DHH 470.001 – Language & Literacy for the Deaf  
Fall 2019

INSTRUCTOR  
J. Lindsey Kennon, Ed.D.  
OFFICE  
ECRC 209T  
OFFICE HOURS  
T/H 10:00 – 11:30 AM
W 12:00 – 1:00 PM & 1:00 – 2:00 PM (Virtual)

CONTACT INFORMATION  
jlkennon@sfasu.edu
Office Phone (936) 468-5510
Cell Phone (936) 645-0807

CREDITS  
3 Hours

Prerequisites: DHH 274 (B or Better)  
Course Fee: $54.00 (This fee has already been included/paid through your tuition invoice.)

I. COURSE DESCRIPTION

DHH 470 is a comparison of language development for hearing and deaf/hard of hearing children. Emphasis on structural approach to teaching deaf/hard of hearing children. Analysis of deaf/hard of hearing children’s language samples and developing and/or improving their grammar skills.

TIME REQUIREMENT
DHH 470 (3 credits) meets twice each week in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students have significant weekly reading assignments, are expected to take content quizzes, write lesson plans, participate in mock language and literacy lessons with differentiation, complete an Instructional Strategies project, demonstrate signed competency in Fairview Learning via live expressive quizzes (individual meetings, 10 times), and take a final examination. Students are required to participate in class discussion, and contribute to their own assimilation of content. These activities average 6 hours minimum of work each week to prepare outside of classroom hours.

(A grade of B or Better is required in this course to move forward in the degree plan. This course is a prerequisite for other courses in the program. The prerequisite will not be met if the grade of B or Better is not met.)

II. INTENDED LEARNING OUTCOMES

DHH 470 is aligned with the mission of the Perkins College of Education, which is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. Our theme is “preparing professional educators who positively impact learning for all students.” In the Perkins College of Education at Stephen F. Austin State University, we are committed to the following core values:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community
THECB Core Objectives/Outcomes

- **Critical Thinking Skills**
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

- **Communication Skills**
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.

- **Empirical and Quantitative Skills**
  - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

- **Teamwork**
  - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

- **Personal Responsibility**
  - To include the ability to connect choices, actions and consequences to ethical decision-making

- **Social Responsibility**
  - To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

**Council for the Accreditation of Educator Preparation**
Standards can be found [here](#).

**Council for Exceptional Children (CEC):**

**CEC Standard 1**
Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

**CEC Standard 2**
Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self-determination.

**CEC Standard 3**
Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

**CEC Standard 4**
Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

**CEC Standard 5**
Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

**CEC Standard 6**
Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
CEC Standard 7
Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Program Learning Outcomes

State Board for Educator Certification (SBEC)/DHH Domains:
I. The teacher candidate will understand students who are deaf or hard-of-hearing.
II. The teacher candidate will promote student learning and development.
III. The teacher candidate will promote student achievement in English Language Arts & Reading.
IV. The teacher candidate will understand the professional environment.

Student Learning Outcomes

1. The teacher candidate will understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. (CEC 3.1)
2. The teacher candidate will understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities. (CEC 3.2)
3. The teacher candidate will modify general and specialized curricula to make them accessible to individuals with exceptionalities. (CEC 3.3)
4. The teacher candidate knows how to modify the curriculum, instructional process and classroom environment to meet the physical, cognitive, cultural and communicative needs of the student who is deaf or hard-of-hearing. (SBEC/DHH Domain II 6(A))
5. The teacher candidate knows and understands subject matter and practices used in general education across the core content areas. (SBEC/DHH Domain II 8(A))
6. The teacher candidate knows and understands research-supported instructional strategies for teaching content-area concepts and skills to students who are deaf or hard-of-hearing, including methods for promoting students’ cognitive skills (e.g., analytical, reflective and evaluative thinking). (SBEC/DHH Domain II 8(B))
7. The teacher candidate knows how to select, design, produce and utilize media, materials and resources for teaching content-area concepts and skills to students who are deaf or hard-of-hearing. (SBEC/DHH Domain II 8(C))
8. The teacher candidate knows how to help students who are deaf or hard-of-hearing learn to interpret, evaluate and create informational texts, images and other resources across the curriculum using various media and technologies. (SBEC/DHH Domain II 8(D))

OTHER STANDARDS/LEARNING OBJECTIVES
TEA Deaf and Hard-of-Hearing Educator Standards
TEA Technology Applications EC-12 Standards
ISTE Standards and InTASC Standards

III. COURSE ASSIGNMENTS

CHAPTER/CONTENT QUIZZES
- You are responsible for all reading assignments for the course.
- Class discussions as well as chapter readings from our text are fair game for quiz material.
- Six quiz grades will be calculated into your final grade.
- All quizzes will be submitted via D2L.
This activity will serve two purposes:
1. It will help you become familiar with research-based practices.
2. It will help prepare you for your TExES 181 Exam.

