DFHH 3370.502
LANGUAGE AND LITERACY FOR THE DEAF
FALL 2023

INSTRUCTOR
Mandy Seybold, Ed.D.

OFFICE
LBAN 229

OFFICE HOURS
MW 11:00 a.m. – 1:30 p.m. (LBAN 229)
T 5:00 – 6:00 p.m. (VIRTUAL)
Other Times by Appointment

CONTACT INFORMATION
(936) 468-1086*
mseybold@sfasu.edu

CREDITS
3 Hours

Every effort is made to respond to student communication within a timely manner. Email response turn-around time is typically within 24-48 hours. Please consider 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. Emails received via D2L will NOT receive a response.

*If you do not receive a call back from a voicemail within 48 hours on a weekday, please consider emailing your communication instead.

Prequisite: DFHH 2304 (B or Better)

I. COURSE DESCRIPTION
A comparison of language development for children who are hearing and deaf/hard-of-hearing with emphasis on the unique characteristics of language development for individuals who are deaf and hard-of-hearing, and a focus on educational implications and applications. In addition, this course addresses instructional issues related to teaching and learning reading and writing for students who are deaf and hard-of-hearing.

COURSE DELIVERY MODALITY
Fully Online

TIME REQUIREMENT
DFHH 3370 (3 credits) meets via optional Zoom sessions and Brightspace (D2L) for the Fall 2023 term. A combination of optional Zoom meetings and online asynchronous content comprise the 16-week course. A final culminating assessment will be given. Students are expected to take content quizzes, produce individual expressive videos, and take a final examination. Students are required to participate in various class activities, practice their expressive and receptive sign language skills, and are required to submit various types of assignments. These activities average 3 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.)

<table>
<thead>
<tr>
<th>COURSE &amp; MAJOR TOPICS</th>
<th>CAEP/CEC</th>
<th>CEC/CED</th>
<th>TEA/SC</th>
<th>TEA/SC</th>
<th>TEA/SC</th>
<th>ASLTA</th>
<th>InTASC</th>
<th>ISTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DFHH 3370 Language and Literacy for the Deaf</td>
<td>Standard 1.0, 1.1, 1.2 Standard 2.0 Standard 3.0 Standard 5.4</td>
<td>OHH.1.K4 OHH.1.K5 OHH.2.K1 OHH.2.K3 OHH.3.K5 OHH.4.K2</td>
<td>Standard 1.2, 1.3, 1.4 Standard 2.1 Standard 5.2</td>
<td>Standard I – 1.1K – 1.3K, 1.6K, 1.15, 1.35 Standard II – 2.1K – 2.6K, 2.25, 2.45, 2.55</td>
<td>DI.C001 DI.C001(A), (C) DI.C002 DI.C002(A) – (F) DI.C007 DI.C007(D), (I)</td>
<td>4.1</td>
<td>1.1(k), 2.2(b), 2.2(c), 2.2(e), 2.2(f), 2.2(i), 2.2(j), 2.2(k), 2.2(n), 2.2(o), 2.2(p)</td>
<td></td>
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</tbody>
</table>
MAJOR TOPICS
- Typical Language Development
- Instructional Models, Theories, & Philosophies
- Language Acquisition & Access
- Language instruction
- Literacy Development & Instruction
- Vocabulary Instruction
- Phonological Awareness for Students Who are DHH
- Characteristics of Readers Who are DHH
- Reading Fluency & Comprehension of Students Who are DHH

<table>
<thead>
<tr>
<th>OHH.4.S6</th>
<th>Standard III – 3.25</th>
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</thead>
<tbody>
<tr>
<td>OHH.5.K1</td>
<td>Standard IV – 4.2K, 4.9K, 4.35</td>
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<tr>
<td>OHH.5.S8</td>
<td>Standard V – 5.15, 5.35</td>
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<tr>
<td>OHH.5.S9</td>
<td>Standard VIII – 8.1K, 8.25</td>
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<tr>
<td>(2020) Standard 2.0, 2.1, 2.2</td>
<td>DIII.C010</td>
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<tr>
<td>(2020) Standard 5.0</td>
<td>DIII.C011</td>
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<td>DIII.C011(A), (C), (D), (E)</td>
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<td>DIII.C012(A) – (E)</td>
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<td>DIII.C010</td>
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<td>DIII.C011</td>
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<td>DIII.C011(A) – (H)</td>
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<td>DIII.C011</td>
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<td>DIII.C011(A) – (H)</td>
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<td>DIII.C012(A) – (E)</td>
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</tbody>
</table>

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 3370.

