

# **DEAF & HARD-OF-HEARING EDUCATOR PREPARATION PROGRAM HANDBOOK**

**STEPHEN F. AUSTIN STATE UNIVERSITY**

James I. Perkins College of Education

Department of Education Studies<sup>®</sup>

# Deaf & Hard-of-Hearing Program Handbook

## TABLE OF CONTENTS

### **INTRODUCTION**

[Faculty & Staff Directory](#)  
[Welcome Letter](#)  
[Perkins COE Mission/Values](#)  
[Education Studies Mission/Values](#)  
[DHH Program Mission/Vision/Values](#)

### **PROGRAM OVERVIEW**

[Frequently Asked Questions](#)  
[DHH Degree Map](#)  
[DHH Professional Standards](#)  
[DHH EPP Program Learning Outcomes \(PLOs\)](#)  
[Minor in Deaf Studies](#)  
[Minor in Educational Interpreting](#)  
[Course Listings with Descriptions](#)  
[Course Descriptions Quick Reference Guide](#)  
[Field Experiences Quick Guide](#)

### **EDUCATOR CERTIFICATION EXAMS & CREDENTIALING**

[Exam Overview & Resources](#)  
[Required Exams for DHH Certification Quick Reference Guide](#)  
[TASC Clearance Policy](#)

### **FIELD EXPERIENCES**

[DHH Field Experience Overview](#)  
[General Education Internship](#)  
[Deaf Education Internship](#)  
[Clinical Teaching Semester](#)  
[DHH Specific Additional Resources](#)  
[General Additional Resources](#)

### **DFHH PROGRAM POLICIES**

[Program "Testing Out" Policy](#)  
[TASC Clearance Policy](#)  
[TExES 181 Clearance Policy](#)  
[Remediation Policies](#)  
[Skills-Based Coursework Policy](#)

**STUDENT ORGANIZATIONS**

Talking Hands

Student Council for Exceptional Children

**OPPORTUNITIES FOR PROFESSIONAL GROWTH**

Substitute Teaching for Local RDSPDs

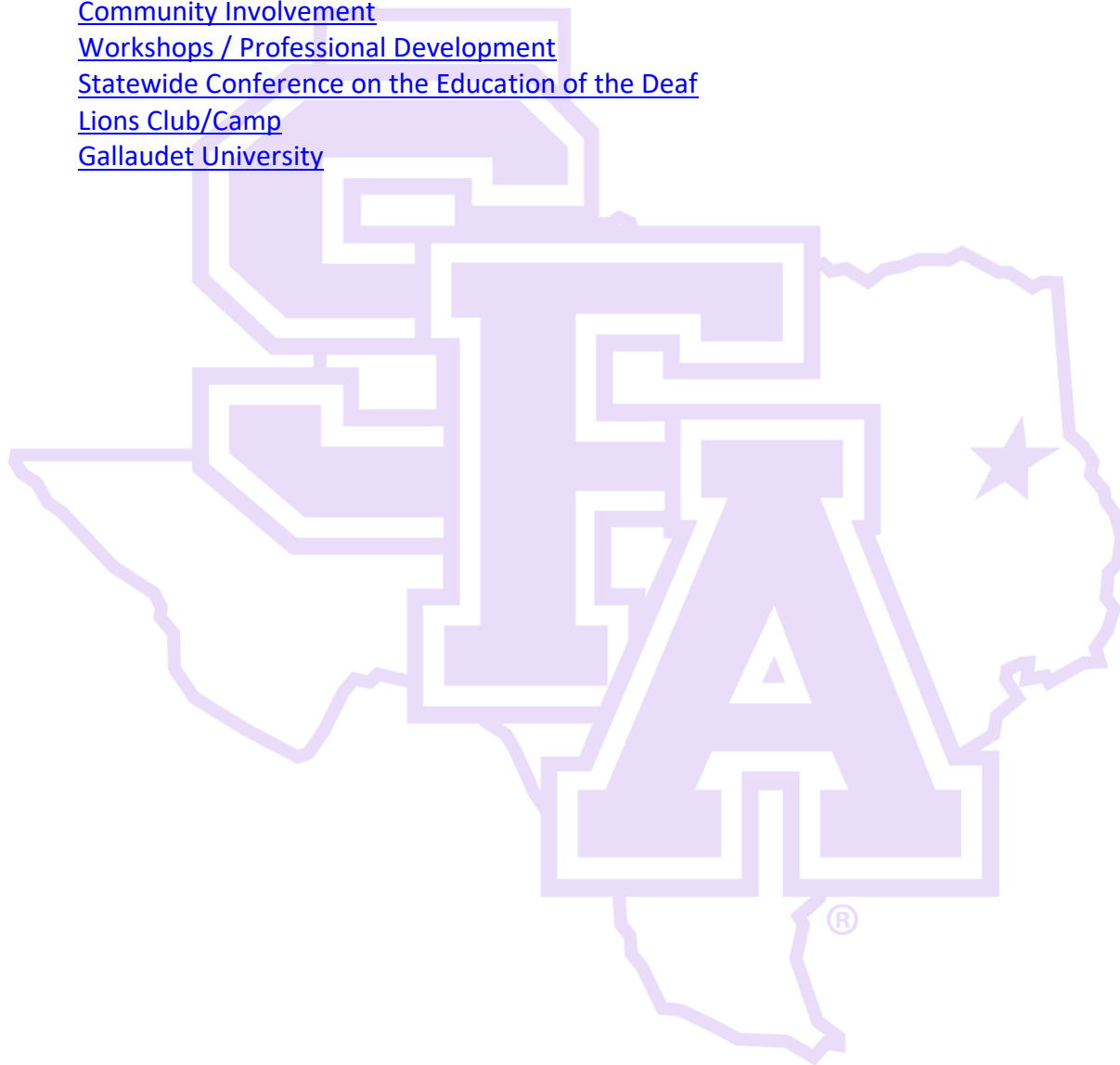
Community Involvement

Workshops / Professional Development

Statewide Conference on the Education of the Deaf

Lions Club/Camp

Gallaudet University



# Deaf & Hard-of-Hearing Program Handbook

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## Deaf & Hard-of-Hearing Program Handbook

