EDSP 550
DHH: Multiple Perspectives (3 units) Onsite

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Course Description

This course provides an introduction to the education for children and youth with a hearing loss, ages birth to twenty-one. It is designed to promote an understanding of the multiple perspectives in deaf education. Topics include the history of deaf education, current research and trends, issues in deaf education, professional resources and their application to the changing demographics of today’s children who are deaf or hard of hearing as well as from diverse backgrounds and/or having other special needs.

Each lesson in the course constitutes a separate, discrete topic of importance in our field. Yet there is an historical thread which connects them all. The readings, websites, and videotapes will provide students with an opportunity to learn from primary sources. These sources are research based with the idea that the students will analyze and synthesize the information presented. Students will then use these source materials to complete their assignments, which are related to helping children and youth who are deaf or hard of hearing in a broad spectrum of educational settings. It is acknowledged that the lessons in no way represent a complete picture of any topic, but rather an introduction. Many of the course materials are intended as resources for future professional growth.

Fieldwork: A 12-hour fieldwork commitment in order to complete the assignments and meet the performance–based competencies for this course is required. Intern candidates must meet with the instructor to determine if their district contract special education placement meets all or some of the fieldwork requirements for this course.

Course Purpose

This course will meet the CCTC Level I – Education Specialist Standards for Deaf and Hard of Hearing (see Matrix) and standards established by CEC/CED for Preparing Teachers Who are Deaf or Hard of Hearing.
Course Objectives – Aligned with Candidate Unit & Program Outcomes

The SOE Unit: The three School of Education Unit Candidate Outcomes (ACE) provide the framework under which course objectives, course requirements and the standards linked Centerpiece Artifacts are organized and evaluated as part of the Unit Assessment System. In their Reflective Professional Portfolio, candidates begin to practice the construction of their own assessment system within the role of being a life long professional learner. Artifacts are chosen, described and displayed in the portfolio as performance based evaluate evidence aligned with the National Council for Accreditation of Teacher Education (NCATE): Standard 1 Candidate Knowledge (K), Skills (S), and Dispositions (D) demonstrated throughout course and field experience.

The Special Education Program: The Unit Candidate Outcomes (ACE) provide the frame upon which course objectives are aligned with the Council for Exceptional Children Knowledge & Skill Base for All Beginning Special Education Teachers: Common Core & Individualized General Curriculum Content Standards (CEC). Course objectives also align with the Interstate New Teacher & Assessment Consortium principles (INTASC) and the California Commission Teacher Credentialing: Education Specialist Standards (CCTC).

The Professional Reflective Portfolio (PRF): The portfolio provides a vehicle through which candidates use critical inquiry and self-assessment to develop their skills as life long learners in their chosen profession. The PRF contains all the required Centerpiece artifacts that collectively illustrate the candidate’s body of work that illustrate his or her performance-based competency. These Centerpieces provide the evidence upon which faculty use the Educational Specialist Reflective Professional Portfolio Assessment Rubric to make program recommendations. Recommendations are required prior to enrollment in practicum, applying for a credential, and/or applying for conferment of a degree. The material in the PRF is organized around the three Unit Candidate Outcomes (ACE). Under each portion of ACE, the candidate links the ten CEC Standards based Centerpieces with the California State Teacher Performance Expectations Standards (CSTPs).

Upon completion of this course, candidates will be able to demonstrate competencies in the areas listed here.

Outcome I: Academic Excellence & Critical Inquiry and Reflection
Demonstrate knowledge of how to represent content accurately and competently by affectively applying strategies and techniques in their field of study. Engage in reflective activities, critically analyze their practice and apply higher order thinking skills to a wide array of investigative pursuits.

- Students will demonstrate their understanding of research issues and current educational trends that contribute to the education of deaf and hard of hearing children (e.g., deaf/multi-disabled, including ASD, deaf/learning disabled, Deaf culture, cochlear implants, bi-lingual/bi-cultural, English Language Learners). (CCTC Standard 11, 14, 15, 16, 23, 24) (K, D) (INTASC 1, 2, 4, 7, 10) (CEC 1, 2, 4, 7, 10) (CSTP B, C, D)

- Students will demonstrate their understanding of resources, references, materials and professional literature focusing on the education of deaf and hard of hearing children and related fields. (CCTC Standard 10, 16, 22) (K, S) (INTASC 9, 10) (CED 9, 10) (CSTP F)
• Students will demonstrate knowledge of the history of the education of children and youth in the US who are deaf and hard of hearing, with an emphasis on its interrelationship with the history of education and legal safeguards for parents and children. (CCTC Standards 11, 22) (K) (INTASC 2, 8) (CEC 2, 8) (CSTP B, E)

Outcome II: Community & Service
Demonstrate the ability to create and support collaborative learning communities in their professional fields of practice. Bridge theory and practice by experiencing various dimensions of the community through active service engagements.