DFHH 3370 LANGUAGE AND LITERACY FOR THE DEAF

COURSE DESCRIPTION | A comparison of language development for children who are hearing and deaf/hard-of-hearing with emphasis on the unique characteristics of language development for individuals who are deaf and hard-of-hearing, and a focus on educational implications and applications. In addition, this course addresses instructional issues related to teaching and learning reading and writing for students who are deaf and hard-of-hearing.

PREREQUISITES | DFHH 2304 (B or Better)

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>
</tr>
</thead>
</table>
| 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. | SLO 1.3S – The beginning TOD is able to identify the major contributing factors to the growth and improvement of knowledge and practice in the field of education of students who are deaf or hard of hearing. | • Content Exams  
• Content Reflections  
• Guided Notes  
• Language & Literacy Webinar Project  
• Book of Knowledge Products | |
| PLO II - The teacher of deaf and hard of hearing students understands and applies knowledge of characteristics of learners. | SLO 2.1K – The beginning TOD knows and understands research in cognition related to students who are deaf or hard of hearing.  
SLO 2.2K – The beginning TOD knows and understands the effects of families and/or primary caregivers on the overall development of the student who is deaf or hard of hearing.  
SLO 2.3K – The beginning TOD knows and understands the effects that onset of hearing loss, age of identification, and provision of services have on the overall development of the student who is deaf or hard of hearing. | • Major Topics:  
Typical Language Development  
Instructional Models, Theories, & Philosophies  
Language Acquisition & Access  
Language instruction  
Literacy Development & Instruction  
Vocabulary Instruction  
Phonological Awareness for Students Who are DHH  
Characteristics of Readers Who are DHH  
Reading Fluency & Comprehension of Students Who are DHH | |
<table>
<thead>
<tr>
<th>SLO 2.4K</th>
<th>The beginning TOD knows and understands the impact of early comprehensible communication on the overall development of the student who is deaf or hard of hearing.</th>
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<tr>
<td>SLO 2.5K</td>
<td>The beginning TOD knows and understands the differences in quality and quantity of incidental language/learning experiences that students who are deaf or hard of hearing may experience.</td>
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<tr>
<td>SLO 2.6K</td>
<td>The beginning TOD knows and understands the effects of sensory input on the development of language and cognition of students who are deaf or hard of hearing.</td>
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<tr>
<td>SLO 2.2S</td>
<td>The beginning TOD is able to demonstrate an awareness of the various cultural dimensions (e.g., socio-economic, family, Deaf culture, ethnic) that may impact the student who is deaf or hard of hearing.</td>
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<tr>
<td>SLO 2.4S</td>
<td>The beginning TOD is able to recognize that being deaf or hard of hearing alone does not necessarily preclude normal academic development, cognitive development, or communication ability.</td>
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<tr>
<td>SLO 2.5S</td>
<td>The beginning TOD is able to understand and apply the principles of language acquisition for students who are deaf or hard of hearing.</td>
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<td>SLO 3.2S</td>
<td>The beginning TOD is able to gather and analyze communication samples from students who are deaf or hard of hearing, including nonverbal as well as linguistic acts.</td>
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<tr>
<td>SLO 4.2K</td>
<td>The beginning TOD knows and understands components of nonlinguistic and linguistic communication that students who are deaf or hard of hearing use.</td>
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<tr>
<td>SLO 4.5K</td>
<td>The beginning TOD knows and understands current theories of how languages (e.g., ASL and English) develop in both</td>
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<td>PLO IX - The teacher of deaf and hard of hearing students promotes students' performance in English language arts and reading.</td>
<td>SLO 4.9S – The beginning TOD is able to use appropriate strategies in English and/or ASL to develop literacy across the curriculum and to promote literacy in English and/or ASL for students who are deaf or hard of hearing.</td>
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<td>SLO 9.1K – The beginning TOD knows and understands the developmental process of communication and language systems (e.g., listening, speaking, signing, writing), including emergent and preliteracy skills.</td>
<td>SLO 9.2K – The beginning TOD knows and understands the basic components of phonological and phonemic awareness and dactylic (fingerspelling) awareness.</td>
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<td>SLO 9.3K – The beginning TOD knows and understands the basic elements of the alphabetic principle and the relationship among the alphabetic principle, reading, and components of other communication systems, including signs and fingerspelling.</td>
<td>SLO 9.5K – The beginning TOD knows and understands the nature of literacy development and various methods to promote students' literacy development.</td>
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<td>SLO 9.7K – The beginning TOD knows and understands the relationship between reading fluency and reading comprehension and how to provide systematic instruction to improve students' reading fluency.</td>
<td>SLO 9.8K – The beginning TOD knows and understands the importance of vocabulary knowledge and reading comprehension skills and strategies.</td>
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<tr>
<td>SLO 9.1S – The beginning TOD is able to provide a variety of instructional opportunities and strategies for students who are</td>
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<tr>
<td><strong>James I. Perkins College of Education</strong>&lt;br&gt;<strong>Department of Education Studies</strong>&lt;br&gt;<strong>Deaf and Hard-of-Hearing Educator Preparation Program</strong></td>
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<td><strong>deaf or hard of hearing to learn communication and language skills.</strong></td>
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<td>SLO 9.2S – The beginning TOD is able to use a variety of approaches to help students who are deaf or hard of hearing develop an awareness of phonological, phonemic, and dactylic (fingerspelling) components and strategies and understand their relationship to written language.</td>
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<tr>
<td>SLO 9.3S – The beginning TOD is able to provide instruction to students who are deaf or hard of hearing so they understand that printed words consist of graphic representations that relate to the sounds of spoken language, the meaning of signed language, and components of other communication systems, including fingerspelling.</td>
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<td>SLO 9.4S – The beginning TOD is able to provide instruction in strategies used for linking signed concepts to printed text, if sign language is used.</td>
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<tr>
<td>SLO 9.5S – The beginning TOD is able to provide systematic instruction using a variety of methods and strategies to improve the decoding, word analysis, and vocabulary skills of students who are deaf or hard of hearing, including those who use sign language.</td>
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<tr>
<td>SLO 9.6S – The beginning TOD is able to provide systematic instruction to improve the reading fluency and comprehension of deaf or hard of hearing students who use fingerspelling, sign language, and oral language.</td>
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<tr>
<td>SLO 9.7S – The beginning TOD is able to provide systematic instruction in critical reading strategies to students who are deaf or hard of hearing to improve their reading comprehension.</td>
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<tr>
<td>SLO 9.8S – The beginning TOD is able to use a variety of methods to provide systematic instruction to students who are deaf or hard of hearing to help</td>
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### III. COURSE ASSIGNMENTS

