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:** Participate in pre-planning and contribute relevant information in transdisciplinary staff post-meetings related to the center-based program.
Element 3	Develop and administer linguistically and culturally appropriate assessments in the language understood by the students guide instruction and monitor progress. **Introduction:** With instructor guidance, will compare observations in many domains to age-equivalent behaviors, using a variety of criterion-referenced assessments.
Element 5	Assess and design measurable and appropriate language (sign, spoken, and written, as appropriate for each student) and content goals based on assessments of student growth to determine level of proficiency for each deaf student. **Introduction:** Diverse language assessments used in early intervention for 0-3 will be introduced during course lectures.
TPE 6: Developing as a Professional Educator DHH Candidates will:	
Element 2	Demonstrate the ability to present unbiased information to families on the differences in perspectives on deafness, the range of educational opportunities available for deaf children, and support families in their decision-making process by providing information on the linguistic, cognitive, social, and emotional needs of deaf children, federal and state special education regulations, and connections with parent support groups, community agencies, and deaf role models. **Introduction:** Integrate assigned readings and participation in weekly center-based parent-infant program, including attendance to parent classes and parent support groups. **Practice:** For the final family project, conduct an in-depth interview with an assigned family via Zoom and/or for a one-day, eight-hour visitation. (TBD)

	Assessment: A written and oral presentation on the findings of the final family project.	
Element 3	Demonstrate the ability to work collaboratively with families, support providers, general education professionals, community agencies and the Deaf community, recognizing and respecting their roles and responsibilities in meeting the needs of students. **Practice:** Participate in pre-planning and contribute relevant information in transdisciplinary staff post-meetings related to the center-based program.	
Element 6	Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences. **Introduction:** Assigned reading, class discussion, and guest speaker to introduce on the learning of the second language development and issues related to the topic.	

Required Textbooks/Readings

Other readings or modules will be assigned as needed for each topic

Luterman, D. (2008). Counseling persons with communication disorders and their families, 5th Edition. Dallas, TX: Pro-Ed. [ISBN-10: 1416403698]

Rush,D. & Shelden, M. (2020). *The early childhood coaching handbook, 2nd Edition.* Baltimore, MD: Paul H. Brookes Publishing. [ISBN13: 9781681252568]

Getswicki, C. (2017). *Developmentally appropriate practice: Curriculum and development in early education, 6th Edition*. Boston, MA: Paul H. Brooks Publishing. [ISBN-13: 978-1305501027]

Required Materials

Device Checking Kit: Available at JTC Front Desk at cost:

1. Ear Level Stethoset
2. Stethoset Attenuator
3. Battery Tester
4. Earmold Blower
5. Oto Ease
6. Earmold (cost to be determined by earmold company JTC Audiology Department contracts with)
7. Small box to hold all

Course Structure

1. **Exam**
   a. There will be a final exam on finals week.
2. **Assignments**
   a. The student demonstrates daily presence, planning, punctuality, preparation, participation, and perception.
   b. The student attends all the observations and classes on time and is well-prepared.
   c. Technological connection, equipment, and access for full and consistent participation is expected for the duration of the course enrollment.

    d. The student is expected onsite, dressed appropriately for class attendance, with elimination of distractions to fully concentrate and contribute to the class.

    e. The student calls the instructors or the graduate program directors directly to let them know if there is any problem getting to class. The student will be in possession of all instructors' phone numbers, at all times.

    f. The student demonstrates interest through application, analysis, synthesis, and evaluation of class topics.

    g. All assignments are turned in on time.

    h. The student collaborates as a professional demonstrating passion, excellence, respect, and leadership with colleagues, staff, children, and parents.

3. Readings - See Assignments

    a. The student organizes the reading schedule with other graduate classes and is able to participate in class using the material found in all class assigned readings.

    b. Student answers questions about assigned readings, offers insightful reflections, demonstrates application, analysis, synthesis, or evaluation abilities.

4. Observation Log

    a. Supervised and guided observations with the course instructors will be scheduled on a weekly basis with the class.

    b. Instructor's signatures to verify attendance by the student must be obtained on log form.

    c. This log will be uploaded on Canvas and appropriately documented there. <u>Hold on to this completed log till then</u> as documentation of practicum hours related to early intervention and pediatric field work.

5. Interdisciplinary Practicum Activities and Guided Observations

    a. Parent Support Groups

    b. Parent Classes

    c. Parent-Infant Sessions

    d. Center-based Early Intervention Services: Friday Family School Program

    e. Pre- and Post-Transdisciplinary weekly Staff Meetings for the FFS Program

6. Rubrics

    a. A variety of rubrics have been provided in the syllabus as a tool that articulates the expectations for point-based assignments by listing criteria, and for each criteria, describing levels of quality.

    b. Criteria are used in determining the level at which student work meets expectations. Markers of quality give students a clear idea about what must be done to demonstrate a certain level of mastery, understanding, proficiency (i.e., "meets standard" does xyz, "emerging" does only xy or yz, "unacceptable" does only x or y or z).

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

    d. Rubrics are not only for summative evaluation. They can be used as a teaching tool as well. When used by students as part of a formative assessment, they can help students understand both the holistic nature and/or specific analytics of learning expected, the level of learning expected, and then make decisions about their current level of learning to inform revision and improvement.

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.

Graded Assignments	Points
1. Student Performance and Presence: Attendance, Punctuality, Planning, Preparation, Readings, Perception, Participation, Professionalism (MBG & AS)	100
2. Oral reflections on parent Support Groups/FFS/Classes/Panels (MBG)	50
3. Written reflections on Supervised and Guided Observations using various Checklists ○ 5 observations – 10 points each (AS)	50
4. Written reflections on ALL Readings, Modules, etc. (MBG)	100
5. Center Based Program Participation: Friday Family School Program – Lesson Plans (AS)	100
6. Video Analysis of Parent-Infant sessions (AS) ▪ Two assigned videos by instructor – 25 points each	50
7. Part One: Review curricula resources in assigned teams and report on the protocols and content of each (AS)	50
8. Part Two: Parent-Infant Curriculum Adaptation and Family Scenario (AS)	100
9. Centerpiece Artifact: Family Final Project (MBG)	200
10. Final Exam (MBG and AS)	200
Total Points	**1,000**

Instructions for Graded Assignments

1. **Student Performance (100 points) –** Expectations:
   A significant amount of content will be covered in this course; therefore, regular attendance, active and positive participation throughout all sessions is expected and required. Grades will be negatively impacted by poor participation and/or absences. If a student misses 20% of course time/material, the student is subject to administrative withdrawal. The following student performance is expected:
   1. Attend class consistently
   2. Be on time
   3. Demonstrate a professional manner and demeanor
   4. Have all readings and online assignments completed *prior* to class
   5. Come prepared with all materials
   6. Participate fully in class discussions and activities
   7. Submit assignments on the date specified

2. **Oral reflections on ALL Parent Support Groups/FFS/Panels (50 pts) –** Mary Beth Goring
   A once-in-a-lifetime opportunity is gifted to you by allowing you to listen to parents tell their stories, along with their hopes, dreams, and struggles in the JTC Parent Support Groups. You will never again be permitted to attend a parent support group, since it is only for parents and the mental health professional who facilitates it. Attendance dates for Parent Support Groups will be assigned for the term.