• Students demonstrate their understanding of the current public laws relating to the education of children with disabilities, in particular regarding the coordination, implementation, evaluation, and revision of individual educational programs, and including state and federal laws regarding education of English Language Learners. (CCTC Standards 10, 23, 25) (K, S) (INTASC 5, 7, 8) (CEC 5, 7, 8) CSTP B, D, E

• Students will demonstrate knowledge about facilitating the transition of children and youth with hearing loss from diverse cultural and linguistic backgrounds into a variety of educational and workplace settings. (CCTC Standards 10, 11, 16, 30) (K, S) (INTASC 1, 6, 7, 10) (CED 1, 6, 7, 10) (CSTP A, C, D, F)

• Students will reflect on best practices and the philosophy, design, goals, and characteristics of school-based programs currently used with children and youth with hearing losses and those from diverse cultural groups, including English Language Learners and those with multiple disabilities including ASD who have been placed in various public and private school settings. (CCTC Standards 10, 12, 13, 19, 20, 22, 24, 28) (K, S, D) (INTASC 1, 3, 4, 8, 10) (CEC 1, 3, 4, 8, 10) (CSTP A, C, D, E, F)

• Students will demonstrate an understanding of positive behavior management strategies for a variety of developmental and educational levels. (CCTC Standards 15, 27) (K, S, D) (INTASC 5) (CEC 5) (CSTP B)

Outcome III: Ethics, Values and Diversity
Understand and adhere to the values and ethical codes of the university, of schools they work in, and of their professional organizations. Create inclusive, unified, caring and democratic learning communities that value all individuals regardless of background or ability, and equitably support their learning and development.

• Students will develop an awareness of the culturally diverse population represented in today’s population of children and youth who are deaf and hard of hearing. (CCTC Standards 10, 12, 13, 16, 17) (K, D) (INTASC 3, 7, 10) (CEC 3, 7, 10) (CSTP A, D, F)

• Students will develop an awareness of the multiple needs and perspectives of children with hearing loss and additional challenges, including those of English language learners and those with ASD. (CCTC Standards 12, 15, 17 (K, D) (INTASC 3, 5, 8) (CEC 3, 5, 8) (CSTP A, B, E)
Students will successfully interact with deaf adults who use a variety of communication methods regarding their transition to the workplace or higher education. (CCTC Standards 11, 14, 16, 28, 30) (K, S, D) (INTASC 1, 6, 7, 10) (CEC 1, 6, 7, 10) (CSTP A, D, F)

A descriptive explanation of the use of standards and candidate assessment is provided in the Education Specialist Undergraduate and Graduate Candidate Handbook.

**Textbooks/Readings/Videos/Websites/Bibliographies**

**Required Texts:**

**Other Readings**


Luckner, J.L. (2002). *Facilitating the transition of students who are deaf or hard of hearing.* Austin, TX: PRO-ED, Inc.


**Videos:**

*Dreams Spoken Here*. Available through Oral Deaf Ed (www.oraldeafed.org); produced by the Oberkotter Foundation.


**Websites:**

http://www.seecenter.org
http://www.nad.org
http://www.asdc.org
http://www.oraldeafed.org
http://www.agbell.org
http://www.auditory-verbal.org
http://www.cuedspeech.org
http://www.members.aol.com/deafcultureinfo/deaf_history.htm
Bibliography on English Language Learners
Multicultural


Hispanic


Asian/Pacific Islander


Websites

NATIONAL ORGANIZATIONS

Deaf Latinos
Deaf Aztlán
P.O. Box 14431
San Francisco, CA 94114
aztlan@deafvision.net
http://www.deafvision.net/aztlan/