**MODULE CONTENT QUIZZES (6 @ 50 points each)**

- **Why am I completing this assignment?** Demonstrating proficiency and understanding in the knowledge and skills in the field of Deaf Education will help you become familiar with research-based practices, teaching/methods, and pertinent information relevant to our field. It will help prepare you for your TExES Exam.
- You are responsible for all reading assignments (textbook chapters, media, and other resources) for the course.
- Class discussions (discussion boards), all module material, as well as readings from our text are fair game for quiz material.
- Six (6) quiz grades will be calculated into your final grade (one per content module). Quizzes are open book/note & administered via D2L/Brightspace in the “Quizzes” tab. Quizzes are embedded within course modules.
- The instructor solely makes the decision whether or not additional/make-up quiz attempts are allowable and will contact the student to inform them they may retake or make-up a specific quiz.
- No late quizzes will be accepted and no quizzes will be reopened.

**MODULE GUIDED NOTES (7 @ 5 points each)**

- **Why am I completing this assignment?** Demonstrating proficiency and understanding of relevant and meaningful terminology in the field of Deaf Education assists you in increasing your knowledge and expertise as a TOD. It will help prepare you for your TExES Exam and, more importantly, allow you to be better prepared to serve your future students who are deaf and hard-of-hearing.
- You are responsible for all reading assignments (textbook chapters, media, and other resources) for the course. Terminology definitions, discussions, and examples will be embedded within the course content.
- Class discussions, reflections, all module material, as well as readings from our text are expected to be included in the guided notes.
- Six (6) guided notes grades will be calculated into your final grade (one per content module).
- Guided notes templates are embedded within course modules. The student is expected to complete the template while consuming the module content and upload the completed template to the appropriate Dropbox each week.
- No late submissions will be accepted and no Dropbox will be reopened.
MODULE REFLECTION ACTIVITIES (8 @ 10 points each)