   Included in your oral weekly reflection (with brief notes), you will share on the FFS experience/ Friday Family School Observations. The oral reflection should cover your impressions of the

experiences with families, the activities planned and implemented, observations you contributed during the staffing meeting following FFS, along with examples of other professionals' quality experiences. Reflection topics should reflect objectives stated for this course (see the beginning of this syllabus).

The oral reflection should also cover goals for personal growth, an examination of audiologic protocols and/or classroom education objectives, and any questions about what was seen or experienced. Attendance is crucial to your understanding and development in this course. Be flexible, as groups change, etc. The following is expected:
   a. On time and complete (1 point deducted for each week late)
   b. Evidence of respect for families you have observed during support group sessions, FFS participation or panels
   c. Evidence of careful observation, thoughtful reflection, and integration of experiences from a perspective of respect for diversity
   d. Evidence of ways that you will apply your reflections in your audiologic consultations and teaching

After attending support group, students will share an oral reflection (with brief notes) discussing their reactions to support group—things that were especially interesting, significant, or insightful to them--about support group, about their feelings about working with families and children, about their own professional growth, about issues that are particularly challenging to them, etc. It is important to **include how you would apply what you have learned to your teaching, and any questions you might have**. E-mail a copy of the *brief* notes to the instructor. You will be graded on your oral reflections. Please express your ideas in ways that are comfortable for you. The goal is for you to generate thoughtful insights about how you relate your educational and observation experiences to your present knowledge and understanding, and about ways that you are assimilating important and helpful concepts. You will save your reflections notes to see how you have grown in your understanding throughout the term, because the goal is for increased understanding of parents' perspectives. **Because whatever is shared by parents in support group and with your mentor parent is confidential, you may <u>not</u> include any reflections related to any support groups or your meetings with mentor parents in any public work**. If you are not sure about this restriction on your reflections, please discuss this with the instructor. <u>With certain exceptions, which will be discussed at the first-class session</u>, your reflections are confidential between you, your classmates, and the instructor, and will not be shared with others without your permission. We will discuss reactions to support group in class. **Reflections are time-sensitive, and therefore must be emailed two days before, or a hard copy turned in during the next class following the support group. One point will be deducted from the reflections for each week they are late.**

American Psychological Association Statement:
In order to identify with and begin to understand parents' feelings of loss and grief in having a child with special needs, as well as other feeling states parents experience, students will be asked in some of their reflection papers to write about a variety of their own experiences, such as an experience of a dream lost or a dream deferred, an experience when they were listened to with empathy and when they did not receive this empathy and how each of these experiences made them feel, parental feeling states that are challenging for them when listening to parents, feelings that parental anger directed toward professionals evokes in them as teachers, ways that specific grieving states have served a positive function in some aspect of their life, and how their culture of origin and family values shape their views and expectations of the parents and families with whom they will be working. Students may determine the level of disclosure they wish to share in these papers and are **not** required to share deeply personal information. <u>With certain exceptions, which will be discussed at the first-class session</u>, these reflections are confidential between the student and the instructor and will not be shared with others without the student's permission. If

students have any concerns about this part of the curriculum at any time during the semester, they are requested to speak to their instructor for this course.

TPE competencies linked to the assignment: 1.2, 1.3, 2.2, 2.5, 3.5, 3.6, 3.8, 4.4, 4.5, 4.7, 6.2, 6.3, 6.6

3. **Parent-Infant Session Reflections (5 for 10 points each = 50 points) –** A. Stokes
    a. Previously recorded or live parent-infant sessions are observed with the instructor. You will be given a note-taking guide for each observation day.
    b. Observation reflections/notes will be uploaded to Canvas for grading.
    c. In your written reflections, answer the questions that are asked and/or collect data requested.
    d. With instructor guidance, you will notice and identify behaviors in many child development domains.
    e. You will take note of observations using professional terminology in a professional style of language.
    f. You will compare observations in many domains to age-equivalent behaviors, using a variety of criterion-referenced assessments, such as:

○ HELP checklist	○ Auditory Skills Curriculum
○ CASLLS	○ REEL-3
○ Oral-Motor Milestones	○ Rossetti Scales
○ Talk Around the Clock	○ Ling Phonetic Level Evaluation
○ SKI-HI	○ Ling Schedules
○ Parent-Infant Communication	○ Merrill-Palmer Developmental
○ Integrated Scales of Development	○ LittlEARS Auditory Questionnaire
○ MacArthur-Bates Communicative Development Inventories	○ IT-MAIS

TPE competencies linked to the assignment: 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 2.5, 2.6 3.1, 3.3, 3.6, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8

4. **Written reflections on ALL Readings and Viewings (100 points) –** Mary Beth Goring
    a. Evidence of thorough reading
    b. Evidence of integration of reading with observations, thoughtful, thorough reflections, and professional growth in respect for diversity
    c. Evidence of ways that you will apply your knowledge from the readings to your teaching in the future
    d. Adequately prepared to participate in class discussion with questions

Students will prepare written reflections on the readings or viewings assigned for that week. You will be graded on your class participation. The goal is for you to respond reflectively to the reading content in a way that will be useful in accessing this information in your future career, to reflect on each reading to integrate the content into your professional and personal growth, and to ask questions of the instructor. Each reading notes page will be submitted in a *separate* Word file labeled with the *topic and date* (e.g., Fiske, Kate E., Autism and the Family, Ch 2 & 3). One point will be deducted for each week a reflection is late.

TPE competencies linked to the assignment: 1.3, 1.8, 2.5, 3.8, 4.7, 5.4, 6.2, 6.3, 6.8

5. **Center-Based Activities – Friday Family School Lesson Plans / Interdisciplinary Collaboration and Partnerships (100 points) –** A. Stokes

Friday Family School is a unique initiative providing families of young children with specialized services and support. Graduates will be introduced and participate with families in grouped preschool classes, an adult class, and a support group. Adult classes focus on a wide variety of child development topics, teaching strategies, introduction to IDEA/Part C and IFSP, and hearing loss. It is staffed by professionals with extensive experience working with parents and their children with hearing loss (Audiologists, Counselors, DHH teachers, Listening & Spoken Language Specialists/ Auditory-Verbal Therapists and Speech Language Pathologists).