“ME BAG” PRESENTATION & WRITING SAMPLE LESSON PLAN
- Model/Rubric/Explanation to follow.
- This will be an oral presentation (approx. 5 minutes in length).
- Upon completion, students will be given a collection of writing samples from DHH students from which to choose ONE to write a full-length and/or mini-lesson over, utilizing appropriate ELA grade-level TEKS.
- This activity will serve three purposes:
  1. It will help your instructor get to know you as a student.
  2. It will serve as an example activity you may use in your classroom.
  3. It will serve as a means to analyze the writing of deaf and hard of hearing students.

FAIRVIEW LEARNING PROGRAM COMPETENCY
- You will demonstrate competency in the Fairview Learning Program by mastering the DOLCH & BRIDGING LISTS, Levels PP – 3.
- Demonstration of your knowledge will be done BI-WEEKLY via live demonstration with a DHH faculty member. Details on sign-ups will be given in class.
- Sign mastery is performance-based (live demonstration) for all signs on the DOLCH & BRIDGING lists.
- DOLCH – Levels PP, P, 1, 2, 3 (Five Total Grades)
- BRIDGING – Levels PP, P, 1, 2, 3 (Five Total Grades)
- NO FAIRVIEW GRADE WILL BE DROPPED!
- Videos for Practice Available in the Sign Lab (HS 312)
- Instructions for Fairview Days
  - You will sign-up for one time slot on Fairview Days.
  - You must demonstrate fluency and accuracy of signs. This is done by KNOWING the signs and signing them all in a timely fashion. You will not be allowed to stay beyond your allotted time. This means you MUST know the signs well enough to get them all in in the time allowed. Time will be tight.
  - ATTENDANCE IN CLASS IS MANDATORY ON FAIRVIEW DAYS.
- This activity will serve three (3) purposes:
  1. Strengthen your skills in ASL
  2. Gain deeper understanding of multi-meaning words and phrases in the English language in order to be better equipped to educate your future students.
  3. Become familiar with the process of using the Fairview Learning Program.

FAIRVIEW LEARNING ACTIVITY SET
- You will create three (3) learning activities based on the Fairview Learning Program.
- This activity will serve four (4) purposes (and probably more!)
  1. It will teach the basic concepts of the Fairview Learning Program and it’s intent.
  2. It will familiarize you with creating program-based supplements to add to your students’ instruction.
  3. It will help students carry-over concepts learned within the program and promote literacy development.
  4. It will familiarize you with how deaf and hard of hearing students acquire language and where gaps in language begin to emerge in literacy development.

EDUCATOR OF THE DEAF INTERVIEW
- Conduct a professional interview with an educator of deaf and hard-of-hearing students (currently teaching ONLY).
- Questions will be discussed and created in class. Answers will be type-written.
- A two-page reflection paper is required. Relate your reflection to the content of our course in terms of language and literacy instruction.
INSTRUCTIONAL STRATEGIES NOTEBOOK

- Each student will share two (2) instructional strategies with the class to be tied to ELA TEKS. These ideas will be shared in class.
- During our “Strategy Fair”, students will share the two strategies they found and/or created. A “Make & Take” atmosphere is best.
- This activity will serve two (2) purposes:
  1. Promotes collaboration among colleagues.
  2. Gives each student a resource that can be used in the classroom at any level (i.e. you can take this straight into your classrooms and use it!)

PROFESSIONAL DISPOSITIONS

- This is strictly a subjective grade based on the instructor’s observations of you throughout the semester.
- The relevance of this grade is two fold:
  1. You do not want to become one of those teacher 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

- See description in Section VII of course syllabus.
- Completion earns a bonus grade of 100.
- Instructors are unable to see evaluation results until final grades are posted.

IV. EVALUATION & ASSESSMENT

<table>
<thead>
<tr>
<th>GRADE ITEM</th>
<th>VALUE</th>
<th>HOW ASSESSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (6)</td>
<td>100 points each</td>
<td>% Correct</td>
</tr>
<tr>
<td>Me Bag</td>
<td>100 points</td>
<td>Rubric</td>
</tr>
<tr>
<td>Me Bag Writing Sample Analysis &amp; Lesson Plan</td>
<td>100 points</td>
<td>Rubric</td>
</tr>
<tr>
<td>Fairview Learning Program Competency (5)</td>
<td>100 points each</td>
<td>% Correct</td>
</tr>
<tr>
<td>Fairview Learning Activity Set</td>
<td>100 points</td>
<td>Rubric</td>
</tr>
<tr>
<td>Instructional Strategies Notebook</td>
<td>100 points</td>
<td>Rubric Peer Evaluation</td>
</tr>
<tr>
<td>Educator of the Deaf Interview</td>
<td>100 points</td>
<td>Rubric</td>
</tr>
<tr>
<td>Professional Dispositions Self-Evaluation</td>
<td>100 points</td>
<td>Completion</td>
</tr>
<tr>
<td>Professional Dispositions Instructor Evaluation</td>
<td>100 points</td>
<td>Rubric</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL POINTS POSSIBLE</th>
<th>1,800</th>
</tr>
</thead>
</table>

GRADE SCALE

90 – 100% A  80 – 89% B  70 – 79% C  60 – 69% D  59% & Below F

(Reminder: A grade of B or better is required in this course in order to continue coursework in the program.)