### WELCOME TO THE DEAF EDUCATION FAMILY AT SFA!

*Dear Future Educator of Deaf & Hard-of-Hearing Students,*

As a faculty, we are thrilled that you have selected Stephen F. Austin State University and the Deaf and Hard-of-Hearing Educator Preparation Program (often called “Deaf Education” around campus and in our field) to prepare you for your career as a professional educator. Not only do we know that you will receive a quality foundation in the field of Deaf Education, we feel confident that you will, upon completion of the program, embody the mission, vision and values of our program. We are already honored that you have chosen us, and further honored and proud to send you out into the world of teaching full to the brim of knowledge, confidence and eagerness to contribute to the field of Deaf Education for years and years to come. We value you as the face of the future and strive to give you everything you need to reach the peak of success.

The James I. Perkins College of Education at SFA has a reputation of excellence. It is our program’s desire that we contribute fully to uphold that level of excellence and quality and warmly invite you to partner with us in these efforts. Our College of Education has enjoyed many accolades throughout its prestigious past, including being continuously accredited since the 1950s. Our Deaf Education Program has also been approved by the Texas Education Agency (TEA) and the State Board for Educator Certification for many years. We are proud of these accomplishments and seek to honor the past and the resulting reputation by continuing our pursuit of excellence.

As a future educator, your path is open wide, ready to receive you. You have many successes, bumps and bruises, challenges, reasons to celebrate and experiences of growth lying in your path. As a faculty, we travel this road with you and share the burden in your challenges as well as (and most especially) rejoice with you in your successes. It is our desire to become a close-knit community of learners with you and we welcome you with open arms!

Congratulations! You are on the cusp of a bright future as an educator!

Best Wishes and Go ‘Jacks!

*Your Deaf Education Faculty*

# Deaf & Hard-of-Hearing Program Handbook

## JAMES I. PERKINS COLLEGE OF EDUCATION

### Mission & Values

#### OVERVIEW

The James I. Perkins College of Education includes the Departments of Elementary Education, Education Studies, Kinesiology, and Health Science, Secondary Education and Educational Leadership, and the School of Human Sciences. Each offers programs of study in educator certification as well as in various non-teaching programs.

#### MISSION

The mission of the James I. Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development.

#### VALUES

In the James I. Perkins College of Education at Stephen F. Austin State University, we value and are committed to:

- **Academic Excellence** Through Critical, Reflective and Creative Thinking
- **Life-Long Learning**
- **Collaboration** and Shared Decision Making
- **Openness** to New Ideas, Culturally Diverse People and Innovation & Change
- **Integrity**, Responsibility, Diligence and Ethical Behavior
- **Service** that Enriches the Community

#### THE PCOE SUPPORTS DIVERSITY

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

Please visit [coe.sfasu.edu](http://coe.sfasu.edu) for up-to-date information and to learn more about the James I. Perkins College of Education.

# Deaf & Hard-of-Hearing Program Handbook

## DEPARTMENT OF EDUCATION STUDIES Mission & Values

### VISION

The Department of Education Studies will be a leader in preparing professionals to have a positive impact on advocacy, teaching and learning in a diverse and evolving world.

### MISSION

The Department of Education Studies prepares professionals to become reflective and informed practitioners, social justice advocates, and transformational leaders in their professional fields and in the larger society. To that end, we demonstrate and foster in one another creativity, critical insight, empathy, intellectual courage, and civic engagement, everlasting grounds for lifelong inquiry and the foundations for democratic citizenship.

### VALUES

**Integrity:** We follow moral and ethical principles in all aspects of life, including professional areas at work such as decision making, interacting honestly with colleagues, and serving students and the community in general.

**Diversity and inclusion:** We honor, respect, and affirm difference. We thrive in democratic engagement and perform based on the quality and strength of our inclusive social connections, openness to learning from and with others and the depth of the decision-making mindset that it generates.

**Reflective Informed Practice:** We critically reflect on our actions, creatively engage in a process of life-long continuous learning, and are committed to collaborative pedagogical relationships based in sound theory, consistent praxis and academic excellence in benefit of our students.

**Equity and Social Justice:** We believe that each person should have equal access to well-being, health, education, wealth, opportunity and justice. We believe that resources should be distributed equitably. We nurture empathy and a spirit of service in our students, equip them with critical frames of understanding and prepare them to become agents of social change.

**Democratic Citizenship:** We believe that, as a community of learners, faculty, students, and staff have an active investment in true voice expression and active participation in decision making.

Please visit [www.sfasu.edu/edstudies](http://www.sfasu.edu/edstudies) for up-to-date information and to learn more about the Department of Education Studies.

# Deaf & Hard-of-Hearing Program Handbook

## DEAF EDUCATION EDUCATOR PREPARATION PROGRAM

### Mission, Values & Philosophy

#### SFASU DEAF EDUCATION MISSION STATEMENT

Our program exists to lead future educators of Deaf & Hard-of-Hearing students, to equip them with valuable tools for the classroom, to educate them to engage in being life-long learners in our field and to encourage service to our unique population of students and the Deaf Community as a whole.