Students will participate in John Tracy Center's weekly center-based parent-infant Friday Family School (FFS) program. Each week, students will turn in a lesson plan for their part of the day (e.g., parent coaching tip, listening, speech, or language activity). FFS plan drafts are due each **Tuesday by 8 pm**. and **Thursday by 8 p.m.** for the final plans. The plans will be reviewed and returned for revision to meet deadlines.

    a. Create and revise approved lesson plans
    b. Address content in plans as prompted by master teachers
    c. Prepare materials (including technology) for lessons
    d. Work with instructor and master teachers

Students will actively participate in FFS, including:

    a. Participate in morning pre-planning meeting and participate in the lessons
    b. Bring your listening device check kits every Friday
    c. Room set up (equipment, furniture, food, learning materials, etc.)
    d. Family greeting and information collection
    e. Build relationships with children and families
    f. Leading families through device and listening checks
    g. Demonstrate appropriate enthusiasm and affect
    h. Demonstrate developing knowledge, skills, and dispositions
    i. Demonstrate ability to apply "stop think, and discern"
    j. Develop ability to conduct functional assessments
    k. Demonstrate adult learning skills
    l. Clean up of rooms upon conclusion of FFS program
    m. Contributing information at transdisciplinary staff post-meeting

TPE competencies linked to the assignment: 1.2, 2.2, 2.5, 2.6, 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2, 6.3

6. **Video Analysis Assignment (two for 50 points; 25 each) –** A. Stokes
a. You will view and analyze two videos assigned by the course instructor. All graduates will view the same videos, which you may review together for meaningful learning and discussion purposes, but the analysis must be written independently and reflect your own learning and conclusions.
b. You will be graded on your understanding of the principles discussed in class and your readings encompassing adult learning and coaching models, developmental domains (typical and atypical), development of auditory/language/speech for a child with HL, IDEA (Part C, IFSP), early intervention service delivery approach, and families of CLD backgrounds. Your papers will be uploaded to Canvas on the assigned due dates to be posted.

TPE competencies linked to the assignment: 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 2.2, 2.5, 2.6, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 6.2, 6.3, 6.4, 6.5

7. **Part One: Parent-Infant Curriculum Review (50 points) –** A. Stokes
    a. Student teams will be prepared to review for the class an assigned checklist or curriculum used in parent-infant education.
        i. Talk Around the Clock
        ii. SKI-HI Curriculum
        iii. Parent-Infant Communication
        iv. CA Infant/Toddler Learning & Development Foundations
           http://www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf
           CA Infant/Toddler Curriculum Framework
           http://www.cde.ca.gov/sp/cd/re/documents/itcurriculumframework.pdf
    b. Describe its protocol.
    c. List pros and cons, if any.
    d. Each presentation is to take 10-15 minutes and must include a single-page tip sheet for the class.

TPE competencies linked to the assignment: 1.6, 1.7, 2.2, 2.5, 3.3, 4.6

8. **Part Two: Parent-Infant Curriculum Adaptation and Family Scenario (100 points) –** A. Stokes
    a. Present an interdisciplinary team plan for adapting and/or supplementing an early childhood curriculum for the needs of a family described in an assigned scenario.
    b. Each team will reflect and consider the pros and cons of the previous part one presentation on the assigned PI curriculum.
    c. A different family scenario will be provided to each interdisciplinary team to guide their thinking and to synthesize the course material learned thus far.
    d. Application of learning concepts covered in the course are expected.

    TPE competencies linked to the assignment: 1.6, 1.7, 2.2, 2.5, 3.3, 4.6

9. **Centerpiece Artifact: Family Project (oral and written report required)**
   (200 points) – Mary Beth Goring
   Students will complete a Family Project, which includes a feelings-focused interview with the parents of the family to whom you have been assigned, as part of a one-day, eight-hour visit with the family (TBD). This assignment will be explained in detail during class. *In writing and discussing this project, you will be using fictitious names or initials, rather than the real names of the family members, and you will protect details about the family and about the location where they live.* We will discuss each project in class during the student's oral presentation.

   TPE competencies linked to the assignment: 1.5, 1.6, 1.7, 2.5, 4.1, 4.2, 4.4, 5.4, 6.2, 6.3, 6.4

10. **Examination (200 points)**
    a. There will be a final examination.

TOTAL POSSIBLE: 1,000 POINTS

Class Schedules	
EDU 235A Class Schedule	
Aug. 25	**Module 1A – Adult Learning Theory and Foundations**
Week 1	Syllabus overview with course instructors Introduction to Adult Learning **Reading Assignment:** **Article:** Similarities and Differences between Adult and Child Learners 2013.pdf EC Coaching Handbook: -About the Authors, etc. v-viii -Ch. 1 Introduction 1-12 (12) **Developmentally Appropriate Practice (DAP)** -Section 1 – Ch. 1 – Defining DAP (32)
	Module 1B - Introduction to Working with Families: Cultural Competence

	Class lecture:
	    1. **Introduction to course, syllabus review**
	    2. **Presentation: Introduction to Support Groups**
	    3. **Breakout sessions: listening and sharing**
	Assignments
	 Prepare reflection notes due Sep.1
	    1. **Goring, M.B.: "Support Groups: A Means of Transformation"**
	    2. **Luterman, D.: Chapt. 7 The Group Process**
	       Submit signed Confidentiality and Consent forms

Sept. 1	**Module 2A – Parent Coaching Model** • **FFS: Hearing Loss Explained to Parents – 9/10**
	Guest Speaker: Claire Sanchez, AuD Director of Audiology, Pediatric Audiologist **Topic:** Hearing Loss Explained to Parents Adult Learning Theory Application and Coaching Model

Week 2	PPT – Coaching Caregivers ▪ **Reflections #1:** Coaching a Family during an Early Intervention visit - Identify and tally the key coaching elements observed during the session; write a reflection https://www.youtube.com/watch?v=ZDx9L6yPMZU (4:46) ▪ At-a -Glance Coaching Handout https://www.oaicd.ca/wp-content/uploads/2019/04/At-A-Glance-Coaching-Fidelity_wgd.pdf **Reading Assignment:** EC Coaching Handbook: -Ch. 2 Research (7) -Ch. 3 Characteristics of Effective Coaches (9) **Developmentally Appropriate Practice (DAP) -** -Section 1 – Ch. 2 Understanding Play (35)
	Module 2B – Introduction to Lost Dreams and Parent Grief

	Class Lecture
	    1. **Discuss reflections on homework viewings and readings**
	    2. **Presentation: parent grief, process and purpose**
	    3. **View: JTC Parents: Sharing Hope**
	       https://www.youtube.com/watch?v=JS7oIUxfLxQ
	    4. **Breakout sessions: listening and sharing**
	Assignments due Sep 8: (select students write reflection on support group)
	    1. **Luterman, D., Ch 4: The Emotional Impact of Hearing Loss**
	    2. **Goring, M.B., The Cycle of Love and Grief in Parents of Children with Special Needs**
	    3. **Read and view: A Grief only Some can Understand**
	       http://www.parentcompanion.org/article/understanding-the-stages-of-grief
	    4. **Moses, Ken, The Impact of Childhood Disability: The Parents' Struggle**
	       http://www.pediatricservices.com/prof/prof-15.htm

Sept. 8	**Module 3A – Auditory Skills Development & Curricula**

	Guest Speaker:
	LANIE SMITH, M.ED., LSLS CERT AVED
	SENIOR LISTENING & SPOKEN LANGUAGE SPECIALIST
	JTC EDUCATION SERVICES
	
