EDSP 552
DHH: Early Intervention Theory (3 units) Onsite

Instructor: Jill Muhs MS.Ed.
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Course Description

This course provides theory and practical application in early intervention for teachers of children who are deaf or hard of hearing, birth to three years old. Family-centered, early intervention for children who have been diagnosed with a hearing loss requires an understanding of typical and atypical infant development, knowledge of a variety of appropriate assessments in natural settings as well as center-based programs, coordination of services for children with additional challenges, an understanding of participating in interdisciplinary teams, the ability to foster interagency collaborations, and skills to help families from diverse backgrounds. Students will demonstrate an understanding of the impact of a diagnosis of a very young child on the entire family. They will become knowledgeable about current theory, practices, and legal requirements to support families with infants and toddlers who are deaf and hard of hearing and how the state and federal laws impact student placement and instructional programs. Students will become knowledgeable about relevant state and federal laws pertaining to the education of English learners. This course also prepares students to participate in practicum activities in future coursework. The course will emphasize development of spoken language, speech, and auditory learning throughout. The course will also focus on an integrated, developmentally appropriate, universally designed curriculum framework that is flexible, comprehensive, and linked to assessment and program evaluation activities. The goal is successful access, participation and learning for all children regardless of need, ability, or background.

Fieldwork: Students will participate in 15 hours of guided fieldwork with families and their infants and toddlers at John Tracy Clinic and in programs in their local communities. The program sites will be individual parent-infant sessions in natural settings as well as center-based programs. Distance Learning students will participate in, and partially meet the requirements for this fieldwork experience during a Summer Institute at John Tracy Clinic.

Fieldwork Validation: Candidates must complete the Methods Course Reflective Field Experience Report Form for each special education methods course completed. This form can be found in the Field Experience Section of the Special Education Candidate Handbook.
Course Purpose

This course will meet CCTC Level I - Education Specialist Standards for Deaf and Hard or Hearing (see Matrix) and standards established by CEC/CEP for Preparing Teachers of Children Who are Deaf or Hard of Hearing.

Course Objectives/Candidate 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 to families of children who are deaf and hard of hearing, including families from diverse backgrounds, accurately and competently by effectively 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 knowledge of the effects of genetics, environment, maternal health and nutrition, and perinatal care on prenatal and perinatal development; to learn about perinatal and prenatal risk factors and their relationship to hearing loss. (CCTC Standards 23, 27) (K)

- Students will demonstrate knowledge about typical and atypical development in the early years, including the following developmental domains: sensory-motor, cognitive, linguistic, social-emotional, personality, play, self-help, adaptive behavior, physical maturation, and temperament. (CCTC Standards 17, 19, 27, 25) (K, S)
• Students will develop an understanding of the interactions among familial, cultural, social, and physical environments that influence growth and development of infants and toddlers with and without hearing losses. (CCTC Standards 12, 23, 27) (K,S)

• Students will demonstrate knowledge of current legal requirements and models of delivery systems in early intervention for children under age three who are deaf or hard of hearing and demonstrate competencies in developing and implementing early intervention service plans and Individualized Family Service Plans (IFSP). (CCTC Standards 11, 16, 17, 25, 28) (K, S)

• Students will develop an understanding of the role of play in the growth of infants and toddlers and its relationship to developmental domains. (CCTC Standards 17, 19, 20, 23)

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 will observe parent-infant/early intervention programs in their communities, both family-centered programs in natural settings and center-based programs with diverse populations of families whose children are deaf or hard of hearing. (CCTC Standards 12, 13, 15, 16, 23, 24) (K, S, D)

• Students will demonstrate professional interaction skills and ability to work collaboratively with interdisciplinary, multidisciplinary and transdisciplinary professional teams which include families as full participants; to foster interagency collaboration; and to assist and support families in making transitions into new programs and services. (CCTC Standards 16, 24, 28) (K, S, D)

• Students will demonstrate knowledge about available resources and mechanisms for coordination of services for infants and toddlers with hearing loss. (CCTC Standards 22, 23, 24, 28) (K, S, D)

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 understanding of the major theories in infant and child development, specifically as they relate to cultural differences and values in diverse populations of families whose child is deaf or hard of hearing. (CCTC Standards 12, 20) (K, S, D)

• Students will engage in making critical decisions about content, structure, assessment in early intervention programs with specific awareness of racial, cultural, lingual, socioeconomic and gender issues related to families whose child is deaf or hard of hearing. (CCTC Standards 12, 23, 24, 28) (K, S, D)

Textbooks/Readings/Bibliography


Watson, C. (2002). *One language or two: Helping families from other cultures decide on how to talk to their child with language delays*. Toronto: The Hanen Centre