#### OUR VALUES

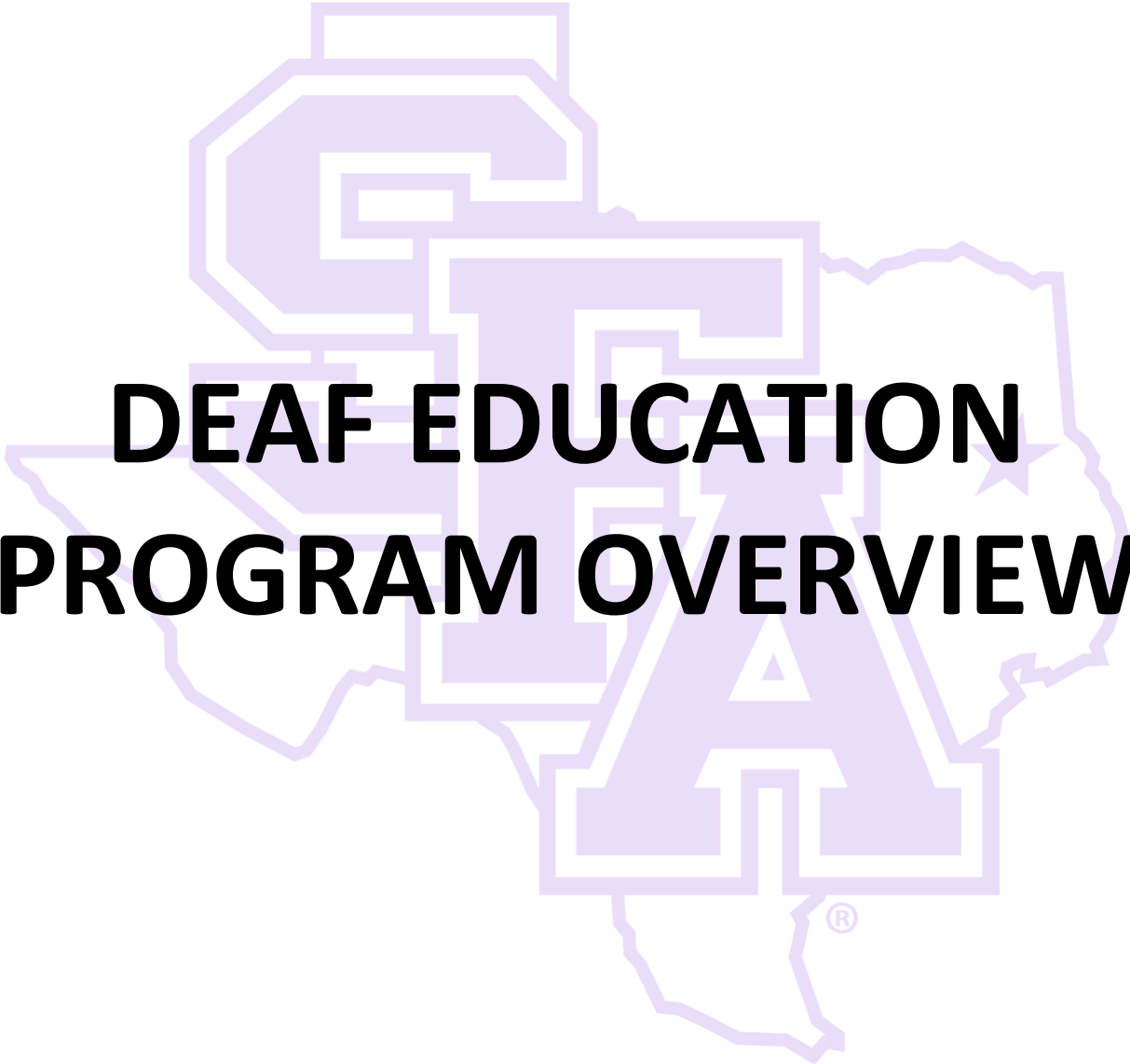
We partner with the James I. Perkins College of Education in promoting and exemplifying the core values already adopted by this prestigious and noteworthy college. We aim to embody the core values of Academic Excellence, Life-Long Learning, Collaboration, Openness, Integrity, and Service and to pass on these core values to our students. It is only by passing the torch that we will be able to touch and mold the landscape of Deaf Education in Texas for generations to come.

#### OUR PHILOSOPHY OF DEAF EDUCATION

Although we are all faculty members at the collegiate level, we have been where our students are going. We strive to maintain a working and flexible philosophy of Deaf Education that will serve our students going out into the field well, no matter what philosophies their individual districts and programs hold. It is our philosophy that an educator of deaf and hard-of-hearing students educates the WHOLE child, utilizing a combination of theory, practice and methodology that best suits EACH INDIVIDUAL CHILD. While we do support and teach a Bilingual-Bicultural Model of teaching, we understand that “boxing ourselves in” to one particular philosophy or methodology will not serve the whole of Deaf Education. Like any other student population, our specialized population is unique and highly diverse. We strive to meet the needs of our diverse and culturally rich population by aiming to create tailored programs for each individual student in order to best meet their needs educationally, socially, emotionally and in preparing them to be active, contributing members of our society.

Please visit [www.sfasu.edu/edstudies](http://www.sfasu.edu/edstudies) for up-to-date information and to learn more about the Deaf & Hard-of-Hearing Educator Preparation Program (Deaf Education)!





**DEAF EDUCATION  
PROGRAM OVERVIEW**

## Deaf & Hard-of-Hearing Program Handbook

### FREQUENTLY ASKED QUESTIONS

**Q: What exactly will a degree in Deaf Education “get” me?**

**A:** A B.S. in Deaf and Hard-of-Hearing (Deaf Education) from SFA will prepare you to be an educator of deaf and hard-of-hearing students in Texas public schools from grades Pre-Kindergarten (Early Childhood & Early Intervention) through twelfth grade.