	Reading Assignment:
	Compare commonly used functional auditory skills checklists:
	    1. Auditory Skills Curriculum, Auditory Skills Instructional Planning System (ASIPS) - Canvas
	    2. ASHA Listening and Talking Milestones (Birth - 5yrs) https://www.asha.org/public/speech/development/chart/
	    3. A.G. Bell's Recommended Audiological Management Protocol https://www.agbell.org/Advocacy/Alexander-Graham-Bell-Associations-

Week 3	Recommended-Protocol-for-Audiological-Assessment-Hearing-Aid-and-Cochlear-Implant-Evaluation-and-Follow-up 4. Understanding Auditory Development and the Child with Hearing Loss (*See Table 12.1) http://samples.jbpub.com/9781449660307/9781449657314_ch12_pass03.pdf 5. Supporting Success for Children with Hearing Loss - Listening (Auditory Skills) Development https://successforkidswithhearingloss.com/for-professionals/listening-auditory-skills-development/ 6. Cochlear - Integrated Scales of Development – Online 7. Auditory Learning Guide by First Years – https://www.psha.org/member-center/pdfs/auditory-learning-guide.pdf Reflections #2: Everly – Levels of Auditory Processing (5 mins.)
	Module 3B – Introduction to Listening Skills

	Class Lecture
	     5. Discuss reflections on homework viewings and readings
	     6. Presentation: parent grief, process and purpose
	     7. View: JTC Parents: Sharing Hope
	          https://www.youtube.com/watch?v=JS7oIUxfLxQ
	     8. Breakout sessions: listening and sharing
	Assignments due Sep 8: (select students write reflection on support group)
	     5. Luterman, D., Ch 4: The Emotional Impact of Hearing Loss
	     6. Goring, M.B., The Cycle of Love and Grief in Parents of Children with Special Needs
	     7. Read and view: A Grief only Some can Understand
	          http://www.parentcompanion.org/article/understanding-the-stages-of-grief
	     8. Moses, Ken, The Impact of Childhood Disability: The Parents' Struggle
	          http://www.pediatricservices.com/prof/prof-15.htm

Sept. 15	**Module 4A – Parent Coaching in Early Intervention** • **FFS: Learning to Listen – 9/17**
Week 4	**Guest Speaker:** Jill Muhs, MSEd, LSLS Cert AVEd How, through interdisciplinary collaboration efforts, educators and audiologists can: • Work with parents of 0-3 DHH after a confirmed diagnosis and in early intervention services • Support families through the grieving process • Benefit from a coaching relationship that leads to intended outcomes • Meld audiology information with development of aided listening skills at home Reflections #3: Guided observation on video **Reading Assignment:** **CANVAS** AV Practice Toward a Family-Centered Approach (edited by Ellen Rhoades, Ed.S., LSLS Cert AVT): *Ch 14 - A Support Provider's Goals by Mary McGinnis* (25)

	Module 4B – Listening Skills (cont.)

	1. **Sharing from parent support groups**
	    2. **Discuss reflections on homework viewings and reading**
	    3. **Breakout sessions: active listening**
	Assignments due Sep 22: (select students write reflection on support group)
	    1.**Goring, M.B. Strategies for Difficult Consultations: DIPPP**
	    2.**View: Carl Rogers Counsels an Individual on Anger**
	https://www.youtube.com/watch?v=uRCD3anKsa0

Sept. 22	**Module 5A – Developmental Domains – Motor Development** • **FFS: Music and Singing by Advanced Bionics – 9/24**
Week 5	Motor Development: • Sensorimotor Development *(How our bodies interact with the environment)* • Milestones to look for in 0-3 year olds • Typical & Atypical Development Side by Side (2018) – 2-4-6-months Coaching Style of Interaction **Reading Assignment:** EC Coaching Handbook -Ch. 4 Coaching vs. Other Approaches 31-49 (18) **Developmentally Appropriate Practice (DAP)** -Section 2 – Ch.5 & 6 Physical Environments for Infants/Toddlers (42) -Article: The Role of Music in Families of Children with HL and NH in Australia, Finland, and the UK - https://www.frontiersin.org/articles/10.3389/fnins.2019.01002/full (2019) (18) -BabyHearing.org – Experiencing and Listening to Music https://www.babyhearing.org/language-learning/experiencing-listening-and-music
	Module 5B – Sensory Processing and the Child who is DHH

	Lecture
	    1. **Sharing from parent support groups**
	    2. **Discuss reflections on homework viewings and readings**
	    3. **Presentation: Sensory Processing and the Child who is D/HH**
	    4. **Breakout sessions: active listening**
	
	Assignments due Sep. 29: (select students write reflection on support group)
	    1. **Koester, et al, Sensory integration functions of children with cochlear implants**
	    2. View: What is Sensory Processing Disorder?
	       a. https://www.youtube.com/watch?v=6O6Cm0WxEZA
	    3. View: Sensory Integration Therapy
	       a. https://www.youtube.com/watch?v=02JlnqUhXeU

	4. [View: How Occupational Therapy Helps with Sensory Integration Issues](https://www.youtube.com/watch?v=4-jqtlwfw5M) https://www.youtube.com/watch?v=4-jqtlwfw5M
Sept. 29	**Module 6A – Informal Language Assessment Tools for 0-3** • **FFS: Receptive Language – 10/1**
Week 6	**Guest Speaker:** Annie Sager, M.S., CF-SLP *Speech Language Pathologist* **Topic:** Language Assessment Tools for 0-3 ▪ Development of Receptive Language **Reading Assignment:** EC Coaching Handbook -Ch. 5 Coaching Style of Interaction (24) **VIDEO ANALYSIS #1 – Due 10/6 (25 points)**
	Module 6B – The Family with a D/HH Child (cont.): Behavior Management

	Lecture
	    1. **Sharing from parent support groups**
	    2. **Discuss reflections on homework viewings and readings**
	    3. **Presentation: Behavior Management Strategies**
	    4. **Breakout sessions: active listening**
	Assignments due Oct 6: (select students write reflection on support group)
	    1. **Carteret, Marchia, Culturally-based Differences in Child Rearing,** 2013

Oct. 6	**Module 7A – Preliteracy Development (Ages 0-3)** • **FFS: Expressive Language – 10/8**
Week 7	**Guest Speaker:** Ellen Turner *Speech-Language Pathologist* **Topic:** Early behaviors and readiness skills associated with desired literacy foundations in early intervention Expressive Language Development Reflections #4: **Reading Assignment:** **Developmentally Appropriate Practice (DAP)** -Section 4 – Chs. 13 & 14 Learning Environments for Infants/Toddlers (50)
	Module 7B – The Family with a D/HH Child: the Couple
	1. **Sharing from parent support groups**