Websites:

http://www.ncsl.org/programs/health/hear50.htm (newborn hearing screening)

http://www.netnet.net/mums/ (matching parents of children with specific disorders)

http://www.listen-up.org (info and products geared to the special needs of hearing impaired children and their families)

http://www.ncbegin.com (listings for Deaf Communication Options)

http://www.nad.org (National Association for the Deaf) Alexander Graham Bell Association for the Deaf and Hard of Hearing)

http://www.agbell.org (Alexander Graham Bell Association for the Deaf and Hard of Hearing)

http://www.aplaceofourown.org/question_detail.php?id=43 (A Place of Our Own (Los Niños en Su Casa in Spanish) is a daily television series, a website, and an extensive outreach program devoted to the unique needs of people who care for children)

http://certer.uncg.edu Collaborative Early Intervention National Training e-Resource for professionals serving parents with infants and toddlers who are deaf and hard of hearing.

**Bibliography on English Language Learners Multicultural**


Hispanic
University. Unpublished Thesis. [Available through your local library's Inter-library loan (ILL)
service from Gallaudet University.]
(Ed.). Psychotherapy with deaf clients of diverse groups. Washington, DC: Gallaudet University
Press.
Luetke, B. (1976). Questionnaire results from Mexican-American parents of hearing-impaired children in
library's Inter-library loan (ILL) service from Gallaudet University.]
Ramos, A.M. (1997). Comparing the predisposition of Hispanic and Anglo deaf students toward
library's Inter-library loan (ILL) service from Gallaudet University.]
deaf and hard of hearing students with diverse racial, ethnic and linguistic backgrounds.
Gallaudet University: Unpublished Thesis. [Available through your local library's Inter-library loan
(ILL) service from Gallaudet University.]
93(5), 89-97.
Nation, (2 )5, 9.

Asian/Pacific Islander
Doka, K.J. & Davidson, J.D. (Eds.) (1998). Living with grief: who we are, how we grieve. Washington,
DC: Hospice Foundation of America.
Chinese and American mothers communicate with deaf and hearing children. Psychology
families. The role of professionals and services. Disability and Society,16 (1) 51-70.
Mejia-Giudici, C.C. Part of the community: A profile of Deaf Filipino American in Seattle. In Root, M.
Publications, Inc.
Annals of the Deaf (142) 2, 85-89.

Websites:
NATIONAL ORGANIZATIONS
Deaf Latinos (under re-construction 7/09)
Deaf Aztlan
P.O. Box 14431
San Francisco, CA 94114
aztlan@deafvision.net
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.

- Typical Infant/Toddler Development
- High-Risk Factors for Hearing Loss in Infants/Toddlers
- Service Delivery Models/Federal Laws for Children Birth to Three
- Parent-Centered Early Intervention, including Parents who are English Language Learners
- Audiological Management of Infants and Toddlers with Hearing Loss
- Early Listening Skills for Infants and Toddlers with Hearing Loss
- Language Development for Infants and Toddlers with Hearing Loss, including English Language Learners
- Speech Development for Infants and Toddlers with Hearing Loss, including English Language Learners
- Infants and Toddlers with Hearing Loss Who Have Additional Challenges
Assignments for On-Site & Distance Learners (There are specific assignments for each cohort also)

Reading Assignments & Questions
Reading assignments are listed below. Please plan to complete your reading ahead of the assignment time. You are expected to use the information from the reading on the day they are assigned to be complete. Additional articles may be assigned that are not listed here

Due: 8am Title
Tues 7/28 The Spirit Catches You And You Fall Down, pages 1 - 153
Thurs. 7/30 Coaching Families and Colleagues in Early Childhood, pages 1 – 84
Friday 7/31 Parent Infant Communication 4th Edition pages 135 -147
Tues. 8/4 The Spirit Catches You And You Fall Down, pages 154 - 288
Mon. 8/3 Parent Infant Communication 4th Edition pages 1-30,149-161, &179-190
Fri 8/14 Sensory Integration and Self-Regulation in Infants and Toddlers: Helping Very Young Children Interact With Their Environment

EDSP 552: Centerpiece Artifact
This class exposes graduate students to appropriate communication and coaching/teaching techniques in Parent-Infant Education. Your final graded project and 552 Centerpiece Artifact is a visual representation that reflects your understanding of the Parent-Infant teaching model. The project’s purpose is to help you assimilate all that you have learned from the reading assignments, class lectures, guest speakers and Parent-Infant observations. Accompanying your model will be a 1-2 page reflection explaining how this model represents parent-infant education. This paper should discuss what you have learned about teaching and coaching parents. Your entire concept should be something you can share with others and find useful as a teaching reference for yourself. You will present your project/reflection to the class in a 15-minute segment on either August 18 or 20, which will be determined by a lottery on July 25. Your reflection can be used as part of your requirements for California Standards.
An example of a “visual representation” is found in Coaching Families and Colleagues in Early Childhood, Hanft, Rush and Shelden Chapter 3, Figure 3.1. The graph illustrates the author’s professional model. The instructor will share her teaching model during the first week of class. Be as creative as you like but always remember the grade is based on content. Consider the listed concepts and language below when designing your model. Refer to the rubric for further grading criteria.