**Q: So, will I be a certified teacher in the state of Texas when I graduate?**

**A: YES!** Our program IS a B.S. WITH teacher certification. This means we prepare you to become a professional educator in the state of Texas in the field of Deaf Education. You will learn pedagogy, theory, practice, etc. that will prepare you to become a quality, well-prepared educator. Additionally, we prepare you for your state certification exams (through the Texas State Board for Educator Certification – SBEC). Assuming you pass all required coursework to obtain your B.S., and assuming you successfully pass all of your required certification exams through SBEC, you will become a certified professional educator of deaf and hard-of-hearing students! A common way to refer to us in the field is TODs (Teachers of the Deaf).

**Q: Will I also be able to teach ASL as a foreign language in Texas schools when I graduate?**

**A: NO.** Our program is geared toward a certification in DEAF EDUCATION, not American Sign Language (ASL). We do not offer coursework or preparation for state certification exams to teach ASL in public schools as a foreign language credit. You can, however, complete a certification by exam in ASL once you are initially certified. You do have ample coursework in ASL skills and related pedagogy that you should be prepared for this exam. You are welcome to sit for additional certification exams once your initial certification exams are completed. This typically occurs during your last semester of coursework (clinical teaching). Potentially, you could be on the path to certification to teach in Deaf Education as well as ASL as a foreign language before you graduate from SFA.

**Q: I really love sign language and want to be a sign language interpreter. I noticed that you offer a Minor in Educational Interpreting. Will your program prepare me for the BEI Exam?**

**A: NO.** We pride ourselves on our focus on DEAF EDUCATION. We like to do one thing and do it exceptionally! Most sign language interpreters are trained in programs referred to as Interpreter Training Programs (ITPs). Typically, these programs are offered in two-year community colleges or vocational schools. SFA’s Minor in Educational Interpreting will not fully prepare you to be an interpreter in the public school systems or other settings. In order to be a fully certified sign language interpreter, you will need to seek a quality ITP and likely work diligently for several years at honing your sign language and interpreting skills in order to prepare to take any interpreter certification exams through BEI (Board for Evaluation of Interpreters) or other interpreting certification governing body.

**Q: I have had four years of ASL in high school. Can I “test out” of any of the American Sign Language (ASL) courses that you offer?**

**A:** Yes. We get this question quite frequently. You do not have to have a certain number of semesters or years of ASL from high school. You do not have to have ANY as a requirement. We are asked this question by a myriad of students. Many students say they “grew up” signing with a deaf friend or family member. Some of our students are CODAs (Children of Deaf Adults) and literally “grew up” signing, as ASL was their first language! We also have deaf and/or hard-of-hearing students joining our program who have used sign language their entire lives as their native language.

Bottom line...you CAN attempt to test out of ASL I. We offer “testing out” exams at the beginning of each semester. Upon passing the exam for ASL I, pending other requirements to demonstrate sign proficiency at that level (i.e. culminating expressive assignment for ASL I) you will receive credit for the course on your transcript and may then proceed to take the next level of ASL. You will receive a “P” as credit, which bears no weight on GPA.

Deaf/native users of ASL can contact the program for further information about testing out of levels beyond ASL I. These decisions are made on a case-by-case basis. Deafness alone does not qualify a candidate to test out of coursework.

Please contact Maggie Patterson at [mhpatterson@sfasu.edu](mailto:mhpatterson@sfasu.edu) with questions about testing out of one or more levels of ASL.

*(See the Departmental Exam Policy for more information.)*

**Q: With the current economic state of our nation, my parents and I are concerned that I choose a career path that offers job security and that has a flourishing marketability. Will I be able to find a job after I graduate?**

**A:** Absolutely! In today’s economy, we know this is important to you! As with the medical field and other public services, education will *always* be a field in “high demand”. The specialization area in Deaf Education allows you to be even more marketable, as educators in this field have long been considered “high need” areas. You will even have an advantage over other education degrees. When you graduate with a degree in Deaf Education from SFA, you will be able to serve a huge range of students in our public school system (grades PK – 12!) This allows you to move seamlessly into any open position within our degree. We boast a 100% employment rate upon graduation. Most of our candidates have multiple job offers prior to walking the graduation stage!

There are also opportunities to earn your teaching certificates in other general education areas, depending on which track you decide upon for your studies. Read on for those opportunities!

Also, we guide you in finding a job upon graduation. Additionally, SFA offers wonderful [Center for Career and Professional Development](#) in which you can take full advantage. Their focus is on aiding students in their job searches as graduation nears. You are choosing a secure career!

# Deaf & Hard-of-Hearing Program Handbook

## DEAF & HARD-OF-HEARING DEGREE MAP

[Access DFHH Degree Map Online – Click Here!](#)

[Visit the Deaf & Hard-of-Hearing Course Catalog Online – CLICK HERE!](#)