		2. **Discuss reflections on homework viewings and readings** 3. **Presentation: The Couple with a Child who is D/HH** 4. **Breakout sessions: active listening** Assignments due Oct. 13 (select students write reflection on support group) 1. Luterman, D Counseling pp 151-162: Spouses 2. **Fiske, Kate, <u>Autism and the Family</u> ch. 3: Appreciating the Effects of ASD on Parents and Their Relationships** 3. **Marshak, Laura, and Prezant Fran, <u>Married with Special Needs Children: a Couples' Guide to Keeping Connected,</u> Ch. *No Longer Cruising Down the River***
Oct. 13		**Module 8A – Vision Development in Infants** **FFS: Informal Language Assessments – 10/15**
Week 8		**<u>DUE:</u>** Part One: Resources for EI Curriculum (3 Groups) - Vision Development in Infants - Tracking and habituation - Team presentations on EI Curricula in class **Reading Assignment:** - American Optometric Association – Infant Vision Birth to 24 Months - https://www.aoa.org/healthy-eyes/eye-health-for-life/infant-vision?sso=y - American Academy of Pediatrics, What Can Babies See? https://www.healthychildren.org/English/ages-stages/baby/Pages/Babys-Vision-Development.aspx , May 2016 - American Academy of Pediatrics, Vision Screenings https://www.healthychildren.org/English/health-issues/conditions/eyes/Pages/Vision-Screenings.aspx , July 2016 - American College of Obstetricians and Gynecologists, Fetus Growth During Pregnancy https://www.acog.org/womens-health/faqs/how-your-fetus-grows-during-pregnancy?utm_source=redirect&utm_medium=web&utm_campaign=int , August 2020
		Module 8B – The Family with a D/HH Child (cont): Siblings
		1. **Sharing from parent support groups** 2. **Discuss reflections on homework viewings and readings** 3. **Presentation: The Siblings of the Child who is D/HH** 4. **Breakout sessions: active listening** Assignments due Oct. 20 (select students write reflection on support group) 1. **Goring, M.B., No Two Alike: Siblings in the Family with Hearing Loss** 2. **The Sibling Support Project of the Arc of the United States: What Siblings Would Like Parents and Service Providers to Know** 3. **Naseef, Robert, <u>Autism in the Family: Caring and Coping Together,</u> Ch. 10: *A Different Perspective*** **Schedule interviews with parents for centerpiece artifact**
Oct. 20		**Module 9A – Developmental Domains – Social-Emotional Development** **No FFS Program – 10/22**

	- Emotional and Social Development - Experimental Videos - Views on Children's Play Behaviors Reflections #5: **Reading Assignment:** EC Coaching Handbook -Ch. 7 – Coaching Families (67) **Developmentally Appropriate Practice (DAP)** - Section 1 – Ch. 2 – Understanding Play (Review) - Section 3 – Chs. 9 & 10 – Social/Emotional Environments for Infants/Toddlers (40) **CANVAS** Play: A Historical Review" by Carolyn R. Tomlin (2007) http://www.earlychildhoodnews.com/earlychildhood/article_print.aspx?ArticleId=618 Vygotskian and Post-Vygotskian Views on Children's Play" by Elena Bodrova & Deborah J. Leong (2015) - https://files.eric.ed.gov/fulltext/EJ1070266.pdf

Module 9B – Social-Emotional Development, Friendship, and the Child who is DHH

1. **Sharing from parent support groups**
2. **Discuss reflections on homework viewings and readings**
3. **Presentation: Finding and Keeping Friends: Social Skills and the Child who is D/HH**
4. **Breakout sessions: active listening**

Assignments due Oct 27:
1. Minnesota Social Skills Checklist for Deaf and Hard of Hearing Students
2. Minnesota Compensatory Skills Checklist for Students with Hearing Loss
TBA

Oct. 27	**Module 10A – IDEA & Part C** **FFS: Beginning Speech – 10/29**
	What is IDEA? - IFSP vs. IEP - The eligibility and service differences between Part B and C - EHDI vs. JCIH: The Joint Committee on Infant Hearing (JCIH) position statement - - Year 2019 Position Statement: Principles and Guidelines for Early Hearing Detection and Intervention Programs https://digitalcommons.usu.edu/cgi/viewcontent.cgi?article=1104&context=jehdi - Early Hearing Detection and Intervention (EHDI) program https://www.infanthearing.org/states_home/

Week 10	**Reading Assignment:** ▪ "What is the Difference Between an IFSP and an IEP?" – Pacer Center https://www.pacer.org/parent/php/PHP-c59.pdf "Quality in Individualized Family Service Plans: Guidelines for Practitioners, Programs, and Families" – 2016 https://journals-sagepub-com.msmc.idm.oclc.org/doi/pdf/10.1177/1096250614566540

	Module 10B – Learning from Mentors
	
	1. **Sharing from parent support groups**
	2. **Discuss reflections on homework viewings and readings**
	3. **Guest Speaker(s) TBA**
	4. **Breakout sessions: active listening**
	Assignments due Nov. 3 (select students write reflection on support group)
	    1. **Reflection on guest speaker(s)**
	    2. **Watch NY Med Episode 1**

Nov. 3	**Module 11A – Early Intervention Models: Family-Professional Partnerships** • **FFS: Pretend Play – 11/5**
Week 11	Intervention Models: ▪ Center-Based, Home-Based, Home-Center Based, Teletherapy ▪ Developmentally Appropriate Practices (NAEYC/DEC) https://www.youtube.com/watch?v=ny1u9a7-EJc ▪ ECTA *Center* (The Early Childhood Technical Assistance Center) – *EI Service Delivery Approaches/Models* http://ectacenter.org/topics/eiservices/approaches-models.asp **Reading Assignment:** EC Coaching Handbook -Ch. 6 Role of Coaching in Service Coordination (35) EC Coaching Handbook -Ch. 11 – Future of Coaching in EC Intervention (7) -References – 263-275 (12) -Coaching Scenario Matrix 277-281 (4) **Module 11B – Parent / Professional Partnerships**

	1. **Sharing from parent support groups**
	2. **Discuss reflections on homework viewings and readings**
	3. **Presentation: Parent Professional Partnerships**
	4. **Breakout sessions: active listening**
	Assignments due Nov. 10 (select students write reflection on support group)
	    1. **Finalize parent interview and prepare written report (Due Nov 12 & 19)**
	    2. **Fialka et al, <u>Parents and Professionals Partnering for Children with Disabilities</u> Ch. 4: When the Dance is Complicated**
	Gorman, Jean Cheng, <u>Working with Challenging Parents of Students with Special Needs</u> Ch. 5: Dealing with Nonparticipation and Resistance

Nov. 10	**Module 12A – Theory of Bilingual Learning** • FFS: Holidays & Experience Books – 11/12
Week 12	**DUE:** Part Two – Parent-Infant Curriculum Adaptation and Family Scenario • Overview of theories and principles related to language learning in support of bilingual acquisition • Team project presentations in class – Parent-Infant Curriculum concept design **Reading Assignment:** ▪ [Growing_up_Bilingual_with_Hearing Loss - 2013.pdf](#) (6) ▪ [Interventions for Multilingual Children with Hearing Loss - A Scoping Review - 2018.pdf](#) (17) ▪ [Acculturative stress in Latinx Immigrants 2020.pdf](#) (11) ▪ [Dual language versus English only support for bilingual children with HL using CIs and Hearing Aids - 2016.pdf](#) (28)
	Module 13B – Learning from Families: Centerpiece Artifact Presentations
	1. **Sharing from parent support groups** 2. **Sharing of Parent Interviews (6 students will share)** **Assignments due Nov. 17 (select students write reflection on support group)** 1. **Luterman, D.: Ch. 6, Techniques of Counseling, & pp 189-195 Professional Burnout** **Watch NY Med Episode 2**
Nov. 17	**Module 13A – Theory of Bilingual Learning** • **FFS: Bilingualism – 11/19**

