DFHH 2303.501 DEAF CULTURE
Fall I 2023

INSTRUCTOR
Margaret Patterson

COURSE TIME & LOCATION
Fully Online

OFFICE
LAN 253

OFFICE HOURS
See D2L for Fall 2023 Office Hours

CONTACT INFORMATION
(936) 468-1140
mhpatterson@sfasu.edu

CREDITS
3 Hours

*Email Policy: Every effort is made to respond to student communication within a timely manner. Email response turn-around time is typically within 24-48 hours Monday – Thursday from 9:00 a.m. – 5:00 p.m. and Fridays from 9:00 a.m. – 12:00 p.m. during summer sessions. I check email a MINIMUM of twice daily in the summer terms, once in the morning hours and once in the afternoon hours. Emails received later in the afternoon may not be read until the following weekday. Please consider checking your email and replying to your email within the same timeframe. Email is not monitored after 12:00 p.m. on Fridays and throughout weekends. Email is not monitored over university holidays. I DO NOT REPLY TO EMAIL SENT VIA D2L. Please use mhpatterson@sfasu.edu exclusively for all email communication.

Pre requisite: None

I. COURSE DESCRIPTION
Covers the beliefs, values, and expected behaviors of the Deaf community. Special emphasis is placed on educational and interpreting implications.

COURSE DELIVERY MODALITY
Fully Online (Asynchronous Online Content)

TIME REQUIREMENT
DFHH 2303 (3 credits) meets via Zoom and Brightspace (D2L) for the Fall I 2023 term. A combination of Zoom meetings and online content comprise the 7-week course. Students have significant weekly receptive and expressive assignments, are expected to take content quizzes, produce individual expressive videos, take receptive exams, participate in various class activities, practice ASL skills, and are required to submit various types of assignments. These activities average 6 hours minimum of work each week to prepare outside of classroom hours.

James I. Perkins College of Education Diversity Statement
II. INTENDED LEARNING OUTCOMES

Program Educator Standards

This course aligns to the James I. Perkins College of Education Vision, Mission, and Core Values.

Additionally, there are two primary governing bodies that provide educator standards for the Field of Deaf Education both nationally and at the state level: The Council for Exceptional Children (national) and the State Board for Educator Certification via the Texas Education Agency. The CEC and SBEC standards are complimentary to one another and serve to guide the program as we prepare candidates to become high-quality educators in the field of Deaf Education. Program coursework, including DFHH 3370, has been directly aligned with these standards and we share accountability with our candidates for their performance on the Texas Examination of Educator Standards (TExES) certification exams in the Accountability System for Educator Preparation (ASEP).

- The Council for Exceptional Children (CEC), the national professional association for special educators, is the first layer of standards that serves as the foundation for our SFA DFHH Educator Preparation Program (EPP). This organization provides our program with three sets of standards for which our SFA DFHH program is aligned. In addition to the 2020 Initial Special Education Preparation Standards (K-12), the CEC has also established Early Interventionist/Early Childhood Special Education (EI/ECSE) Standards, which prepare our candidates to educate children from early childhood through age eight. These new EI/ECSE standards are effective as of Spring 2023.

  In addition to the CEC Initial Preparation K-12 Standards and the CEC EI/ECSE Standards, the SFA DFHH EPP aligns coursework to the optional CEC/DHH Specialty Standards. As indicated, this specialty set of standards delineate the essential knowledge and skills that beginning special education professionals must possess to be ready to begin their practice in the specific field of Deaf Education.

- The Texas State Board for Educator Certification (SBEC) Standards has also established local state standards for DFHH EPPs, the Deaf and Hard-of-Hearing Educator Standards. These Deaf and Hard-of-Hearing Educator Standards add a vital additional layer of expectations and competencies set forth by the Texas Education Agency.

Program Standards/Learning Objectives (Direct Links to Standards)

- CEC Initial SPED Preparation Standards (K – 12) (Revised 2020)
- CEC SPED EI/ECSE Standards (Effective 2023)
- TEA Deaf and Hard-of-Hearing Educator Standards (Revised 2004)
- TEA Technology Applications EC-12 Standards*
- ISTE Standards* and InTASC Standards*

*Additional sets of standards are required by our accrediting body, the Council for Accreditation of Educator Preparation (CAEP).