All assignments must be completed in order to receive any grade but an F.

Failure to upload critical assessments to LiveText will result in a grade of zero (0) being given for the assignment(s) until upload has been completed.
V. TENTATIVE COURSE CALENDAR

<table>
<thead>
<tr>
<th>WEEK OF</th>
<th>READING/DUE</th>
<th>COURSE ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/26/19</td>
<td></td>
<td>• Syllabus&lt;br&gt;• Introductions&lt;br&gt;• “Me Bag” Rubric/Explanation (Model by Instructor)</td>
</tr>
<tr>
<td>9/2/19</td>
<td>YOUR “Me Bag”</td>
<td>• Sharing of Me Bags</td>
</tr>
<tr>
<td>9/9/19</td>
<td></td>
<td>• Fairview Learning Intro&lt;br&gt;• Continue “Me Bag” Sharing if Needed&lt;br&gt;• “Me Bag” Writing Sample Analysis&lt;br&gt;• Lesson Plan Discussion</td>
</tr>
<tr>
<td>9/16/19</td>
<td>Basic Obj. Chosen for Me Bag Lesson</td>
<td>• Ch 1 Discussion&lt;br&gt;• Fairview Learning PowerPoint</td>
</tr>
<tr>
<td>9/23/19</td>
<td>Quiz 1 FV PP</td>
<td>• Quiz 1 Due (Midnight)&lt;br&gt;• Fairview Pre Primer Levels Due</td>
</tr>
<tr>
<td>9/30/19</td>
<td></td>
<td>• Ch 2 Discussion&lt;br&gt;• Professional Interview Discussion/Create Questions</td>
</tr>
<tr>
<td>10/7/19</td>
<td>Quiz 2 FV P</td>
<td>• Quiz 2 Due (Midnight)&lt;br&gt;• Fairview Primer Levels Due</td>
</tr>
<tr>
<td>10/14/19</td>
<td></td>
<td>• Ch 3 Discussion</td>
</tr>
<tr>
<td>10/21/19</td>
<td>Quiz 3 FV Grade 1</td>
<td>• Quiz 3 Due (Midnight)&lt;br&gt;• Fairview Grade 1 Levels Due</td>
</tr>
<tr>
<td>10/28/19</td>
<td></td>
<td>• Vocabulary Instruction Lecture</td>
</tr>
<tr>
<td>11/4/19</td>
<td>Quiz 4 FV Grade 2</td>
<td>• Quiz 4 Due (Midnight)&lt;br&gt;• Fairview Grade 2 Levels Due</td>
</tr>
<tr>
<td>11/11/19</td>
<td>Fairview Learning Activities</td>
<td>• Ch 4 Discussion&lt;br&gt;• Fairview Activities Presentations&lt;br&gt;• Fairview Grade 3 Levels Due</td>
</tr>
<tr>
<td>11/18/19</td>
<td>Quiz 5</td>
<td>• THANKSGIVING BREAK</td>
</tr>
<tr>
<td>11/25/19</td>
<td></td>
<td>• Quiz 5 Due (Midnight)&lt;br&gt;• Ch 6 &amp; 7 Discussion</td>
</tr>
<tr>
<td>12/2/19</td>
<td>Quiz 6/7</td>
<td>• Quiz 6 Due (Midnight)&lt;br&gt;• Discussion of Interviews</td>
</tr>
<tr>
<td>12/9/10</td>
<td>Instructional Strategies Make &amp; Takes</td>
<td>• Instructional Strategies Fair (In Class)</td>
</tr>
</tbody>
</table>
VI. TEXTBOOK & INSTRUCTIONAL MATERIALS


ISBN: 0-205-31493-7

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

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins 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. STUDENT ETHICS AND OTHER POLICY INFORMATION
(https://www.sfasu.edu/policies)

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three Modules of absences during a semester or one Module of a summer
term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Academic Accommodation for 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, 936-468-3004 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/.

**Student Academic Dishonesty: Policy 4.1**
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- 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 one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author 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.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on
class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

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.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtac%ext.ViewTAC?toc_view=4&tci=19&pt=7&ch=247&rl=Y.

CERTIFICATION REQUIREMENTS FOR THE TEXAS EDUCATOR

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. 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 TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. 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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. OTHER RELEVANT COURSE INFORMATION

If you believe there is an error in your final grade, contact the instructor immediately so that your concern can be resolved in a timely manner. The procedure for formal appeals is detailed in the Academic Appeals by Students Policy.

For course optimal maps, course listings/descriptions, and program policies, please see the Deaf and Hard of Hearing Handbook:
DHH Program Handbook