### STEPHEN F. AUSTIN STATE UNIVERSITY DEGREE MAP

#### BACHELOR OF SCIENCE IN DEAF AND HARD-OF-HEARING (120 hrs)

NAME: \_\_\_\_\_ CAMPUS ID #: \_\_\_\_\_ MINOR: **NOT REQUIRED**

FRESHMAN 1			SUB	CR	MET	FRESHMAN 2			SUB	CR	MET
SGNL 1301 (B OR BETTER): Beginning ASL				3		SGNL 1302 (B OR BETTER): Intermediate ASL				3	
ENGL 1301 (C OR BETTER): Rhetoric and Composition				3		ENGL 1302 (C OR BETTER): Research and Argument				3	
HIST 1301: United States History I				3		HIST 1302: United States History II				3	
MATH 1350 (C OR BETTER): Intro to Foundations of Mathematics I				3		MATH 1351: Intermediate Maths for Elem. Teachers				3	
SPCH 1315, 1318 OR 2333: Public Spg, Inperson Comm., Teamwk/Group Comm.				3		BIOL 1308/1108: Biology for Non-Science Majors I/Lab				4	
Total				15		Total				16	
SOPHOMORE 1			SUB	CR	MET	SOPHOMORE 2			SUB	CR	MET
SGNL 2301 (B OR BETTER): ASL III				3		SGNL 2302 (B OR BETTER): ASL IV				3	
HDFS 2302: Human Growth and Development				3		DFHH 2304 (B OR BETTER): Foundations in Deaf Education				3	
READ 3310: Survey of Reading				3		MLGE 3301: The Adolescent Learner				3	
GOVT 2305: Intro to Gov: Theory and Politics				3		CREATIVE ARTS CORE				3	
DFHH 2303 (B OR BETTER): Deaf Culture				3		GOVT 2306: Intro to Gov: Structure and Functions				3	
Total				15		Total				15	
**Apply for Admission to the Educator Preparation Program (EPP) in mySFA											
JUNIOR 1			SUB	CR	MET	JUNIOR 2			SUB	CR	MET
DFHH 3370 (B OR BETTER): Language and Literacy for the Deaf				3		DFHH 3379 (B OR BETTER): Assessment and Accountability in DHH Settings				3	
DFHH 3390 *: Manual Communication Interpreting				3		MLGE 4250/4251: FIELD EXPERIENCE				4	
MLGE 3210*: Learner Centered Middle Schools				2		DFHH 3399*: Capstone Course				3	
LANGUAGE/PHILOSOPHY/CULTURE CORE				3		SOCIAL AND BEHAVIORAL SCIENCE CORE				3	
DFHH 3350 (B OR BETTER): Audiology for Educators of the Deaf				3		DFHH 3389 (B OR BETTER): Systems of Manual Communication				3	
Total				14		Total				16	
Total				14		DFHH 4301 (SUMMER) (B OR BETTER)				3	
						DFHH 4302 (SUMMER) (B OR BETTER)				3	
*TASC Practice Interview						Total				6	
						Apply for Internship in Deaf Education (DFHH 4304)					
						Pass real TASC this semester					
SENIOR 1			SUB	CR	MET	SENIOR 2			SUB	CR	MET
DFHH 4304: INTERNSHIP (B OR BETTER)				3		SPED 4242: Clinical Teaching in Special Education				6	
GEOL 1303/1103: Introductory Geology & Lab				4		ELED 4343				3	
DFHH 4303 (B OR BETTER): Teaching Math in the Elem. DHH Classroom				3							
DFHH 3329: Survey of Deaf Plus Exceptionalities				3							
ELECTIVE				1		Total				9	
Total				14		Degree Total				120	
*PASS REAL TEXES 181 (DHH)						*PASS PRACTICE TEXES 160 (PPR)					
*PASS REAL TASC (IF NOT DONE ALREADY)						*PASS REAL TEXES 160 (PPR)					
APPLY FOR CLINICAL TEACHING						CLINICAL TEACHING SEMESTER					

This handout is for informational purposes only and is not to be used as precise guide for registration. Students are required to meet with an Advisor every semester, as course availability does change and certain courses might not be offered on an ideal rotational basis. View the SFA undergraduate bulletin online for core course options and course information: <http://catalog.sfasu.edu/?catoid=5> To schedule an appointment please go to: [www.sfasu.edu/coeadvising](http://www.sfasu.edu/coeadvising)

# Deaf & Hard-of-Hearing Program Handbook

## DEAF & HARD-OF-HEARING PROFESSIONAL STANDARDS

The term “standard” is used to describe what a teacher must know and be able to do. The Deaf and Hard-of-Hearing program at SFA is aligned with both national and state standards for special education teachers.

There are two sets of standards that form the foundation of our program. The national standards set forth by the [Council for Exceptional Children \(CEC\)](#), the national professional association for special educators, is the first set of standards that lays the foundation for our Educator Preparation Program. Secondly, the [Texas State Board for Educator Certification \(SBEC\)](#) Standards adds an additional layer of expectations and competencies. The SBEC and CEC standards are complimentary to one other and serve to guide the program as we prepare candidates to become high quality educators in the field of Deaf Education.

Our curriculum and coursework 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).

Based on an outstanding pass rate, our program is fully accredited by the State.

Additionally, because students who are deaf and hard-of-hearing deserve access to quality language models, our skills-based courses are aligned with the American Sign Language Teachers Association Standards for Learning American Sign Language. Our program is dedicated to our candidates being fully prepared to instruct students who are deaf and hard-of-hearing in their native, natural language. Our candidates are fully prepared to sit for the SBEC Texas Assessment of Sign Communication (TASC) exam, setting us apart from programs that do not require demonstration of signing proficiency to educate students who are deaf and hard-of-hearing. Our candidates are fully TASC certified upon graduation.

Our curriculum and coursework also includes exposure to the [Expanded Core Curriculum for Students Who are Deaf and Hard-of-Hearing](#), an initiative of the Iowa Department of Education in 2007 (finalized in 2010). This document defines specialized instruction for students who are deaf and hard-of-hearing.

