Name: Mandy R. Seybold, M.Ed; MRT
Email: mseybold@sfasu.edu
Phone: 936.468.1317
Office: ECRC 209V
Office Hours: M: 10-1, W: 12-1, F: 10-11 (virtual)
Class meeting time and place: M/W: 1-2:15; ECRC 213

Communication
Communication is very important, and I want to make sure you get answers in a timely manner. All emails sent M-F will be answered within 48 hours. You need to email me at the email listed above.

I. Course Description
Assessment and Accountability in DHH Settings- Enhances literary development by using Whole Language Approach, Basal, Key Word, Sight Word. Course includes factors influencing literacy environment, Whole Language terms, beginning literacy for deaf/hard-of-hearing children, literacy inventories, experience stories, assessing literacy skills (concerns, comparisons, development), selecting and analyzing stories, miscue analysis, comparisons of literacy enhancement approaches and applications to the deaf/hard-of-hearing.

Prerequisites: SPH 172, 274, 470 and DHH 350.

Time Requirement
DHH 476 “Assessment and Accountability in DHH Settings” (3 credits) typically meets twice each week (Monday/Wednesday) 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, create literacy lessons with differentiation, conduct literacy assessments, present literacy lessons, and a final examination. Students are required to participate in classroom discussions, and required to present literacy activities/lessons. These activities average at a minimum of 6 hours of work each week to prepare outside of classroom hours.

James I. Perkins College of Education Diversity Statement is found at the following link:
http://coe.sfasu.edu/about-us/

II. Intended Learning Outcomes/Goals/Objectives, Program Learning Outcomes
Based on CEC Student Learning Outcomes (NCATE)

- SPH 476 Addresses the Following CEC Standards
- CEC/CED Standard 4 (DH4S2)
  - The DHH 476 student will learn how to provide activities to promote print literacy and content area reading and writing through instruction via spoken language and/or the signed language indigenous to the Deaf community.

Student Learning Outcomes
- Students will demonstrate basic understanding and administration of literacy assessments.
- Students will create literacy lessons based on student needs.
- Students will create an IEP based on student profiles.
- Students will learn the functions of the ARD committee, and the procedures and protocols of an ARD meeting.
III. Course Assignments, Activities, Instructional Strategies, use of Technology

Daily Grades:

Attendance: (See below)

D2L Chapter Discussions: Weekly you will read a chapter from our textbook and respond to posted discussion questions on D2L. You must reference the text, and abide by posting guidelines. (*Due by Thursday each week a discussion is posted for 8 weeks.*)

Team Presentation: This will be your first teaching experience in class. Students will be in teams, choose a picture book to conduct a short lesson. This lesson will encompass concepts about print, comprehension, vocabulary, inferencing, summary, characterization, and a writing element. You will be teaching this lesson through Zoom. (*Due: Wednesday, February 26 in class*)

Paired Presentation: This lesson will be conducted in pairs. You will start with a fill in the blank journal, share a picture book, and have a literacy skill component for the students to complete so you can assess. (*Due: Wednesday, March 18 in class*)

Running Records Quiz: Using what you know, you will look at running record samples, and determine the fluency rate, independent level, instructional level, and frustrational level for each. Complete this online. (*Due: Wednesday, March 25 by 11:59 pm*)

ARD Quiz: This quiz will focus on appropriate behavior and expectations for ARD meetings. This will be taken on D2L. (*Due: April 15 by 11:59pm*)

IV. Evaluation and Assessments:

Test Grades:

Literacy Lesson Presentations: Each student will present a literacy lesson to a student. A lesson plan will be submitted, student will use resources learned from the semester to present a lesson that not only will be applicable to hearing students, but also to DHH students. Differentiation will be shown based on IEP knowledge of the student. (*Due: April 27 & 29, you will sign up for dates*)

Final Exam: This exam will cover assessment practices. You will be given a book and a grade level. You will fill out a lesson plan form based on the book given, then you will create 2 assessments: 1-traditional, 2-performance-based. You will also be required to provide differentiation for DHH students. *Counts TWICE* (*Due: Wednesday, May 6 1:30-4, in class*)

Grading Policy

Daily Grades: All Daily Grades are worth 100 points, and will be averaged for 1/3 the final grade.

Test Grades: All Test Grades are worth 100 points, and will be averaged for 2/3 the final grade.

V. Tentative Course Calendar

January
W 15: Syllabus Overview/Journal+Share
M 20: No Class: School Holiday
W 22: Morning Journals + Rug Time + SSR
M 27: Alphabet/Letter Identification
W 29: Application of Alphabet/Letter Identification + Assessment

February
M 3: Read alouds + Activities
W 5: Read alouds Application
M 10: Making Words + Book of Lists
W 12: Making Words Application
M 17: Word Families + Rhyme Time + Book of Lists
W 19: Word Families Application
M 24: Team Book Work Day
W 26: Team Book Presentations

March
VI. Readings
Text and Materials:

VII. Student Ethics and Other Policy Information

Attendance Policy
This is a very important course to teach you necessary information to help you complete your degree, and to be an effective teacher. Attendance is expected at every assigned class. You will not be allowed to make up any quizzes, or presentations that are due on a day you miss, instead you will receive a zero. If you have a doctor’s excuse, you will be allowed to make up the assignment. This is the only exception. If you miss 0-1 classes=200; miss 2-3 classes=150; 4+=0. This counts towards your Daily 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 Early Alert Program at SFA.

Academic Integrity (A-9.1)
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 when, in fact, it is at least partly the work of another; (2) submitting a 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.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

**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 Semester Grades Policy (A-54)**
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.

**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, 468-3004 / 468-1004 (TDD) 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/.

**Additional Information Specific to Educator Preparation:**

**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 TExES exams (additional information available at http://www.texas educación.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.