Course assignments are aligned to standards set forth by accreditation and governing agencies, as outlined below. (Links to standards are hyperlinked in the table headings.)
For additional information regarding professional standards for our program, please visit our DFHH Program Handbook (page 13).

Program Learning Outcomes (PLOs) & Student Learning Outcomes (SLOs)

Program and student learning outcomes are informed by and aligned to the sets of standards for the SFA DFHH EPP mentioned in the section above. Refer to the chart below for the specific PLOs and SLOs covered in DFHH 2303.

DFHH 2303 DEAF CULTURE

COURSE DESCRIPTION | Covers the beliefs, values, and expected behaviors of the Deaf community. Special emphasis is placed on educational and interpreting implications.

PREREQUISITES | NONE

CREDITS | 3 Hours

<table>
<thead>
<tr>
<th>PLOs Addressed</th>
<th>SLOs Addressed</th>
<th>Assessment of the LOs</th>
<th>Unit/Program Assessment</th>
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<tbody>
<tr>
<td>PLO I - The teacher of deaf and hard of hearing students understands and applies knowledge of the philosophical, historical, and legal foundations of deaf education.</td>
<td>SLO 1.3K – The beginning TOD knows and understands variations in beliefs, traditions, and values across cultures (including Deaf culture) and within society and the effect of the relationships among students who are deaf or hard of hearing, their families, and schooling. SLO 1.4K – The beginning TOD knows and understands cultural versus medical perspectives for individuals who are deaf or hard of hearing.</td>
<td>• Topical Discussions &amp; Reflection Assignments Deafness 101 Historical Perspectives Language &amp; Culture Deaf Theater &amp; The Arts Deaf Humor Deaf Athletes Deaf President Now Technology/Accessibility Cochlear Controversy Discrimination, Stereotypes, &amp; Advocacy</td>
<td>NONE</td>
</tr>
<tr>
<td>PLO X - The teacher of deaf and hard-of-hearing students demonstrates proficiency in the communication modalities specific to the language needs/preferences of learners.</td>
<td>SLO 10.4 – The beginning TOD is able to demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. SLO 10.5 – The beginning TOD is able to demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own.</td>
<td>• For Hearing People Only Readings and Quizzes</td>
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III. COURSE ASSIGNMENTS

MODULE REFLECTION ACTIVITIES (10 @ 5 points each)

- **Why am I completing this assignment?** Critically analyzing new learning to what is already known about cultures and characteristics of individuals who are d/Deaf will deepen understanding of the d/Deaf and the Deaf Community, create connections, and sharpen advocacy skills.
- Students will complete one critical-thinking reflection assignment per module. Multiple modules are included in the weekly content.
- The reflection assignments will be directly correlated to the content covered in the modules.
- Each module reflection will begin with a prompt and will require thoughtful writing, applying what is learned in the module to what is known about educating students who are deaf and hard-of-hearing.
- Module reflections will be embedded in each module, some requiring a Dropbox assignment and others a Discussion Board Post. Clear instructions will be provided in each module.

FOR HEARING PEOPLE ONLY QUIZZES (12 @ 10 points each)

- **Why am I completing this assignment?** Diverse backgrounds and cultures are what make us unique and present ways we can learn from one another. The chapters in For Hearing People Only are written to answer commonly held beliefs and assumptions about being d/Deaf and the Deaf Community. Consuming this content offers the ability for us to compare and contrast hearing and d/Deaf cultures; demonstrating your learning via content quizzes will ensure that you are reading the material and assimilating the knowledge gleaned from the text.
- Students are responsible for all reading assignments. Students will read chapters 1 – 117 of the text during this course. (Don’t be intimidated by the volume of chapters! This sounds like a lot, but many of the chapters are two to three pages in length! Very doable and easy to manage!)
- Twelve (12) quiz grades will be calculated into your final grade. Quizzes are open book/note; they will, however, be timed. In depth reading and ready knowledge from the text is expected. Quizzes will be dispersed in groups of six chapters and will be multiple choice, T/F quizzes given on D2L/Brightspace. Quizzes are embedded within course modules.
- No late quizzes will be accepted and no quizzes will be reopened.

