## DHH 350 – Access to the Phonemic Code
### Fall 2018

<table>
<thead>
<tr>
<th>INSTRUCTOR</th>
<th>COURSE TIME/LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. J. Lindsey Kennon, Ed.D.</td>
<td>Online Face-to-Face Meetings (Location TBA)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTACT INFORMATION</th>
<th>EMAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td><a href="mailto:jkennon@sfasu.edu">jkennon@sfasu.edu</a></td>
</tr>
<tr>
<td>Dept.</td>
<td>DO NOT EMAIL VIA D2L</td>
</tr>
<tr>
<td>Office</td>
<td></td>
</tr>
<tr>
<td>PHONE</td>
<td>(936) 468-5510</td>
</tr>
<tr>
<td>PHONE</td>
<td>(936) 468-2906</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>OFFICE HOURS</th>
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<tbody>
<tr>
<td>Human Services 308</td>
<td>T/Th 10:30 a.m. – 12:00 p.m.</td>
</tr>
<tr>
<td></td>
<td>W 12:00 - 2:00 p.m.</td>
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<tr>
<td></td>
<td>Other Times by Appointment</td>
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<tr>
<th>PREREQUISITES</th>
<th>COURSE CREDIT</th>
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<tbody>
<tr>
<td>SPH 274 (Course Grade of B or Better)</td>
<td>3 Semester Hours</td>
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### I. COURSE DESCRIPTION

This course covers the methods and tools used to give deaf and hard-of-hearing students access to the phonemic code of English. A discussion of the controversy surrounding these issues, as well as their strengths and weaknesses, also is a portion of this course. We will discuss maintenance/troubleshooting of amplification devices, reading audiograms, basic principles of audiology and the issues surrounding the education of students with cochlear implants. Other topics include: ARD process, IEPs, Cued Speech, Bi-Bi Approach, Visual Phonics, and other topics that might arise via discussion need. **Prerequisite: SPH 274 (B or Better)**

### II. INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES

DHH 350 upholds the Perkins College of Education (PCOE) Vision, Mission, Goals, and Core Values. As an accredited Educator Preparation Program (EPP), the Deaf and Hard-of-Hearing Program at SFA maintains the same high standards of excellence in preparing preservice educators set forth by the PCOE.

Program Learning Outcomes (PLO’s): **CEC Student Learning Outcomes ([Click for Complete List of CEC Standards](#))**

- In addition to building upon the knowledge specific to the education of DHH students in previous coursework, DHH 350 Addresses the Following CEC Standards:
  - **Advanced Standard 1**
    - The DHH 350 student will learn how to help others understand the needs of individuals with exceptional learning needs.
    - The DHH 350 student will learn how best to create positive and productive work environments and mentor others to promote high expectations for themselves, other professionals, and deaf/hard of hearing students.
    - **Product**: Mainstream Teacher Inservice Packet
  - **Advanced Standard 2**
    - The DHH 350 student will expand their knowledge of instructional and assistive technologies used to support access to learning for the deaf/hard of hearing student population.
    - **Product**: Chapter Quizzes, Overview Notebook, Discussion Board Posts
  - **Advanced Standard 6**
    - The DHH 350 student will understand the value and role of collaboration with both internal and external stakeholders.
    - **Product**: Mainstream Teacher Inservice Packet
Other Standards/Learning Objectives:
TEA Deaf and Hard-of-Hearing Educator Standards
TEA Technology Applications EC-12 Standards
ISTE Standards
InTASC Standards

III. COURSE ASSIGNMENTS/ACTIVITIES/PRODUCTS

Chapter/Content Quizzes (15 @ 100 Pts. Each)
- You are responsible for all reading assignments for the course.
- Class discussions (discussion boards) as well as chapter readings from our text are fair game for quiz material.
- Fifteen (15) quiz grades will be calculated into your final grade. Quizzes are open book & administered via D2L in the “Quizzes” tab.
- The instructor solely makes the decision whether or not another quiz attempt is allowable and will contact the student to inform them they may retake a specific quiz.
- This activity will serve two purposes:
  1. It will help you become familiar with research-based practices, teaching/methods, and pertinent information relevant to our field.
  2. It will help prepare you for your TExES Exam.