	Guest Speaker:
	Anne McNally, MA
	Director, JTC's Worldwide Parent Education Program
	    1. Overview of JTC Online education papers, videos, and resources
	    2. JTC: Parent Handouts - https://www.jtc.org/ideas-advice/
	      (Bilingual materials and videos available for families)
	
	Developing a Language Plan: L1/L2/ELL Strategies

Week 13	**VIDEO ANALYSIS #2 – Due 11/24 (25 points)**
	Module 13B – Learning From Families
	1. **Sharing from parent support groups** 2. **Sharing of Parent Interviews (5 students will share)**
Dec. 24	**Module 14A – No Afternoon Class – Thanksgiving Holiday** • **No FFS – 11/26**
Week 14	No Class this afternoon NO CLASS
	Module 14B: Learning from Families
	NO CLASS
Dec. 1	**Module 15A – Summarizing and Preparations for Finals** • **FFS: Early Literacy – 12/3**
Week 15	Final exam review session **Audiology Online:** "Longitudinal Outcomes of Children with Mild to Severe Hearing Loss: Auditory Experience Matters" Mary Pat Moeller, PhD (1 hour) – 2017 **Audiology Online Quiz:** Complete and upload to Canvas **Article:** Children Who Are Hard of Hearing: Still Forgotten? https://leader.pubs.asha.org/doi/10.1044/leader.AEA.22062017.16
	Module 15B – Summarizing and Preparations for Finals
	1. **Sharing from parent support groups** 2. **Discuss reflections on homework viewings and readings** 3. **Review of key concepts and practices** 4. **Preparation and final practice for final exams** **Assignments (select students write reflection on support group)** **Written Centerpiece Artifact due today!!** Prepare for finals
Dec 8	**FINALS WEEK**
Week 16	Final Exam Parts A and B

EDU 235A - Practicum Rotations for Friday Family School (FFS)

SCHEDULE	1	2	3	4	5	6	7	8	9	10	11	12	13
Date	9/10	9/17	9/24	10/1	10/8	10/15	10/22	10/29	11/5	11/12	11/19	11/26	12/3
Meet/Prep													
Clean Up													
Staffing													
Parents	A	A	A	A	B	B		B	C	C	C		C
Mini-Movers	B	B	B	B	C	C		C	A	A	A		A
Mid-Kids	C	C	C	C	A	A		A	B	B	B		B

A: 4 Parents, 4 MKids, 4 Minis (12), plus 1 Parents (13)
B: 4 Minis, 4 Parents, 4 MKids (12), plus 1 Minis (13)
C: 4 MKids, 4 Minis, 4 Parents (12), plus 1 MKids (13)

Meet/Prep: All grads help with set up and organization for families, bottles, clothes, diapers, etc.
Clean Up/Staffing: All grads help with cleaning and putting away all toys, materials, equipment.
Mini-Movers: Engage infants and babies who are beginning to walk.
Mid-Kids: Engage children who are walking well, and older.
Parents: Parent Class and Parent Support Group
Graduate Groupings

Group A	Group B	Group C
Rebecca	Hamad	Mayra
Kristen	Sarah	Carolina
Christine	Tannia	Nick
	Jacob	Karina

1. Groups will go to their assigned classroom to help with prep and clean up (after FFS, before staffing).
2. Grads will take over greeting parents, leading Parent Points, song, observe and engage children, and report to families.
3. If you are assigned to Parents, you will join either Mini-Movers or Mid-Kids until Parent Class begins followed by Parent Support Group. Then you will return to help with clean up after Parent Support Group ends.
4. Grads will be graded on their participation and shared observations about children's/families' learning and needs during post-staff meeting 11:50-12:30.

Assignment: Centerpiece Artifact - Family Project

Goals:

1. The project's purpose is to help you assimilate all that you have learned from the reading assignments, class lectures and discussions, demonstrations and role plays, observations in parent support groups, and parent-infant guided observations in your selected field as an AuD or TOD professional.

AuD Scholars:
Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2018). ***2020 Standards for the Certificate of Clinical Competence in Audiology***. Retrieved from www.asha.org/certification/2020-Audiology-Certification-Standards/
The Standards for the CCC-A are shown in bold. The CFCC implementation procedures follow each standard.
- Standard I—Academic Qualifications
- Standard II—Knowledge and Skills Outcomes
- Standard III—Verification of Knowledge and Skills
- Standard IV—Examination
- Standard V—Maintenance of Certification

TOD Scholars:
California Teaching Performance Expectations (TPEs):
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

2. Demonstrate synthesis of growth and learning throughout course
3. Imbue the project with deep personal reflection
4. Evidence of respectful professionalism in family visit, interview and report
5. Evidence demonstrating how you will apply what you have learned from readings and experiences to your future teaching experiences
6. Consider the essential concepts and language below when preparing your written and oral presentation:

Assessments: Transdisciplinary, et al	Language: L1/L2/ELL Strategies
Access: Equitable	Literacy
Audiology & Assistive Technology	Maternal Health
Audition	Mutual Conversation
Brain Development	Natural Environment
Center-Based Intervention	Nutrition
Child Development: Typical/Atypical	Observation
Coaching Model & Adult Learning Theory	Parent/family centered
Cognition	Part C
Collaborative	Performance-Based
Context Driven	Play
Cultural Sensitivity	Prenatal
Developmental Domains	Reciprocal
Developmentally Appropriate Practices	Reflective

Diversity	Regulation
Early Intervention Models	Risk Factors
ENUF	Sensory Integration
Environments: Health, Behavioral, Social Supports	Sensory Motor
Evidence-Based	Social-Emotional
Follow Child's Lead	Socioeconomics
IDEA	Speech
IFSP/IEP	States of Grief
Inclusion	Transition Planning
Interdisciplinary Teams	Universal Design for Learning

Procedures:
1. Before the visit
Contact the family by telephone to set up a date and time to meet. Please make sure you plan a time that is convenient for the family, when they will not feel time pressure. After your initial phone contact, you will send a short, family-friendly email, with your photo, telling them how much you are looking forward to meeting them and spending the day with them.

2. Explaining why you are meeting
Help the family understand your purpose in asking for their time: You want to learn from them about families and the special issues that come up when you have a child who is deaf or hard of hearing. Explain to them that they can teach you some things better than books and professors. You want to learn and understand in order to be a more helpful professional. You might ask them to think (before the interview) about what they think professionals should know. Be sure to let them know that you want to learn about the family as a whole, not just about the child with hearing loss.

3. Assume the Role of Observer (TBD)
Observe as if you were a family member in whatever activities the family does (washing dishes, playtime, lunch, etc.).