### Links to Standards

[Council for Exceptional Children National Standards](#)  
[Texas SBEC State Standards for Deaf and Hard-of-Hearing](#)  
[ASLTA Standards for Learning American Sign Language](#)

## Deaf & Hard-of-Hearing Program Handbook

### DEAF & HARD-OF-HEARING EPP PROGRAM LEARNING OUTCOMES (PLOs)

- I.** The teacher of deaf and hard of hearing students understands and applies knowledge of the philosophical, historical, and legal foundations of deaf education.
- II.** The teacher of deaf and hard of hearing students understands and applies knowledge of characteristics of learners.
- III.** The teacher of deaf and hard of hearing students understands and applies knowledge of assessment, diagnosis, evaluation, and program planning.
- IV.** The teacher of deaf and hard of hearing students understands and applies knowledge of instructional content and practice.
- V.** The teacher of deaf and hard of hearing students understands and applies knowledge of how to plan and manage the teaching and learning environment.
- VI.** The teacher of deaf and hard of hearing students understands and applies knowledge of how to manage student behavior and social interaction skills.
- VII.** The teacher of deaf and hard of hearing students knows how to communicate and develop collaborative partnerships.
- VIII.** The teacher of deaf and hard of hearing students understands and demonstrates professionalism and ethical practice.
- IX.** The teacher of deaf and hard of hearing students promotes students' performance in English language arts and reading.
- X.** The teacher of deaf and hard-of-hearing students demonstrates proficiency in the communication modalities specific to the language needs/preferences of learners.

# Deaf & Hard-of-Hearing Program Handbook

## DEAF & HARD-OF-HEARING MINOR OPTIONS

### Minor In Deaf Studies

Not all degrees require a minor, but many do. Our **Minor in Deaf Studies** has been recently updated and revamped and is the perfect choice for pairing working with d/Deaf and hard-of-hearing populations and other fields. This minor pairs especially well with degrees in education (EC-6, Special Education, Secondary Education, Diagnostician, Visually Impaired) as well as degrees in allied health fields such as Communication Sciences and Disorders, Pre-Audiology, or Nursing. We also host many students with majors in Counseling, Social Work, Sociology, and Psychology! Where there are people, there are Deaf people! These allied health, service, and education fields need knowledgeable professionals about individuals who are d/Deaf and hard-of-hearing! Join us if you'd like to pair this minor with one of these fields! We also host many minors who simply have a passion for this area of study and want to dive more deeply for personal growth.

**If you have a desire to incorporate working with deaf and hard-of-hearing, but are not necessarily interested in teaching, the option of a Minor in Deaf Studies could compliment your future plans nicely.**

A **Minor in Deaf Studies** builds skills in American Sign Language, as well as lays a foundation for understanding cultural backgrounds of the diverse deaf and hard-of-hearing population. Coursework in the foundations of Deaf Education and language and literacy development/needs of deaf and hard-of-hearing individuals allows minors to have a well-rounded view of the population, producing better-prepared professionals who work with deaf and hard-of-hearing individuals in various settings outside of the public school classroom.

Schedule an appointment with your advisor to discuss options for declaring a minor! For questions, have your advisor email Dr. Kennon at [jkennon@sfasu.edu](mailto:jkennon@sfasu.edu).

### REQUIRED COURSEWORK FOR THE Deaf Studies MINOR

COURSE PREFIX	COURSE NAME	PREREQUISITES/COREQUISITES	SEMESTER(S) OFFERED	CREDITS
SGNL 1301	Beginning American Sign Language (ASL I)	None	ALL (Including Summer)	3 (Can Count for Core)
SGNL 1302	Intermediate American Sign Language (ASL II)	SGNL 1301 (B or Better)	ALL (Including Summer)	3 (Can Count for Core)
SGNL 2301	American Sign Language III (ASL III)	SGNL 1302 (B or Better)	Fall and Spring	3
SGNL 2302	American Sign Language IV (ASL IV)	SGNL 2301 (B or Better)	Fall and Spring	3
DFHH 2303	Deaf Culture	None	Fall	3
DFHH 2304	Foundations in Deaf Education	SGNL 2301 (B or Better)	Spring	3

DFHH 3350	Audiology for Educators of the Deaf	DFHH 2304 (B or Better)	Fall	3
DFHH 3370	Language & Literacy for the Deaf	DFHH 2304 (B or Better)	Fall	3
			<b>TOTAL HOURS FOR DFHH MINOR</b>	<b>24</b>

Visit the [Course Catalog for the Deaf Studies MINOR](#) for additional course information.

## **Minor In Educational Interpreting**

Not all degrees require a minor, but many do. Our **Minor in Educational Interpreting** pairs well with degrees in education (EC-6, Special Education, Secondary Education, Diagnostician, Visually Impaired) as well as degrees in allied health fields such as Communication Sciences and Disorders, Pre-Audiology, or Nursing. We also host many students with majors in Counseling and Psychology! Where there are people, there are Deaf people! These allied health, service, and education fields need knowledgeable professionals about individuals who are d/Deaf and hard-of-hearing! Join us if you'd like to pair this minor with one of these fields! We also host many minors who simply have a passion for this area of study and want to dive more deeply for personal growth.

A Minor in Educational Interpreting builds skills in American Sign Language, as well as lays a foundation for understanding cultural backgrounds of the diverse deaf and hard-of-hearing population. Additional coursework in interpreting, audiological considerations, as well as other systems of manual communication rounds out this minor, producing better-prepared professionals who work with deaf and hard-of-hearing individuals in various settings inside and outside of the public school classroom. If you have a desire to incorporate working with deaf and hard-of-hearing, but are not necessarily interested in teaching, the option of a **Minor in Educational Interpreting** could complement your future plans nicely, particularly if you have an interest in becoming a certified sign language interpreter.

Schedule an appointment with your advisor to discuss options for declaring a minor! For questions, have your advisor email Dr. Kennon at [jkennon@sfasu.edu](mailto:jkennon@sfasu.edu).