DEAF CULTURE BOOK CLUB MEETING (1 @ 50 points)

- **Why am I completing this assignment?** Literature is an excellent way to immerse oneself in a culture that is not their own. Through literature, new insights, perspectives, and personal stories are explored, biases are challenged, and more inclusive mindsets are cemented. This course assignment will assist the learner in a compare/contrast analysis of Deaf Culture versus other cultures.
- Students will read ONE of the following books (student’s choice):
  - *Show Me a Sign* (Young Adult Novel)
  - *Set me Free* (Sequel to Show Me a Sign)
  - *Apple is My Sign*
  - *Deaf Like Me*
  - *Finding Zoe: A Deaf Woman’s Story of Identity, Love, and Adoption*
  - *Train Go Sorry: Inside a Deaf World*
  - *A Loss for Words: The Story of Deafness in a Family*
  - *Sounds Like Home: Growing Up Black and Deaf in the South*
  - *True Biz: A Novel*
  - *I’ll Scream Later*
  - *Deaf Utopia: A Memoir – And a Love Letter to a Way of Life*
- These are easy reads and inexpensive to purchase. Purchasing with a peer in the class is acceptable, as long as you both have the book read and the corresponding assignments completed by the due dates. You may also borrow these titles if they are available for lending near you (free!). Audiobooks or e-books are also acceptable if this is your preferred reading style.
Book selections must be made by the due date indicated on the course calendar for Book Clubs to be formed. Book Clubs will meet according to books selected/read. Zoom sessions will be recorded and must be fully accessible. A minimum length of 30 minutes is required for the Book Club meeting. EACH individual will upload the link to the Book Club Zoom recording to the appropriate Dropbox. Only one person in the Book Club will record; the recording can then be shared with all Book Club members to upload to the Dropbox individually. Students are responsible for scheduling Book Club meetings to meet all due dates. Further details will be provided in course content.

**DEAF CULTURE FILM REVIEWS** (2 @ 25 points each)

- **Why am I completing this assignment?** Much like literature, film gives us insight into cultures and experiences outside of our own, challenge bias, and provide differing perspectives that can shape our own understanding and knowledge. The film list for this course has been selected for its diversity, offering a wide variety of experiences. Some are feature entertainment films and others are documentaries. All will provide a platform for critical thinking, compare/contrast analysis, and more inclusive practices toward differing cultures.

- You will view TWO of the following documentaries/films (student’s choice):
  - Through Deaf Eyes (Also provided on YouTube courtesy of Gallaudet University Press)
  - See What I’m Saying (Available to Prime Video subscribers or Pay-Per-View)
  - CODA (Available to Apple Plus subscribers or Pay-Per-View)
  - Sound & Fury (Available on Amazon’s Docurama platform. Free trials are usually available.)
  - Sound & Fury: 6 Years Later (Available via Aronson Films, an independent film producer, via PayPal purchase.)
  - For a Deaf Son (Available courtesy of Described & Captioned Media Program, DCMP. Video is old and of poor quality, but this is the only access we now have to this film.)
  - Children of a Lesser God (Available across multiple platforms via subscription and/or Pay-Per-View)

Each student must individually view each film, but there is no faculty opposition to viewing parties and/or sharing film access. Use any streaming platform for which you have access, and the films are available. (Some films may require a pay-per-view purchase depending on your access to these platforms.) For each film, students will complete a “Rotten Tomatoes” film review and post to the appropriate discussion board by the due dates listed on the syllabus. Robust discussion on the boards related to the films is an expectation of this course.

Further details will be provided in course content.