- **Why am I completing this assignment?** Critically analyzing new learning to what is already known about our population of students will deepen understanding of how students who are deaf and hard-of-hearing learn and will improve the ability to provide quality instruction based on the needs of students.
- Educators will complete one critical-thinking reflection assignment per module, one for the “Getting Started” module and one per content module, for a total of seven (7) reflection activities.
- 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 varied in type and nature and 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.

WEBINAR FINAL PROJECT (100 points)

- **Why am I completing this assignment?** Completing a final project as an assessment will demonstrate your level of proficiency in knowledge and skills related to language and literacy in Deaf Education classrooms (or related settings). This will also prepare you for your TExES 181 exam.
- This can be a group or individual project; this is a student choice. The course instructor will not assign groups.
- Student(s) will select one specific topic related to language and/or literacy for deaf and hard-of-hearing individuals.
- Topics can include any module topics or sub-topics. Additional possible topics will be included in the assignment description within course content. Topics and teams must be pre-approved prior to work beginning.
- Student(s) will conduct any necessary additional research on the topic chosen within the context of presenting the information as a training to individuals with no knowledge on the topic.
- The training will be conducted as a Zoom webinar and should be recorded. The webinar training should be a minimum of 30 minutes in length, not to exceed 60 minutes.
- The webinar training should include a presentation of some kind (shared screen with viewable materials), engaging/interactive elements for the audience, and a minimum of two handouts. The webinar content should reflect assimilation and application of the course content as a whole. In other words, it should be evident during the presentation that the concepts and knowledge gleaned from the course content have been understood and applied to the presentation.
- All documents presented in the webinar should be submitted to the appropriate Dropbox for the assignment.
- Student(s) are responsible for inviting participants; a minimum of three participants is required.
- The webinar training should be fully accessible at all times. This can be in the form of a live interpreter joining the session, closed-captioning, or both. A transcript is unreasonable for live accessibility. In other words, student(s) may not simply record the session without an interpreter or live captioning and provide a transcript post-presentation. A transcript after the presentation is fine to include, but should not be the only means of accessibility. The presentation must be fully accessible at the time of delivery.
- Sessions should be recorded via Zoom. A link to the session should be provided to the appropriate Discussion Board within the course.
- Student(s) may select their groups (if applicable) and topic as early as the first week of instruction in the course, but all webinars must be completed and all related documents uploaded prior to the last day of the course. (Refer to the course calendar and module content for due dates and times.)
LANGUAGE BOOK OF KNOWLEDGE (25 points)
• **Why am I completing this assignment?** The Language Book of Knowledge will serve as a resource for educators for their future classrooms, as well as a ready-resource for preparing for the TExES 181 exam.
• Students will compile a PowerPoint containing knowledge, understanding, and resources gleaned from this course. The format and contents are flexible, but should be an accurate representation of the course and be well-organized and thorough.
• **COPYING/PASTING COURSE CONTENT IS NOT PERMISSIBLE.** Course content is copyrighted material, written by the instructor. Copying/pasting for any reason is plagiarism and will be taken seriously. Synthesize and summarize content into your own voice.

LITERACY BOOK OF KNOWLEDGE (25 points)
• **Why am I completing this assignment?** The Literacy Book of Knowledge will serve as a resource for educators for their future classrooms, as well as a ready-resource for preparing for the TExES 181 exam.
• Students will compile a PowerPoint containing knowledge, understanding, and resources gleaned from this course. The format and contents are flexible, but should be an accurate representation of the course and be well-organized and thorough.
• **COPYING/PASTING COURSE CONTENT IS NOT PERMISSIBLE.** Course content is copyrighted material, written by the instructor. Copying/pasting for any reason is plagiarism and will be taken seriously. Synthesize and summarize content into your own voice.