Weekly Discussion Board Posts (15 @ 100 Pts. Each)
- You are responsible for all reading assignments for the course.
- Fifteen (15) discussion board posts will be calculated into your final grade.
- This activity will serve this purpose:
  1. It will demonstrate your knowledge of the course content.

Overview Notebook (100 Pts.)
- This is an individual assignment.
- Throughout the semester, students will be gathering handouts, resources and valuable information on the myriad of topics discussed. Students will organize these resources into a notebook containing the most relevant nuggets of information for future use and reference in their classrooms.
- You may either create a hard copy (physical notebook) or an electronic copy. If choosing to do a hard copy, you must hand deliver to my office on or before the date due (pay attention to TIMES and DATES). If choosing to do an electronic copy (i.e. ONE Word document with screen shots of where you have saved all information on your computer), you may email me your “notebook” in the appropriate D2L DropBox.
- This activity will serve two purposes:
  1. It will give you a ready resource in your classroom for your own use as reminders and refreshers or for use with mainstream teachers and parents as you educate them on information relevant to the education of their DHH students.
  2. It will provide a source of review for your TExES Exam.

Mainstream Packet (100 Pts. – Majors ONLY / Minors Exempt)
- This is an individual project.
- Students will create a product with which to share in mainstream teacher inservice/training outlining relevant information on the education of DHH students with regard to amplification devices, understanding what DHH students can/cannot hear, etc. Students will create a folder containing all pertinent and required information, as well as a PowerPoint that would be used for a training session. The folder must be hand-delivered to my office. Any distance students must mail the folder to my office, postmarked by the due date. The PowerPoint is to be uploaded to the appropriate D2L DropBox.
- This activity will serve the following purpose:
  1. It will help you understand what is important for mainstream teachers to understand as they are responsible for educating DHH students with various educational needs/concerns.
**Hearing Aid Troubleshooting Kit** (100 Pts. – Majors ONLY / Minors Exempt)

- Students will compile a Hearing Aid Troubleshooting Kit containing specific items as required by the instructor.
- Item list will be posted on D2L. Current product availability and cost is semester-dependent.
- Item costs are the responsibility of the student. Please prepare ahead of time with financial resources. An estimate for the cost is $40 - $60, but this is a guideline only. Market prices and product availability fluctuate from semester to semester.
- DO NOT WAIT until the last minute to order your items. Doing so might cause your kit to be turned in late, which is unacceptable. Plan ahead and order in plenty of time to have a completed kit ready by the due date.
- This activity will serve the following purposes:
  1. It will give you a ready resource for your classroom.
  2. It will provide you a means to participate in the hearing aid labs for the course.

**Final Exam** (100 Pts. for Pre-Assessment, 100 Pts. for Final Assessment)

- You will take the final exam TWICE:
  - ONCE as a pre-assessment. This is NOT graded for content. You will receive a grade of 100 for completing the exam or a grade of 0 for not completing it.
  - Once at the end of the semester. This grade WILL count for content. You will receive a percentage grade based on your performance on the exam.
  - Both exams will be identical in content but will not be available throughout the semester. (Meaning, you will not have access to the final exam for the entire semester.) The exam will open and close during the week it is due (see Timeline).
- This activity will serve two purposes:
  1. It will help you become familiar with research-based practices, teaching/methods, and pertinent information relevant to our field.
  2. It will help prepare you for your TExES Exam.