**DEAF CULTURE LIVING WAX MUSEUM VIDEO** (50 points)

- **Why am I completing this assignment?** Connection to iconic, historical, and relevant figures in Deaf Culture history and heritage allows for engagement with this culture via meaningful perspectives. Connection to modern-day advocates, members of the Deaf Community, and current figures in Deaf Culture likewise allows engagement with Deaf Culture in deep and meaningful ways. A more in-depth study of one particular historical or modern-day figure will broaden students’ perspectives, challenge bias, and offer compare/contrast analysis of Deaf Culture with other cultures.

Throughout the course, students will be introduced to and exposed to various individuals related to Deaf Culture, both historical and modern/current. Paying particular attention to figures to which individual students are drawn and who are of personal interest during the coursework is expected. Students will select one figure to portray in a “Living Wax Museum”. Selections will be on a first-come-first-served basis; no individual figure may be presented twice in one semester. On-your-own research and study will be expected.

Students will prepare a 3 – 5 minute video presentation in which they will assume the role of the individual selected.
High quality presentations are expected. Dress/costuming as the figure is encouraged. Appropriate setting/background to make the presentation as real as possible is ideal.

Students are encouraged to sign their presentations. However, if skill level is not at the level required for this, students are encouraged to select hearing figures in Deaf Culture to portray.

All videos must be fully accessible (captioned, transcribed, etc.)

Consider the audience for the videos elementary-aged students who are themselves deaf and hard-of-hearing.

A minimum of three references must be provided, using APA formatting.

Further details will be provided in course content.

ADVOCACY PROJECT (100 points)

Why am I completing this assignment? One major goal of this course and of any new learning involving diverse cultures and people, is to increase awareness of and education toward the particular culture/people being experienced. Advocates are created as we become more educated toward cultures and people groups different from our own. Advocacy for the d/Deaf and hard-of-hearing upon completion of this course is an expected outcome. Understanding that this course is open to students with differing career goals, this assignment encourages advocacy tailored to the specific future goals of each student.

Each student will tailor this assignment to his or her own major/future career. Considering your individual careers, propose a product that will educate and advocate others within your career settings. For example, if you are planning to become a nurse, a pamphlet containing information about how to communicate with d/Deaf and hard-of-hearing individuals to have available at the nursing station could provide necessary and accurate education for nurses who are caring for d/Deaf and hard-of-hearing patients.

Students will write a brief proposal for their projects and email the course instructor for approval. Early proposal submissions are encouraged.

Some options/ideas are provided below (not exhaustive):

- Create an Info Graphic to post in your workplace that is relevant to populations/individuals that may be encountered.
- Create a brief video to share with colleagues.
- Create a brochure with relevant and necessary information and resources to disperse to the public or to coworkers.
- Create a brief video with commonly used signs in your particular field.

Further details will be provided in course content.

IV. EVALUATION & ASSESSMENT

<table>
<thead>
<tr>
<th>GRADE ITEM</th>
<th>VALUE</th>
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<tbody>
<tr>
<td>Module Reflection Activities (10)</td>
<td>5 points each</td>
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<tr>
<td>For Hearing People Only Quizzes (12)</td>
<td>10 points each</td>
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<tr>
<td>Book Club Meetings (1)</td>
<td>50 points</td>
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<tr>
<td>Film Reviews (2)</td>
<td>25 points each</td>
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<tr>
<td>Living Wax Museum Video (1)</td>
<td>50 points</td>
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<tr>
<td>Advocacy Project (1)</td>
<td>100 points</td>
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<td><strong>TOTAL POINTS POSSIBLE</strong></td>
<td><strong>420</strong></td>
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GRADE SCALE

(Calculate your percentage by adding up your total earned points and dividing by 400.)