IV. EVALUATION & ASSESSMENT

<table>
<thead>
<tr>
<th>GRADE ITEM</th>
<th>VALUE</th>
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<tbody>
<tr>
<td>Module Content Quizzes (6)</td>
<td>50 points each</td>
</tr>
<tr>
<td>Module Guided Notes (6)</td>
<td>5 points each</td>
</tr>
<tr>
<td>Module Reflection Activities (8)</td>
<td>10 points each</td>
</tr>
<tr>
<td>Webinar Final Project</td>
<td>100 points</td>
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<tr>
<td>Language Book of Knowledge</td>
<td>25 points</td>
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<tr>
<td>Literacy Book of Knowledge</td>
<td>25 points</td>
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<td><strong>TOTAL POINTS POSSIBLE</strong></td>
<td><strong>560</strong></td>
</tr>
</tbody>
</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.)
# V. Tentative Course Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading</th>
<th>Course Activities (All Assignments Due SATURDAYS by 11:59 p.m.)</th>
</tr>
</thead>
</table>
| Week 1 08/28/23 | Module Content, Articles, Textbook Chapters, & Materials | • GETTING STARTED MODULE  
• Getting Started Module Reflection Activity |
| Week 2 09/04/23 | Module Content, Articles, Textbook Chapters, & Materials | • MODULE 1: INTRODUCTION TO LANGUAGE FOR THE DEAF & TYPICAL LANGUAGE DEVELOPMENT  
• Module 1 Guided Notes |
| Week 3 09/11/23 | Module Content, Articles, Textbook Chapters, & Materials | • MODULE 1 WRAP-UP  
• Module 1 Quiz  
• Module 1 Reflection Activity |
| Week 4 09/18/23 | Module Content, Articles, Textbook Chapters, & Materials | • MODULE 2: LANGUAGE ACQUISITION FOR THE DEAF  
• Module 2 Guided Notes |
| Week 5 09/25/23 | Module Content, Articles, Textbook Chapters, & Materials | • MODULE 2 WRAP-UP  
• Module 2 Quiz  
• Module 2 Reflection Activity |
| Week 6 10/02/23 | Module Content, Articles, Textbook Chapters, & Materials | • MODULE 3: ACCESSIBLE LANGUAGE  
• Module 3 Guided Notes |
| Week 7 10/09/23 | Module Content, Articles, Textbook Chapters, & Materials | • MODULE 3 WRAP-UP  
• Module 3 Quiz  
• Module 3 Reflection Activity |
| Week 8 10/16/23 | Reading 101 Mini Course (Linked in Module) | • BETWEEN THE MODULES  
• Reading Rockets Reading 101 Mini Course |
| Week 9 10/23/23 | Module Content, Articles, Textbook Chapters, & Materials | • MODULE 4: PRINCIPLES OF LITERACY PART I  
• Module 4 Guided Notes  
•  
•  |
| Week 10 10/30/23 | Module Content, Articles, Textbook Chapters, & Materials | • MODULE 4 WRAP-UP  
• Module 4 Quiz  
• Module 4 Reflection Activity |
| Week 11 11/06/23 | Module Content, Articles, Textbook Chapters, & Materials | • MODULE 5: PRINCIPLES OF LITERACY PART II  
• Module 5 Guided Notes |
| Week 12 11/13/23 | Module Content, Articles, Textbook Chapters, & Materials | • MODULE 5 WRAP-UP  
• Module 5 Quiz  
• Module 5 Reflection Activity |
| Week 13 11/20/23 Thanksgiving Week |  | • OPEN WEEK  
• No new content will be posted this week and no assignments will be due. |
| Week 14 11/27/23 |  | • MODULE 6: LANGUAGE & LITERACY INSTRUCTION IN DEAF EDUCATION SETTINGS  
• Module 6 Guided Notes |
| Week 15 12/04/23 Dead Week |  | • MODULE 6 WRAP-UP  
• Module 6 Quiz  
• Module 6 Reflection Activity  
• FINAL PROJECTS MODULE  
• Webinar Presentations |
| Week 16 12/11/23 Finals Week |  | • COURSE "WRAP-UP" MODULE  
• Webinar Final Projects Due 12/15/23 by 12:00 p.m. (NOON)  
• Language Book of Knowledge Due to Dropbox 12/15/23 by 12:00 p.m. (NOON)  
• Literacy Book of Knowledge Due to Dropbox 12/15/23 by 12:00 p.m. (NOON)  
•  
•  |

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

Varied. Instructional materials, articles, and text will be provided to students within course content.

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)

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.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

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!