Native American Intertribal Deaf Council
Howard Busby, General Chairman
Fowler Hall, Room 118
Gallaudet University
800 Florida Ave. N.E
Washington, DC 20002
Telephone: 202-651-5515 (TTY/Voice)
Howard.Busby@gallaudet.edu
http://www.deafnative.com/
National Asian Deaf Congress
National Organizations
NADC Treasurer
P. O. Box 78
Dekalb, IL 60115
nadcusa@aol.com
http://www.nadc-usa.org/

Recommended Text (required format for citing references):

**Internet Course Supports**

**USD Internet/E–Mail Access Account**
By second class every student must have a USD Internet Access Account. This account is free and the only way you can access the WebCT assignments for this course. Class notes, updates, supplements and group activities will appear on WebCT. Additional information about this course and assignment tasks will be posted regularly on the EDSP 553 WebCT site. Candidates are responsible for checking the course site regularly for postings and projects.

The easiest way to get to a WebCT course is [http://unet.sandieog.edu/](http://unet.sandieog.edu/). This is the USD Portal entrance for all students.
Course Modules/Topic Outline: As the themes emerge for this course, the details of each module will be further expanded. Students are responsible for checking on course information and assignment requirements.

Tasks, Dates, Grade Weight: You will be given specific information about your tasks and the value of each task towards your overall grade for this course. Specifically identified tasks in this and other credential coursework that informs your overall development as an educator will be evaluated on rubric based performance indicators. Your advisor will keep you abreast to this requirement. Also check your student manual and program information posted on the school web site.

Course Topics

The following are a list of the potential course topics based on the CCTC requirements for a Level I Education Specialist Credential being met by this course. In addition to state and professional standards, the topics in this course will reflect changes in federal and state regulations and recent research published in the field. For specific topics, assignments and topic dates - see the Calendar section on the course WebCT site.

1. Demographic, Technological, Educational Trends for Children and Youth With Hearing Loss
2. Historical Foundations of Deaf Education in the US
3. Communications Modes Used to Teach Children and Youth With Hearing Loss
4. Legal Rights and US Laws Pertaining to the Education of the Deaf
5. Least Restrictive Environments and Inclusion of Children and Youth With Hearing Loss in General Education
6. Positive Behavior Management in Deaf Education
7. Deaf Adults and Transition Planning for Youth With Hearing Loss
8. Cultural Diversity and English Language Learners with Hearing Loss
9. Professional Growth and Collaborative Partnerships

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities/Assignments</th>
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| **1. Sunday 7/26**  
**Guest Speakers for USD International Requirement:**  
**Anne McNally**, Director, JTC Parent Advice Learning Support (PALS)  
**Kathleen Ambrosi**, Assistant Director, PALS  
International Summer Sessions  
Latin American Sessions  
Summer Sibling Program  
**Carissa Homme**  
**Susan Renne**  
International Family and child  
Discussion of common knowledge of deafness Introduction to historical and current issues, | Active listening  
Ask questions when appropriate  
Be prepared to write a reflection of the experience for homework.  
Discuss Chapter I of Luterman, White, and Seewald.  
**Read Proctor, Niemeyer, & Compton article on Training Needs for discussion** |
trends, and perspectives.

Impact of Deafness on an Individual on Tuesday (found on the Z drive under this class folder).

<table>
<thead>
<tr>
<th>2. Tuesday 7/28</th>
<th>Discuss demographic information concerning students in the U. S. who are deaf and hard of hearing.</th>
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<tbody>
<tr>
<td>Demographics, Technology and Educational Trends</td>
<td>1. Create “Trends” Chart (due Friday 7/31)</td>
</tr>
<tr>
<td>Students will read the information available from the suggested articles and websites. Upon reading the data, students will complete the “Trends Chart” relative to the trends in the population of US students who are deaf or hard of hearing. Share your chart with the class by the date assigned. Based on their own experiences, students will reflect to the group on trends that are evident in their own student populations. Support this with data from classroom, school or school district. As a group, we will list two types of assistance, training or supports that teachers, therapists and other practitioners might need to meet the needs of their current and future student populations, including students from culturally diverse backgrounds.</td>
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<tr>
<td>Read: Mitchell and Karchmer (2002) article Mythical 10% (on Z drive)</td>
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</table>