4. Planning what to say to begin
Plan the things you want to learn about, but don't start with a list of formal questions. Instead, it is preferable to begin with broad, open areas, such as one of these openings:
- " I guess what I'd most like to learn from you is what it's like to find out your child is deaf—and then what happens in your life after that—about changes, feelings, problems, what helps, and anything you want to share to help me be a better teacher."
- "What has this whole experience been like for you and your family?"
- "What do you remember most about the time when you first found out about your child's diagnosis of deafness and what's happened since then?"

These are sample openings. Please choose and adapt what feels comfortable and sensible to you. Feel free to make up your own open-ended questions of this type. Your goal is to focus on conversation, not on a rapid firing-line of questions.

You will be provided with a list of questions to ask (see rubric below). Listen for answers in the parents' flow of conversation and don't ask questions that they have already addressed. You may ask for permission to record your interview so that you can focus on listening, rather than taking notes.

5. Following the virtual visit
Send a thank you card to the family via snail mail. You will need their physical address!

Family Project Evaluation Rubric for Written/Oral Presentation

Grad:	Date:	Grade:

All components must be present in the report

Description of the Context	
	List and describe the activities and routines that you observed or heard about from the family. Please include activities that have been paused by quarantine.
Family Demographic Information	
	Composition of the immediate (in the household) and extended family
	Activities of family members: work, school, play, etc.
	Background of hearing loss (pregnancy, birth, medical history, development)
	Any additional diagnoses or conditions
Audiology and Listening Device Issues	
	Family's experience with effective pediatric assessment
	Family's knowledge and selection of appropriate listening technology based on interpretation of test results
	Family's experience with appropriate programming of technology
	Parents' ability to troubleshoot and routinely check listening devices at home
Educational Planning Issues (including Audiology Needs)	
	Family's journey in deciding communication & placement options
	Resources that were helpful to family in educational planning
	Family's experiences with transition at various points of child's life
	Family's past and present relationships with professionals: what has been especially helpful, and what has been difficult (IFSP/ISP, Communication Options, Placement Options, Transition Planning at Transition Points, Designated Services, Assistive Technology, etc.)?
Family Dynamics	
	Issues and challenges the family is dealing with now
	Issues the family has dealt with in the past, successfully resolved or not
	Concerns about the future, for the child and family
	How does your journey seem to affect other children in the family?
	Roles of extended family and other social networks
	What has been the role of friends in your child's life?
	Hopes and expectations for the future
	What are and/or have been stresses for this family?
	Does the family think their family is different because they have a child with hearing loss? If so, how?
	What should I know as a professional about what it's like raising a child with a hearing loss? How can I be helpful to my students and their families?
Topics on Perspective	
	What have you found that has helped you cope, and your child to thrive? What has been your best support? What help would it be wonderful to get?
	How have you changed as a person since becoming the parent of a child with hearing loss? What skills have you acquired that have helped you?
	Have you discovered a greater meaning in your life as a result of this experience?

Rubric Scale:
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

#1 - Rubric for Presence, Planning, Punctuality, Preparation, Participation, Perception, and Professionalism				
	Exceeds Standard **4**	**Meets Standard** **3**	**Emerging** **2**	**Unacceptable** **1**
Presence	The student attends all the observations and classes on time and is always prepared.	The student attends all of the observations and classes on time and is usually 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 getting to class. Has instructor phone numbers. Offers a flexible make up plan.	The student calls the instructor and the graduate program director directly to let them know if there is any problem getting to 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	With1 exception, all assignments are turned in on time	2 assignments are turned in late. (But no more than 2)	The teacher has to ask the student about assignments.

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Preparation	The student organizes reading schedule with other graduate classes and is able to participate in class with insightful comments and citations of the material found in assigned readings from all classes.	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 understanding, application, analysis, evaluation, & creative reasoning in class topics.	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.
Professionalism	The student collaborates as a professional demonstrating Passion, Excellence, Respect, Leadership with colleagues, staff, parents. The student demonstrates exceptional skills in each of the above characteristics in interactions with others.	The student collaborates as a professional demonstrating Passion, Excellence, Respect, Leadership with colleagues, staff, parents.	The student maintains a fairly respectful working demeanor with parents, clinic staff and colleagues.	The student is not respectful to parents, staff and/or colleagues.

#2 and #4 - Rubric for Reflections				
Criteria	**Exceeds Standard 4**	**Meets Standard 3**	**Emerging 2**	**Unacceptable 1**
Required Components	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
Structure	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.
Depth of Reflection	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing,

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	supported. Clear, detailed examples are provided, as applicable.	Appropriate examples are provided, as applicable.	Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Evidence of Practice	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable.

Rubric for Essays, Written Projects, Oral Presentations, Visual Presentations of Course Learning				
	Exceeds Standard 4	**Meets Standard 3**	**Emerging 2**	**Unacceptable 1**
Content	The paper covers not only the essence of parent support but synthesizes the student's approach to working with families and provides exceptional insight into the learning student's process.	The paper covers not only the essence of parent support but synthesizes the student's approach to working with families.	The paper covers the essence of parent support, and the student's approach to working with families.	A hastily written paper that does not address the student's approach to working with papers.
Mechanics	The paper is well-organized, professional in tone, concise, well written, typed, edited, spell checked, turned in on time.	The paper is organized, concise, well written, typed, edited, spell checked, and turned in on time.	The paper is organized, typed, spell checked, and turned in on time.	The paper is not organized nor edited.

Visual Representation	The student presents a neat, professional looking visual that cleverly represents the concept to colleagues. The project manifests the student's internalization of the concepts of the class.	The student presents a neat and professional looking visual that cleverly represents the paper's concept to colleagues.	The student presents a neat and professional looking visual that represents the paper's concept to colleagues.	The student presents a visual that does not correlate to their paper and appears hastily thrown together.
Oral Presentation	The presentation is 10 minutes or less, is cleverly thought out, demonstrates student's deeply felt concept. The verbal component is concise, necessary, and enhances the meaning behind the visual.	The presentation takes no more than 10 minutes. It is cleverly thought out and demonstrates the student's concept.	The presentation takes no more than 10 minutes. It is well thought out and demonstrates the student's concept.	The presentation is haphazard, has to be stopped at 15 minutes or shows lack of preparation.

#3 - Parent-Infant Observations/Reflections			
	Meets Standard	**Emerging**	**Unacceptable**
Participation	The student is attentive during all observations, asks questions and talks to professionals about their observations.	The student pays attention to the activities being observed.	The student does not pay attention to the activities, or distracts others, or does not take advantage of the observation time.
Notes	The student answers the questions asked and synthesizes their observations, with the classroom and text material.	The student answers the questions asked and tries to apply the class material with their observations.	The student only reports on what was seen during the observations.
Punctuality	The student turns her legible, complete and understandable notes in on time	The student turns her complete, and understandable notes in on time	The student has few notes or turns them in late

Rubric: #5 Friday Family School Lesson Plans & Participation				
	Exceeds Standard 4	**Meets Standard 3**	**Emerging 2**	**Unacceptable 1**
Preparation	The student plans well ahead of time, completing a detailed lesson plan with objectives by domain, materials, etc. Plans are turned in in time for review by the instructor, and revision by the student. Plans are based on input from the master teacher, instructor, parents, and children's needs. Plans are planned and well-coordinated with other students who are involved. Assistance in planning and practice is sought by the student. Plans and technologies are well-practiced, materials are appropriate, and gathered and ready to go for the lesson.	The student completes lesson plans and revises them as requested. Plans are based on input from team members and coordinated with other students. Materials are prepared for the lesson. Student asks for assistance as needed.	The student completes a lesson plan that may need many revisions. Plans are generally on topic for the weekly tips and are generally coordinated with other students. Planning and preparation may be demonstrated at a beginning level. Student may be slow to ask for assistance in planning or implementation.	The student may turn in a late plan, which may not follow the weekly tips, and may not be coordinated with other students. The student is not practiced or prepared and does not seek out assistance.
Implementation	The student is gracious and responsive to master teacher input on the spot. The student is able to immediately adjust teaching based on input.	The student responds to master teacher input and is able to eventually adjust teaching based on input.	The student attempts to respond, and adjust teaching based on input.	The student is not responsive to input and does not adjust teaching based on input.