### **REQUIRED COURSEWORK FOR THE EDUCATIONAL INTERPRETING MINOR**

COURSE PREFIX	COURSE NAME	PREREQUISITES	SEMESTER(S) OFFERED	CREDITS
SGNL 1301	Beginning American Sign Language (ASL I)	None	ALL (Including Summer)	3 (Can Count for Core)
SGNL 1302	Intermediate American Sign Language (ASL II)	SGNL 1301 (B or Better)	ALL (Including Summer)	3 (Can Count for Core)
SGNL 2301	American Sign Language III (ASL III)	SGNL 1302 (B or Better)	Fall and Spring	3
SGNL 2302	American Sign Language IV (ASL IV)	SGNL 2301 (B or Better)	Fall and Spring	3
DFHH 2303	Deaf Culture	None	Fall	3
DFHH 2304	Foundations in Deaf Education	SGNL 2301 (B or Better)	Spring	3



DFHH 3350	Audiology for Educators of the Deaf	DFHH 2304 (B or Better)	Fall	3
DFHH 3389	Systems of Manual Communication	SGNL 2302 (B or Better)	Spring	3
DFHH 3390	Manual Communication Interpreting	SGNL 2302 (B or Better)	Fall	3
			<b>TOTAL HOURS FOR DFHH MINOR</b>	<b>27</b>

Visit the [Course Catalog for the EDUCATIONAL INTERPRETING MINOR](#) for additional course information.



# Deaf & Hard-of-Hearing Program Handbook

## DFHH COURSE DESCRIPTIONS

[DFHH EPP Course Catalog Online – CLICK HERE!](#)

The following list of DHH (Deaf & Hard-of-Hearing) courses are ALL required for DHH MAJORS.  
(A grade of B or Better is a pre-requisite for all courses to move forward in coursework.)

### SGNL 1301

**Beginning American Sign Language (ASL I)** - Offered Fall / Spring / Summer

Introduction to ASL and Deaf culture. Includes principles, methods and techniques for communicating with deaf individuals who use ASL. Emphasis on the development of basic expressive and receptive skills for simple conversation with deaf individuals in ASL. Also includes a brief history of signs. **Prerequisite: NONE**

### SGNL 1302

**Intermediate American Sign Language (ASL II)** - Offered Fall / Spring / Summer

Manual communication for the deaf using American Sign Language. Emphasis is placed on fluency. This course shifts emphasis from receptive skills (in SGNL 1301) to expressive skills, as well as ongoing exploration in Deaf culture. **Prerequisite: SGNL 1301 (B or Better)**

### SGNL 2301

**American Sign Language III (ASL III)** - Offered Fall / Spring

Continuation of ASL II. Includes the integration of ASL expressive and receptive skills using bilingual techniques. Also includes vocabulary expansion, idioms, manual and non-manual aspects of ASL, ASL linguistics, cross-cultural communication, and cultural knowledge. **Prerequisite: SGNL 1302 (B or Better)**

### SGNL 2302

**American Sign Language IV (ASL IV)** - Offered Fall / Spring

Continuation of ASL III. Continues vocabulary expansion, idioms, manual and non-manual aspects of ASL, ASL linguistics, cross-cultural communication and cultural knowledge. At the conclusion of this course, students will be able to communicate fluently with native ASL signers. **Prerequisite: SGNL 2301 (B or Better)**

### DFHH 2303

**Deaf Culture** - Offered Fall ONLY

Covers the beliefs, values, and expected behaviors of the Deaf community. Special emphasis is placed on educational and interpreting implications. **Prerequisite: NONE**

### DFHH 2304

**Foundations in Deaf Education** - Offered Spring ONLY

Overview of instructional techniques and issues in the education of deaf and hard-of-hearing children. **Prerequisite: SGNL 2301 (B or Better)**

### **DFHH 3329**

#### **Survey of Deaf Plus Exceptionalities – Offerings TBA (Likely Fall Only)**

Survey of Deaf Plus Exceptionalities is an introductory course covering the qualifying exceptionalities for admission to special education programming, with additional emphasis placed on educating students who are deaf and hard-of-hearing with other qualifying differences (“Deaf Plus”). **Prerequisite: None**

### **DFHH 3350**

#### **Audiology for Educators of the Deaf – Offered Fall ONLY**

This course covers the basics of the anatomy of the ear, physics of sound, reading audiograms, and a basic understanding of hearing screenings and testing. In addition, the course will cover the basics of amplification and assistive technology encountered in a DHH classroom, as well as discussing cochlear implantation. A discussion of the controversy surrounding these issues, as well as their strengths and weaknesses, also is a portion of this course.

**Prerequisite: DFHH 2304 (B or Better)**

### **DFHH 3370**

#### **Language and Literacy for the Deaf - Offered Fall ONLY**

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. **Prerequisite: DFHH 2304 (B or Better)**

### **DFHH 3390**

#### **Manual Communication Interpreting - Offered Fall ONLY**

This course is an introduction to the basic skills needed in the profession of American Sign Language interpreting. Includes the roles and responsibilities of the interpreter, working conditions, professional behavior (including code of ethics), production and comprehension of American Sign Language and related issues. The logistics and planning involved in working in various environments are covered. Applies the evaluation system used by the Registry of Interpreters for the Deaf. **Prerequisite: SGNL 2302 (B or Better)**

### **DFHH 3379**

#### **Assessment & Accountability in DHH Settings - Offered Spring ONLY**

Explores the assessment of language and literacy skills in individuals who are deaf and hard-of-hearing. Discussion includes current research regarding the assessment of emergent literacy skills, as well as the writing, implementation, and documentation of ARD/IEP paperwork specific to students who are deaf and hard-of-hearing. Review of relevant law and policy, as well as the interpretation and implantation of law and policy is included in this course. Assessments specific to deaf and hard-of-hearing students will be overviewed, and simulation of IEP meetings will be conducted. **Prerequisite: DFHH 3370 (B or Better); Co Requisite: DFHH 3399**

### **DFHH 3389**

#### **Systems of Manual Communication – Offered Spring ONLY**

Designed to develop skills in expressive interpretation and transliteration, the process of transmitting spoken English into any one of several English-oriented varieties of manual communication between people who are deaf and hearing. Focus on consecutive order prior to interpretation. Utilization of skills in greater fluency and strategies in interpreting through transliteration. **Prerequisite: SGNL 2302 (B or Better)**