| 3. Wednesday 7/29 | See rubric for assignment requirements |
| History of the Education of the Deaf | Read: Chapters 11 & 13 in text Choices in Deafness that relate to ASL and TC options Chapter 5 in Lane book (e-copy on Z-drive) |
| After reading some of the history of our field, students will be prepared to discuss: | |
| 1. What is one event, discovery or invention that, in your opinion, has had an impact on the history of the education of deaf children? Was this positive or negative? Why do you think so? What living (or recently deceased) person will be remembered in the history of the education of the deaf 50 or 100 years from now? Why do you think so? Students will choose someone from the history of the education of the deaf to research more fully. In a one page (double spaced) paper, they will tell us more about this person’s life, emphasizing how this person positively or negatively impacted our field today. From the point of view of this person, be prepared to reflect, in the first person, on the | |
| 2. Biographical Sketch (Thursday, 7/30) | |
following:
“The education of deaf children should be left to professionals who know what they’re doing. Outsiders can make suggestions, but ought to leave this task to those who know the situation best.”

| 4. Thur 7/30 |
|------------------|------------------|
| **Finish History of Deaf Education** |
| Discuss movie and issues raised |
| Possible guest speaker |

**Movie:** *Through Deaf Eyes*

Take notes for reflection (rubric on Z drive)

**Present biography to class**

| 5. Fri 7/31 |
|------------------|------------------|
| **ASL/Deaf Culture/Bi-Bi Programs** |
| There has been an increase in the number of children, including children from culturally diverse backgrounds, who are participating in educational programs which are considered bilingual and bicultural. Students will identify which students might receive optimal benefit from an ASL program or a Total Communication program. Students will identify the challenges, academic achievements, research findings, infrastructure, support needs, and social issues related to the choice of an ASL program. **Students will understand the philosophy, design, goals, and characteristics of a school-based program designed to meet the needs of English Language Learners in a ASL program.** |

**Movie:** *Sound and Fury*

Take notes for reflection

**Trends Chart due**

**Read:**
Chapter 9 & 10 in text Choices in Deafness (3rd ed.) related to A-V and A-O options

| 6. Mon 8/3 |
|------------------|------------------|
| **Pioneers of spoken language in deaf education** |
| Ling, Beebe, Griffiths, Pollack |
| Gallaudet and AG Bell |
| Student will identify the subtle differences between approaches to spoken language instruction (e.g. Auditory-Verbal, Auditory-Oral), |

**Present _____ historical device to class**

**Assign research article on methodology** (Summary due on Monday, 8/10)

**Read:**
and write a description of which type of students would benefit from which approach. Students will discuss the impact of the cochlear implant on various outcomes and methods used in the education of children with profound hearing losses. **Students will acquire knowledge of linguistic development and first and second language acquisition.**

### 7. Tues 8/4

**Spoken Language**

There has been an increase in the number of children, **including children from culturally diverse backgrounds**, who are placed in programs where spoken language is the only mode of communication. Students will identify the challenges, academic achievements, research findings, infrastructure, support needs, and social issues and **materials related to the choice of a spoken language and one that includes English Language Learners program.** **Students will gain knowledge of early intervention techniques in a classroom setting.** Students will differentiate between Auditory-Verbal, Auditory-Oral, Oral-Multisensory, and Cued Speech.

AG Bell guidelines for a Quality Auditory-Oral Program

### 8. Wednesday 8/5

**Spoken Language and Cochlear Implants**

The multichannel cochlear implant was first FDA approved for children as young as two years old in 1990. Students will read and reflect on the issues related to the development of spoken language to children who are deaf or hard of hearing, and who are using this new technology, **including children from culturally diverse backgrounds.**