Assessments Follow child’s lead
Atypical Development Gender
Audiology Genetics
Brain Development I.D.E.A.
Center-base IFSP
Child development Initiation
Cognition Interdisciplinary teams
Collaborative Language
Context Driven Linguistic
Cultural Maternal health
Cultural sensitivity Mutual conversation
Developmental Domains Natural Setting
Diversity Nutrition
Early Intervention Observation
ENUF Parent/family centered
Environment Part C
Evaluation Performance Based
Final
There will be an in-class final on August 20 at 8am. The rest of the Centerpiece Artifact oral presentations will follow the exam.

On-Sites’ Assignments

Reading - See Assignments for On-Site & Distance Learners

PI Observations

Videographer
On Wednesday and Friday mornings you will be observing parent-infant sessions in preparations for your fall 550F class. On those days, arrive no later than 8am in Demo Home to review the day’s appointments with the teaching staff. You will be participating in appointments with Distance Learning students as a. After the appointment immediately turn in your video videographer cassettes to the IT department to be transferred to DVDs. Please check the schedule posted in the observation rooms for your assigned time. This is part of your participation grade.

Observations
Demo Home appointments are observed on Tuesdays and Thursdays from the observation booths with the 552P instructor. You will be given a note taking guide for each day. The notes will be discussed in the 552P 11:30 class and due in the 552 instructor’s mailbox by the end of your lunch hour. Notes will be graded and included in your final grade.

Assignment
On Friday, July 31, August 7 and 14 there will be a DVD in your mailbox for you to take home and analyze. All the On-Site grads will have the same DVD, which you may review together, but the analysis must be written independently. You will be graded on your understanding of the principles discussed in class and your readings. Your papers are due on Tuesday, August 4, 11 and 18.

Final Project/Center Piece Artifact - See Assignments for On-Site & Distance Learners

Final - See Assignments for On-Site & Distance Learners

Distance Learning’s Assignments

Reading - See Assignments for On-Site & Distance Learners

PI Observations
Beyond your teaching on Wednesday and Friday mornings for 552P you will be asked to observe other appointments. You will be given a note taking guide for each day. The notes will be discussed in the 552P 11:30 class and due in the 552 instructor's mailbox by the end of your lunch hour. Notes will be graded and included in your final grade.

IDEA
On July 30 Distance Learning students will be asked to make a presentation on their school programs, how IDEA and Part C works in their state, and their personal experience teaching.

Curriculum Review
On August 3, 10, and 17 Distance Learning student teams will be prepared to review for the class a checklist or curriculum used in Parent Infant Education. Each presentation is to take no more than 5-7 minutes. Although students must be prepared on Mondays the presentation may be done later in the week. Students will sign up for specific checklists and curriculums during the first week of class.

Final Project/Center Piece Artifact - See Assignments for On-Site & Distance Learners

Final - See Assignments for On-Site & Distance Learners

### Assessment Plan/Grading Criteria/Rubric

Note: A grade of B or above must be achieved for coursework to count towards a credential or professional development degree.

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 all class discussions and activities. Students will be expected to submit assignments of the date specified.

The final grade in EDSP 550 is based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95 - 100</td>
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<tr>
<td>A-</td>
<td>90 - 94.9</td>
</tr>
<tr>
<td>B+</td>
<td>88 - 89.9</td>
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<tr>
<td>B</td>
<td>84 - 87.9</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 83.9</td>
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<tr>
<td>C+</td>
<td>78 - 79.9</td>
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<tr>
<td>C</td>
<td>74 - 77.9</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 73.9</td>
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<tr>
<td>F</td>
<td>BELOW 70.0</td>
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Grading will be computed based on 100 possible points for the semester as follows:

- Attendance, Participation, Professionalism 7 pts
- DVD Analysis or Curriculum Review 9 pts
- Parent-Infant Observation Notes 14 pts
- Centerpiece Artifact & Presentation 20 pts
- Tests and Final 50 pts
- Total 100 pts
### Attendance/Participation/Professionalism Rubric