Graduate Student:	**Score:**
Date:	**Supervisor:**

Rating of Behaviors

Exemplary Exceeds Standards 100-90 4	**Proficient Meets Standards 80-89 3**	**Approaching Standards 79-73 2**	**Below Standards 72⬇ 1**
Behaviors usually present and performed well. Lessons well planned, creative. Parents included.	Behaviors may be present, but are inconsistent and/or performed with intermediate skill	Behaviors present occasionally and/or performed with beginning skill	Behaviors not present, and/or performed inadequately, even after repeated coaching

1.		Turns in quality lesson plans.
2.		Lesson plans turned in promptly and on time.
3.		Responds in a positive manner to input from supervisors.
4.		Delivers lesson plan material comfortably covering all target information.
5.		Displays positive, enthusiastic attitude and encouraging feedback.
6.		States learning goals clearly to parents during session.
7.		Models target strategies clearly.
8.		Uses mentor interdisciplinary staff effectively to assist as necessary.
9.		Creates and maintains a positive learning environment for parents and children.
10.		Uses appropriate pacing when speaking to parents.

TOTAL:	
FINAL SCORE: (TOTAL divided by behaviors scored)	

Comments:

Graduate Student:	**Date:**
Supervisor:	**Date:**

#6 - Video Analysis			
	Meets Standard	**Emerging**	**Unacceptable**
Video Analysis	All papers are typed, well written, comprehensive, and demonstrate an advanced understanding of most of the following: coaching, parent skills, child development, audiology, audition, language, and speech.	All papers are typed, fairly well written, but may lack detail, and demonstrate an understanding of at least two of the following topics: coaching, parent skills, child development, audiology, audition, language, and speech.	The papers are not insightful or are submitted past the due date

#7 – Part One: Parent-Infant Curriculum Review			
	Meets Standard	**Emerging**	**Unacceptable**
Curriculum Review with practice of Adult Learning Concepts	The presentation is organized well and demonstrates teaching techniques that encompass adult learning concepts: 1) tell why we are learning it, 2) use life experiences as hooks, 3) use hands-on problems for solving tasks, 4) apply new knowledge and skills immediately	The presentation is fairly well organized and demonstrates some understanding of the curriculum reviewed.	The presentation is disorganized and does not pass on valuable information to the class.
Curriculum Review Content	The presentation concisely covers: 1) the curriculum design, 2) how it is used for the 0-3 population, 3) pros and cons 4) how to help parents understand the results 5) personal insight	The presentation partially or vaguely covers: 1) the curriculum design, 2) how it is used for the 0-3 population, 3) pros and cons, 4) how to help parents understand the results	Shows minimal consideration of adult learning techniques, nor time spent reviewing the material

#8 – Part Two: Parent-Infant Curriculum & Family Scenario			
	Meets Standard	**Emerging**	**Unacceptable**
Curriculum Content Adaptation for Family Scenario	Content is described clearly and concisely with a logical progression of ideas and supporting information. The content gives the parent a clear sense of the key concepts.	Information is present but the main ideas are vague. Some of the information doesn't seem to fit and the progression of ideas is unclear.	The content lacks a clear point of view and logical sequence of information. Information is incomplete and/or incorrect.
Interdisciplinary Communication	Communicates interdisciplinary understanding with clarity, organization and coherence	Communicates interdisciplinary understanding in a way that is mostly clear	Communicates interdisciplinary understanding in a limited way
Teamwork Contributions	Routinely provides useful ideas to the group. A team member who contributes much effort.	Sometimes provides useful ideas within the group. A satisfactory team member who does what is required.	Rarely provides useful ideas to the group. Passive, and may even refuse to participate.
Attitude	Typically affirming, never publicly critical, of the project or the work of others. Always has a positive attitude about the task(s).	Occasionally publicly critical of the project or the work of others. Usually has a positive attitude about the task(s).	Is often publicly critical of the project or the work of other members of the group. Is often negative about the task(s).
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Team Class Presentation	Presentation is orderly and visually appealing. Demonstrates evidence of understanding of the essential concepts.	Presentation is orderly and satisfactory.	Presentation is not orderly or well prepared.

Centerpiece Artifact: Rubric for Family Project				
Component	**Exceeds Standard** **4**	**Meets Standard** **3**	**Emerging** **2**	**Unacceptable** **1**
Comprehensive Report	Report discusses each required element in great detail, with story elements pulled together in a cohesive view of family's choices and journey	Report discusses each required element in enough detail to meet standard	Report describes some details of family's choices and journey, but may be missing many elements, or may be skimpy on details	Report is missing some required elements, and is skimpy on details for elements that are mentioned
Attitude of ENUF in Discussing Family's Journey and Choices	Report reveals extraordinary display of student's use of *ENUF* (Empathetic, Non-Judgmental, Unconditional, Feelings Focused) sensitivity and respect for family's journey, their choices, their struggles, their attitudes, their culture and language, their worldview	Report reveals student's effective use of *ENUF* (Empathetic, Non-Judgmental, Unconditional, Feelings Focused) in discussing family's circumstances	Report reveals student lacks complete ability to use *ENUF* (Empathetic, Non-Judgmental, Unconditional, Feelings Focused) in discussing family's circumstances; elements of *ENUF* may be displayed in some circumstances, but not others	Report reveals student lacks any ability to use *ENUF* (Empathetic, Non-Judgmental, Unconditional, Feelings Focused) in discussing family's circumstances, displaying insensitivity and lack of respect for family choices
Professional Writing Style 5-6 pages Fictitious names	Report is well-organized, is easily read, is written in a highly professional manner, using expert language that is professional and knowledgeable, reflecting deep understanding, respect and sensitivity regarding the family's journey and choices	Report is organized, is written in a professional manner, using language that is professional, reflecting respect and sensitivity for the family's journey and choices	Report may lack organization, and may be written in a non-professional manner, using language that reveals some knowledge, reflecting some understanding of the family's journey and choices	Report lacks organization, is written in an unprofessional manner, and lacks knowledge, respect, and sensitivity for the family's journey and choices

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.

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.

This syllabus is subject to change based on the needs of the program and state guidelines.