**Chapter 12 in Choices in Deafness about Cued Speech option**

**Movie Sound and Fury: 6 Years Later (take notes for reflection)**

**Start comparison chart for Methodologies (Due Friday 8/7)**

**Read: Archbold article on CI Outcomes**

**Discuss outcomes and unknowns**

**Research online and in library for info on methodology chart/articles on methodology**

**View movie Dreams Spoken Here**
<table>
<thead>
<tr>
<th>9. Thursday 8/6</th>
<th>Mid-term conference with instructor. Questions/concerns/followup on assignments/grade report/discussion of content of class</th>
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<tbody>
<tr>
<td>10. Friday 8/7</td>
<td>Methodologies comparison chart due Continue research on methodology article summary to share in class on Friday 8/7</td>
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</tbody>
</table>
| **Current research in outcomes of different methodologies.**  
Professionals in the field of deaf education need to stay up to date on the latest research being done to support educational options of all kinds for children who are deaf and hard of hearing and who may have other special needs and may come from culturally diverse backgrounds.  
Each student will present to the class an article from a peer reviewed journal that describes a research study in the field of deaf education and focuses on one methodology or a comparison of methodologies around a topic. |
| 11. Monday 8/10 | View movie Dreams Spoken Here II  
Share article summaries on research into methodologies. |
| **Representative debate** of positions regarding the perception of deaf individuals in society or education options and outcomes. Debate will be presented in class with each student engaged in comparing and contrasting issues and positions. |
| 12. Tuesday 8/11 | Be prepared to debate topics based on the research you have done.  
Assign Diversity group for article summary/interpretation (Due Wednesday 8/12)  
Readings: Chapter 3 from Ramsey book for Thursday And Chapter 3 from Nevins and Chute book. |
| **Public Laws and Inclusion Issues**  
Professionals who provide services to children who are deaf and hard of hearing must be able to play a significant role on the child’s IEP or IFSP team. Upon completion of the |
|  | Role play IEP/IFSP School Plans  
Create strategies list for DHH student in a |
readings, students will plan an IEP or an IFSP based on one of the cases provided. Given a case study, students will participate in a “mock” fair hearing, taking on the role of one of the participants (parents, advocates, school district representatives, expert witnesses, lawyers, etc.). Students will research the rights of parents of children with special needs in their home states. Students will learn relevant state and federal laws pertaining to English Language Learners and how the laws impact student placement and instructional programs.

Inclusion/Mainstreaming/LRE
Demographic and placement data indicate that more and more children with hearing losses, including children from culturally diverse backgrounds, are participating in regular classroom settings. Students will share their own thoughts about issues facing a child with a hearing loss in the general education setting, with specific reference to academic, acoustic, social, and behavioral issues. They will read and reflect on selected chapters from Deaf Children in Public Schools by Claire Ramsey by answering the discussion questions posed by the course instructor. Students will identify the factors, contexts and variables that have been proven to contribute to the success of children with hearing losses in the general education setting, as well as those factors which have been proven to create significant difficulties. As a group, students will create a list of strategies designed to assist this population of children, as well as situations in which a more restrictive environment is appropriate.

### 13. Wednesday 8/12

**Cultural Diversity**
According to the 2000 census, the school-age population of the US is more culturally diverse than at any time since the beginning of the 20th century. The cultural and linguistic backgrounds of students who are deaf or hard of hearing are important student traits for professionals to be aware of and to respect. In this lesson, we will reflect on the nature of culture. Students will identify various groups and research their views of disabilities, of parenting, and of medical and educational establishments. We will also attempt to identify the issues related to achievement and specific groups in different parts of the US. Based on the readings, students will identify challenges and solutions teachers from one ethnic group face in working with students from diverse backgrounds, with a specific emphasis on language, literacy, and bilingualism.

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**regular education setting in class**

Start parents’ rights report (Due Tuesday 8/18)

Assign multiple challenges articles for summaries (Due on Mon 8/17)

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**Challenges/solutions:**

Reports on articles regarding various ethnic/racial groups and how the cultures view deafness. (Diversity assignment)

Review information about CI and effectiveness with ELL population

Assign behavior management readings (Due Friday 8/14)
### 14. Thursday 8/13

**DHH Children with Other Challenges**

There have always been children and youth with hearing losses who are diagnosed with other disabilities in addition to hearing loss. *Some of these children may come from culturally diverse backgrounds.* These children require accommodations, modifications, support services and assistive technologies to benefit from their educational placements. While knowledge of other disabilities is important, it is equally important for students to gain an understanding of the interactive effect of hearing loss with the child’s other needs. Working as a member of an interdisciplinary team, one in which the parents are full participants, is essential for successful outcomes. Students will gather and share with one another websites, organizations, research, and other information which will prove to be a valuable resource in their work.