**Class Attitude/Professionalism** (100 Pts.)

- This is strictly a subjective grade based on the instructor’s observations of you throughout the semester. The Professionalism Rubric will be utilized, as well as a self-assessment.
- The relevance of this grade is two fold:
  1. You do not want to become one of those teachers who sits in the back of the room at inservice and complains about having to learn and share.
  2. You are responsible for your own learning. You can glean as much or as little out of this course as you would like. However, keep in mind that you are becoming and EDUCATOR. Your participation and attitude can make or break your future success! Trust me.

**Course Evaluation** (100 Pts.)

- See description in Section VII of course syllabus.

### IV. EVALUATION /ASSESSMENT (GRADING)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>VALUE</th>
<th>HOW ASSESSED</th>
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<tbody>
<tr>
<td>Quizzes (15)</td>
<td>100 Pts/Each</td>
<td>% Correct</td>
</tr>
<tr>
<td>Discussion Board Posts (15)</td>
<td>100 Pts/Each</td>
<td>Completed/Not Completed</td>
</tr>
<tr>
<td>Overview Notebook</td>
<td>100 Pts</td>
<td>Rubric</td>
</tr>
<tr>
<td>Mainstream Packet (Minors EXEMPT)</td>
<td>100 Pts</td>
<td>Rubric</td>
</tr>
<tr>
<td>Hearing Aid Kit (Minors EXEMPT)</td>
<td>100 Pts</td>
<td>Checklist</td>
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<tr>
<td>Final Exam Pretest</td>
<td>100 Pts</td>
<td>Completed/Not Completed</td>
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<tr>
<td>Final Exam Posttest</td>
<td>100 Pts</td>
<td>% Correct</td>
</tr>
<tr>
<td>Class Attitude/Professionalism</td>
<td>100 Pts</td>
<td>Rubrics/Observation</td>
</tr>
<tr>
<td>Course Evaluation</td>
<td>100 Pts</td>
<td>Completed/Not Completed</td>
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**TOTAL POINTS POSSIBLE**  | 1000 Pts  | **SUM TOTAL**   | 1000 Pts  |
**AVERAGE**                  | A – 100%  | **D – 60 – 69%** |
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>B</td>
<td>80 – 89%</td>
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<tr>
<td>C</td>
<td>70 – 79%</td>
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<tr>
<td>F</td>
<td>59% and Below</td>
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*ALL ASSIGNMENTS MUST BE COMPLETED IN ORDER TO RECEIVE ANY GRADE OTHER THAN AN "F".*
# V. TENTATIVE COURSE OUTLINE/CALENDAR

Black Items = Information  
DB = Discussion Board  
RED Items = Quizzes/Assessments  