- 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.)
<table>
<thead>
<tr>
<th>WEEK OF</th>
<th>TOPIC</th>
<th>COURSE ACTIVITIES</th>
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<tbody>
<tr>
<td></td>
<td>(Weeks Begin on Mondays at 12:00 a.m.)</td>
<td>(Assignments Due on SATURDAYS by 11:59 p.m. of the Week Listed.)</td>
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<tr>
<td>Week 1</td>
<td>“Getting Started” Module</td>
<td>• Read Syllabus, Tour Course, Purchase Textbooks &amp; Materials</td>
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<td></td>
<td>• “Getting Started” Reflection Activity</td>
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<td>• Book Selection Made (Email Instructor)</td>
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<td>Week 2</td>
<td>Module 1: Deafness 101</td>
<td>• Module 1 Reflection Activity (Varies)</td>
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<td>Module 2: Historical Perspectives</td>
<td>• Module 2 Reflection Activity (Varies)</td>
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<td></td>
<td>Reading: FHPO Ch. 1 – 20</td>
<td>• FHPO Quizzes 1 &amp; 2 Due</td>
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<tr>
<td>Week 3</td>
<td>Module 3: Language &amp; Culture</td>
<td>• Module 3 Reflection Activity (Varies)</td>
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<td></td>
<td>Module 4: Deaf Theater and The Arts</td>
<td>• Module 4 Reflection Activity (Varies)</td>
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<td></td>
<td>Reading: FHPO Ch. 21 – 40</td>
<td>• FHPO Quizzes 3 &amp; 4</td>
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<td>Week 4</td>
<td>Module 5: Deaf Humor</td>
<td>• Module 5 Reflection Activity (Varies)</td>
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<td>Module 6: Deaf Athletes</td>
<td>• Module 6 Reflection Activity (Varies)</td>
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<td>Reading: FHPO Ch. 41 – 60</td>
<td>• FHPO Quizzes 5 &amp; 6</td>
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<td>• Deaf Culture Film Review 1 Due (Discussion Board)</td>
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<td>Week 5</td>
<td>Module 7: Deaf President Now</td>
<td>• Module 7 Reflection Activity (Varies)</td>
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<td>Module 8: The Cochlear Controversy</td>
<td>• Module 8 Reflection Activity (Varies)</td>
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<td>Reading: FHPO Ch. 61 – 80</td>
<td>• FHPO Quizzes 7 &amp; 8 Due</td>
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<td>Week 6</td>
<td>Module 9: Technology &amp; Accessibility</td>
<td>• Module 9 Reflection Activity (Varies)</td>
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<td>Module 10: Discrimination, Stereotypes, &amp;</td>
<td>• Module 10 Reflection Activity (Varies)</td>
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<td></td>
<td>Advocacy</td>
<td>• FHPO Quizzes 9 &amp; 10 Due</td>
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<tr>
<td></td>
<td>Reading: FHPO Ch. 61 – 80</td>
<td>• Deaf Culture Film Review 2 Due (Discussion Board)</td>
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<tr>
<td>Week 7</td>
<td>Final Projects Course Wrap-Up</td>
<td>• FHPO Quizzes 11 &amp; 12 Due</td>
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<td>• Book Club Meeting Recording Due (Dropbox)</td>
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<td>• Living Wax Museum Due (Discussion Board)</td>
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<td>• Advocacy Project Due (Dropbox)</td>
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*Instructional weeks run Monday – Saturday. No material will be posted or due on Sundays.

The course timeline is tentative and is subject to change throughout the semester due to instructional need, as determined by the instructor. Updates will be posted on D2L and students will be notified of any changes.

VI. TEXTBOOK & INSTRUCTIONAL MATERIALS

Moore, M. S., & Levitan, L. (2016). *For hearing people only: Answers to some of the most commonly asked questions about the deaf community, its culture, and the "Deaf Reality"*. Deaf Life Press.

See COURSE ASSIGNMENTS section for novel and film list purchase options.

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;
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

Course Grades (Including WH), Policy 5.5
Final Course Grade Appeals by Students, Policy 6.3
Academic Accommodation for Students with Disabilities, Policy 6.1
Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6
Class Attendance, Policy 6.7
Code of Student Conduct and Academic Integrity, Policy 10.4

IX. Student Mental Health Resources

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-Campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

IX. 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.

For additional information, please visit TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

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.

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 certification exams. 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.
X. OTHER RELEVANT COURSE INFORMATION

For additional information on this course and the DFHH EPP, visit www.sfasu.edu/deafandhardofhearing to access the DFHH Program Handbook and more!