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### 15. Friday 8/14

**Behavior Management**

Teachers, therapists and support professionals working with children who have hearing losses, *including those children from culturally diverse backgrounds*, share much in common with teachers everywhere. The ideas and attitudes towards behavior management should be similar to those for children in any school setting. However, students with hearing losses, limited language skills and poor social skills may need additional supports in learning how to behave in a manner that is positive for them and respectful towards others. Based on the readings, students will jointly develop a list of ten additional strategies that work specifically with children who are deaf or hard of hearing. Students will present information about a specific incident from their own teaching experiences that they would like to share with the class. This incident should demonstrate a positive and successful outcome to a behavioral incident or a change in the classroom that prevented conflict. Students will research one approach that is currently used with students with hearing losses in a school program, and evaluate it.
### 16. Monday 8/17

**Teaching, assessments, transition plans**

Students will learn the instructional uses of ongoing diagnostic strategies that guide teaching and assessment.

As required by IDEA, young people who are ready to move from the educational setting to the workplace or secondary education must have a transition plan in place. It is hoped that a process of education and information about careers and vocations has been an integral part of the young person’s education throughout their formal schooling. This lesson will assist professionals by providing resources and information regarding the wide-ranging needs of students with hearing losses, including students from culturally diverse backgrounds and English Language Learners, who have completed their high school education.

Review for Final

Review components for notebook

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### 17. Tuesday 8/18

**Professional Organizations and Resources**

Throughout the course, students will be gathering additional information and resources to assist in their own professional growth and interpersonal communication skills. Students will join professional organizations, subscribe to listservs, explore websites, share links, etc. A notebook in the form of a file in the students’ computers will be started at the beginning of the course and as the program progresses, students will be provided with an opportunity to share what has been gathered with one another. Students are expected to discuss their own philosophy of education and how it has been shaped by the educational experiences in this course. The notebook will serve as a final project, reflecting the experiences and resources of this initial phase of the program with the idea that it will be added to throughout the program.

Review Professional Resource Notebook: Centerpiece Artifact

Class evaluations for USD

Standards for CA cred explanation and review
Assessment Plan/Grading Criteria/Rubric

The **Centerpiece Artifact** for this class is a **Professional Resource Notebook** created by the student throughout the course. The Resource Notebook will contain information gathered through lectures, presentations, research, web searches, observations, guest lectures, peer presentations, readings, and interpretation of data. The notebook will be organized following the rubric available in class and graded by the instructor at the final.

**Rubric for Professional Resources Notebook/computer folder (100 points)**

- Student will have gathered information throughout the course regarding the current issues and resources in the field of the education of the deaf.
- Information and resources are designed to further the student’s personal and professional growth.
- A personal philosophy of best practice as a teacher of the deaf will be included in the notebook or computer folder. **
- Files should be designed to store:
  - websites,
  - names of important people in the field,
  - assignments such as the trends chart and the methodology chart,
  - history of the field of education of the deaf,
  - personal reflection on interviews and films,
  - and summaries of articles gathered from class assignments.
- This notebook/folder will serve as the electronic centerpiece artifact for this course. **
  - To be written by student and included in e-folder.

Students are expected to attend class consistently and on time, to have completed all readings prior to class, to come prepared with all materials, and to participate fully in all class discussions and activities. Students will be expected to submit assignments on the date specified. Grading will be computed based on 100 possible points for the semester as follows:

<table>
<thead>
<tr>
<th>1. Assignments:</th>
<th>600 points for all assignments</th>
<th>Date due</th>
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<tbody>
<tr>
<td>a. Trends Chart</td>
<td>50 pts</td>
<td>Th 7/30</td>
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<tr>
<td>b. Report on biography</td>
<td>25 pts</td>
<td>M 8/3</td>
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<td>c. Report on historical device</td>
<td>30 pts</td>
<td>M 8/3</td>
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<tr>
<td>d. Comparison chart on communication options/methodologies</td>
<td>125 pts each/25 pts total</td>
<td>F 8/7</td>
</tr>
<tr>
<td>e. Summary of research article on methodology</td>
<td>100</td>
<td>M 8/11</td>
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<tr>
<td>f. Summary of article on</td>
<td>90 pts</td>
<td>F 8/14</td>
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diversity in deaf population

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<td>g. Multiply Challenged Student Report</td>
<td>90 pts</td>
<td>M 8/17</td>
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<tr>
<td>h. IFSP or IEP/Parents’ rights research report</td>
<td>30 pts</td>
<td>T 8/19</td>
</tr>
<tr>
<td>i. Two reflections on interviews with parents of deaf children</td>
<td>40 pts (20 points each)</td>
<td>F 8/21</td>
</tr>
<tr>
<td>j. Two reflections on the videos we saw during the class.</td>
<td>20 pts (10 points each)</td>
<td>F 8/21</td>
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2 Attendance Participation