<table>
<thead>
<tr>
<th>DATE</th>
<th>READING</th>
<th>ACTIVITY / DUE</th>
</tr>
</thead>
</table>
| **WEEK 1** | 08/26/18| MODULE 1: INTRODUCTION  
Self-Tour of Course (QUIZ DUE Sat by 10 p.m.)  
Week 1 DB (Due Sat by 10 p.m.) |
| **WEEK 2** | 09/02/18| MODULE 2: PRE-ASSESSMENT  
Final Exam Pre-Assessment - NON GRADED/Completion Credit Only (Due by Sat at 10 p.m.)  
Week 2 DB (Due Sat by 10 p.m.) |
| **WEEK 3** | 09/09/18| MODULE 3: THE EAR  
Audiology Ch. 1 Quiz (Due Sat by 10 p.m.)  
Week 3 DB (Due Sat by 10 p.m.) |
| **WEEK 4** | 09/16/18| MODULE 4: PHYSICS OF SOUND  
Audiology Ch. 2 Quiz (Due Sat by 10 p.m.)  
Week 4 DB (Due Sat by 10 p.m.) |
| **WEEK 5** | 09/23/18| MODULE 5: HEARING ASSESSMENT  
Audiology Ch. 3 Quiz (Due Sat by 10 p.m.)  
Week 5 DB (Due Sat by 10 p.m.)  
FACE-TO-FACE MEETING 1 |
| **WEEK 6** | 09/30/18| MODULE 6: AMPLIFICATION  
Audiology Ch. 4 Quiz (Due Sat by 10 p.m.)  
Week 6 DB (Due Sat by 10 p.m.) |
| **WEEK 7** | 10/07/18| MODULE 7: ACOUSTIC ENVIRONMENT  
Audiology Ch. 5 Quiz (Due Sat by 10 p.m.)  
Week 7 DB (Due Sat by 10 p.m.) |
| **WEEK 8** | 10/14/18| MODULE 8: SYSTEMS IN THE CLASSROOM  
Audiology Ch. 6 Quiz (Due Sat by 10 p.m.)  
Week 8 DB (Due Sat by 10 p.m.) |
| **WEEK 9** | 10/21/18| MODULE 9: MIDSEMESTER BREAK  
Use this week to get ahead so you aren’t working during Thanksgiving Break! Also, this is a good point to check your average and be sure you’re on target for your desired grade.  
Week 9 DB (OPTIONAL POST)  
FACE-TO-FACE MEETING 2 |
| **WEEK 10**| 10/28/18| MODULE 10: COCHLEAR IMPLANTS  
Audiology Ch. 7 Quiz (Due Sat by 10 p.m.)  
Week 10 DB (Due Sat by 10 p.m.) |
| **WEEK 11**| 11/04/18| MODULE 11: HEARING AIDS & CI’S IN THE CLASSROOM  
Audiology Ch. 8 Quiz (Due Sat by 10 p.m.)  
Cochlear Ch. 2 Quiz (Due Sat by 10 p.m.)  
Week 11 DB (Due Sat by 10 p.m.) |
| **WEEK 12**| 11/11/18| MODULE 12: BUILDING COLLABORATIVE TEAMS  
THANKSGIVING HOLIDAY NEXT WEEK (Plan Ahead!) – Module 13 will open this week so that you might avoid working during Thanksgiving Break.  
Cochlear Ch. 4 Quiz (Due Sat by 10 p.m.)  
Week 12 DB (Due Sat by 10 p.m.) |
| **WEEK 13**| Thanksgiving| **WEEK 13: THANKSGIVING WEEK**  
**WEEK 14**| 11/18/18| **WEEK 14: THANKSGIVING WEEK**  
**WEEK 15**| 12/02/18| **WEEK 15: DEAD WEEK**  
**WEEK 16**| 12/09/18| **WEEK 16: FINALS WEEK**  
**MODULE 15**| 12/09/18| **MODULE 16:** REVIEW & FINAL EXAM  
Final Exam (Due WED 12/12/18 by 12:00 p.m.)  
**MODULE 17:** COURSE WRAP-UP |
| **WEEK 16**| 12/09/18| **WEEK 17:** COURSE WRAP-UP  
Final Exam (Due WED 12/12/18 by 12:00 p.m.)  
**MODULE 17:** COURSE WRAP-UP |

Your instructor reserves the right to adjust the course calendar as necessary. Unforeseen circumstances may require reducing or enhancing/adding to the overall quantity of the content. Dates are tentative. We will be guided by our own learning. Adjustments may be necessary. *REVISED JLK 08/18*
VI. REQUIRED MATERIALS (2)


FEM STATEMENT
In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00 for a multiple year subscription.

LiveText STATEMENT
This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

VII. COURSE EVALUATIONS
Course evaluations are an important assessment tool for our program. We utilize constructive feedback to improve our program and course efficacy for our preservice educators. Your honest, professional feedback assists us in maintaining excellence across our courses and program.

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

In the college of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous and will not be available to the instructor until after final grades are posted.

VIII. UNIVERSITY POLICY INFORMATION

Students with Disabilities Policy 6.1 and 6.6 - To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3904 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Academic Integrity Policy 4.1 - Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.
IX. ADDITIONAL INFORMATION

Code of Ethics for the Texas Educator:
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:
1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:
- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.  
2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TEExES exams (additional information available at www.texas.ets.org/registrationBulletin/)<http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.
For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.