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td>The student attends all of the observations and classes</td>
<td>The student misses two observations due to illness or a prearranged excuse</td>
<td>The student is missing or needs to be found to attend observations and classes</td>
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<td></td>
<td>The student calls the 550 instructor and the graduate program director directly to let them know if there is a problem getting to class.</td>
<td>The student calls the instructor and the graduate program director directly to let her know if there is a problem with getting to class.</td>
<td>The student gives a message to another person to give to the instructor and program director or does not leave a message.</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>The student demonstrates high interest in the class topics, assignments, and in learning all they can about being a parent-infant teacher.</td>
<td>The student demonstrates interest in the class topics and assignments.</td>
<td>The student participates minimally in class or not at all.</td>
</tr>
<tr>
<td></td>
<td>All assignment are turned in on time</td>
<td>One assignment is turned in late.</td>
<td>The teacher has to ask the student where assignments are.</td>
</tr>
<tr>
<td><strong>Professionalism</strong></td>
<td>The student collaborates as a professional with parents, clinic staff and colleagues.</td>
<td>The student maintains a respectful working demeanor with parents, clinic staff and colleagues.</td>
<td>The student is not respectful to either parents, clinic staff and/or colleagues.</td>
</tr>
<tr>
<td><strong>Readings</strong></td>
<td>The student organizes their reading schedule with other graduate classes and is able to participate in class using the material found in all assigned readings.</td>
<td>The student organizes their reading schedule with other graduate classes and is able to participate in class discussions.</td>
<td>The student is unable to get all the readings done in time for classes.</td>
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<td></td>
<td>Student’s answers to questions about readings reflect critical thinking.</td>
<td>Student’s answers to questions about readings reflect an integration of the reading material with personal experience.</td>
<td>Student’s answers to questions about readings recall only facts.</td>
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</table>
## DVD Analysis or Curriculum Review

<table>
<thead>
<tr>
<th>DVD Analysis</th>
<th>Curriculum Review</th>
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<tbody>
<tr>
<td>All essays are typed, well written, comprehensive, and demonstrate an advanced parent-infant understanding</td>
<td>The presentation demonstrates adult learning teaching techniques, a complete understanding of the curriculum reviewed, gives pros and cons to using it, and considers if it is “parent friendly”.</td>
</tr>
<tr>
<td>All essays are typed, well written, comprehensively, cover the three questions asked in the assignment.</td>
<td>The presentation demonstrates adult learning teaching techniques, understanding of the curriculum reviewed, gives pros and cons to using it, and considers if it is “parent friendly”.</td>
</tr>
<tr>
<td>An essay is not insightful or is submitted past the due date</td>
<td>The presentation shows no consideration of adult learning techniques, nor time spent reviewing the material and can not pass on valuable information to the class.</td>
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## Parent-Infant Observations

<table>
<thead>
<tr>
<th>Participation</th>
<th>Written Assignments</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student is attentive during all observations, and talks to PI professionals about their observations.</td>
<td>The student answers the questions asked and honestly synthesizes her observations, with the classroom and text material.</td>
<td>The student turns her typed essays in on time. They are concise, well written, edited, and spell checked.</td>
<td>The student turns her typed essays in on time. They are edited and spell checked.</td>
<td>The student turns in a typed essay on time that does not appear neither thoughtful nor honest.</td>
</tr>
</tbody>
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## Centerpiece Artifact & Presentation

| Visual Representation | The student presents a logical visual representation of their written essay that is neat and professional looking. | The student presents a logical visual representation of their written essay that is neat. | The student presents a visual representation that does not correlate to their essay concept and/or is |
| Essay | The 1-2 page essay covers not only the essence of parent-infant education but synthesizes the students approach to working with families. The essay is concise, well written, typed, edited, spell checked, and turned in on time. | The 1-2 page essay covers not only the essence of parent-infant education but synthesizes the students approach to working with families. The essay is well written, typed, spell checked, and turned in on time. | The student turns in a typed essay on time that does not appear neither thoughtful nor honest. |
| Presentation | The presentation takes no more than 10-15 minutes. It is well thought out and demonstrated how their concept (essay) and visual representation further the student’s professional growth. | The presentation takes no more than 10-15 minutes. It is well thought out and demonstrated how their concept (essay) and visual representation demonstrate what they learned in class. | The presentation is haphazard, has to be stopped at 15 minutes and shows lack of preparation. |
**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 or Change of Grade form will be completed by the instructor and signed by the Assistant Dean. One copy is then placed in the student’s file and the original is sent to the Registrar.

**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](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.