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<tr>
<td>50 (3 points each day)</td>
<td>ongoing</td>
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<td>50 (3 points each day)</td>
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3. Final Exam

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<tbody>
<tr>
<td>200 pts</td>
<td>8/21</td>
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4. Professional Resource Notebook

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<tbody>
<tr>
<td>100 pts</td>
<td>8/21</td>
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Total points possible 1000 Grade:

<table>
<thead>
<tr>
<th>Grading</th>
<th></th>
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<tbody>
<tr>
<td>A</td>
<td>96 - 100</td>
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<tr>
<td>A-</td>
<td>93 - 95.9</td>
</tr>
<tr>
<td>B+</td>
<td>88 - 92.9</td>
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<tr>
<td>B</td>
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<tr>
<td>B–</td>
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<td>C+</td>
<td>78 – 82.9</td>
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<td>C-</td>
<td>73 - 74.9</td>
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<td>BELOW 73.0</td>
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Note: A grade of B or above must be achieved for coursework to count towards a credential or professional development degree.

All requests for an incomplete must be accompanied by the Petition for Incomplete Form signed and negotiated with the instructor before the final class. This form must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Dean of the School of Education.

USD Policy Statements

Academic Integrity

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor’s files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a serious violation, or, if unintentional, an infraction (a non-
serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Students may formally challenge the instructor’s determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean’s office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee only when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred and the student wishes to appeal the determination of infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.

Grade of Incomplete
The grade of “Incomplete” (“I”) may be recorded to indicate that the requirements of a course have been substantially completed, but, for a legitimate reason, a small fraction of the work remains to be completed; and that the record of the student in the course justifies the expectation that he or she will complete the work and obtain a passing grade by the deadline. It is the student’s responsibility to explain to the instructor the reasons for non-completion of the work and to request an “Incomplete” grade prior to the posting of final grades. The instructor should discuss with the student the conditions and deadline for completion, whenever possible, and should document the conditions and deadline using the Petition for Grade of Incomplete. The “Incomplete” grade is not counted in the computation of the grade point average, nor is credit earned for the semester/session for which the grade was authorized.

Students who receive a grade of “Incomplete” must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise, the “I” grade will be counted as an “F”. (Students who receive a grade of “Incomplete” in the spring semester need to complete their work by the tenth week of the fall semester.) A faculty member assigning a grade of “Incomplete” will complete a Petition for Grade of Incomplete, indicating the reason for the “Incomplete”, and attach a copy of the form to the grade roster when turning in grades. A copy of this form will be placed in the student’s file. Disqualification or Scholastic Probation may be the result if the work is not finished within the posted deadlines and the “Incomplete” turns into an “F.”

Students receiving financial aid should be aware that taking an “Incomplete” grade may affect their eligibility for financial aid by their failure to earn the appropriate amount of credit within a year. When the work is completed, a Removal of Incomplete
Student Dismissal
Students may be dismissed from the Graduate Programs in the School of Leadership and Education Sciences for the following reasons:
1. Violations of academic integrity.
2. Failure to maintain established grade point average of 3.0 for all coursework.
3. Failure to make satisfactory academic progress toward their degree.
4. Failure to complete time limits for degree.
5. Failure to make satisfactory progress in the development of academic and practitioner skills.
6. Violations of Ethics Code(s) as established by applicable field of study and program area.
7. Violations of USD policies and the Student Code of Rights and Responsibilities, including academic dishonesty and plagiarism, as listed in the Student Handbook which is published online at http://www.sandiego.edu/archways.
8. Failure to maintain cooperative relationships with other students and/or faculty or failure to maintain satisfactory delivery of services to clients during fieldwork, including, but not limited to: internships, student teaching, practicum or service learning.

Requests for Accommodation
Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students’ needs, however, performance standards for the course will not be modified in considering specific accommodations.

A complete listing of USD academic policies may be found at:


Appendices to Course
All appendices are posted on the course WebCT site. Additional Addendums to the course will be posted on WebCT. The Centerpiece Artifact will be evaluated on a rubric assessment form in the Reflective Professional Portfolio.