### **DFHH 3399**

#### **Capstone Course for Deaf Education - Offered Spring ONLY**

This course will review previous deaf education content and introduces new content within a framework of needs and solutions for children who are deaf and hard-of-hearing. Current issues and TExES preparation are covered during the course. **Co-Requisite: DFHH 3379**

### **DFHH 4301**

#### **Teaching Science in Deaf Education Settings – Offered Summer Only**

Explores the scope and sequence of science content, with an emphasis on grade appropriate instructional strategies, activities, materials, and technology for achieving curriculum objectives. In addition, sign language specific to elementary science will be taught. Current resources for science signs will be provided. **Prerequisite: DFHH 2304 (B or Better)**

### **DFHH 4302**

#### **Teaching Social Studies in Deaf Education Settings – Offered Summer Only**

Explores the scope and sequence of social studies content, with an emphasis on grade appropriate instructional strategies, activities, materials, and technology for achieving curriculum objectives. In addition, sign language specific to elementary social studies will be taught. Current resources for social studies signs will be provided. **Prerequisite: DFHH 2304 (B or Better)**

### **DFHH 4303**

#### **Teaching Mathematics in Deaf Education Settings – Offered Fall Only**

Explores the scope and sequence of mathematics content, with an emphasis on grade appropriate instructional strategies, activities, materials, and technology for achieving curriculum objectives. In addition, sign language specific to elementary mathematics will be taught. Current resources for mathematics signs will be provided. **Prerequisite: DFHH 2304 (B or Better)**

### **DFHH 4304**

#### **Internship in Deaf Education - Offered Fall ONLY**

This course utilizes the skills and pedagogy learned in previous courses, expands upon that knowledge, and applies it in public school settings with children who are deaf and hard-of-hearing. A minimum of 30 field experience hours are required. **Prerequisite: DFHH 3370 (B or Better) & Pass TASC Clearance Exam**

# Deaf & Hard-of-Hearing Program Handbook

## COURSE DESCRIPTIONS QUICK REFERENCE GUIDE


COURSE NUMBER	COURSE NAME	PREREQUISITES	SEMESTER(S) OFFERED
SGNL 1301	Beginning American Sign Language (ASL I)	None	All (Including Summer)
SGNL 1302	Intermediate American Sign Language (ASL II)	SGNL 1301 (B or Better)	All (Including Summer)
SGNL 2301	American Sign Language III (ASL III)	SGNL 1302 (B or Better)	Fall & Spring
SGNL 2302	American Sign Language IV (ASL IV)	SGNL 2301 (B or Better)	Fall & Spring
DFHH 2303	Deaf Culture	None	Fall
DFHH 2304	Foundations in Deaf Education	SGNL 2301 (B or Better)	Spring
DFHH 3329	Survey of Deaf Plus Exceptionalities	None	Likely Fall
DFHH 3350	Audiology for Educators of the Deaf	DFHH 2304 (B or Better)	Fall
DFHH 3370	Language & Literacy for the Deaf	DFHH 2304 (B or Better)	Fall
DFHH 3390	Manual Communication Interpreting	SGNL 2302 (B or Better)	Fall
DFHH 3399	Capstone Course	DFHH 3379 (Co Requisite)	Spring
DFHH 3379	Assessment & Accountability in DHH Settings	DFHH 3370 (B or Better) DFHH 3399 (Co Requisite)	Spring
DFHH 3389	Systems of Manual Communication	SGNL 2302 (B or Better)	Spring
DFHH 4301	Teaching Science in Deaf Education Settings	DFHH 2304 (B or Better)	Summer
DFHH 4302	Teaching Social Studies in Deaf Education Settings	DFHH 2304 (B or Better)	Summer
DFHH 4303	Teaching Mathematics in Deaf Education Settings	DFHH 2304 (B or Better)	Fall
DFHH 4304	Internship in Deaf Education	DFHH 3370 (B or Better) Pass Practice TASC	Fall

# Deaf & Hard-of-Hearing Program Handbook

## ADDITIONAL COURSE INFORMATION

### Field Experiences Quick Guide

COURSE	ADDITIONAL INFORMATION
<b>MLGE 4250 &amp; 4251</b> <b>General Education Internship</b>	<ul style="list-style-type: none"> <li>• Field Experience – General Education Classrooms in Texas</li> <li>• 50 Clock Hours Required</li> <li>• Taken Spring Junior Semester</li> </ul>
<b>DFHH 3399</b> <b>Capstone Course</b>	<ul style="list-style-type: none"> <li>• Taken Spring Junior Semester</li> <li>• Review Course for TExES 181 Exam</li> <li>• Practice DHH TExES 181 Taken in this Course</li> <li>• (Must Pass with 80% Cut Score)</li> <li>• Application for Internship (DFHH 4304) During this Course</li> </ul>
<b>DFHH 4304</b> <b>Deaf Education Internship</b>	<ul style="list-style-type: none"> <li>• Taken Fall Senior Semester</li> <li>• Field Experience – DHH Classrooms in Texas</li> <li>• (Placement Varies Widely Across State)</li> <li>• 50 Clock Hours Required</li> <li>• Application for Clinical Teaching During this Course</li> </ul>
<b>SPED 4242 &amp; ELED 4343</b> <b>Clinical Teaching</b>	<ul style="list-style-type: none"> <li>• Clinical Teaching – DHH Classrooms in Texas</li> <li>• Split Placements REQUIRED by TEA for All-Level Certifications</li> <li>• Each Candidate Completes ½ Placement in Elementary Setting &amp; ½ Placement in Secondary Setting</li> </ul>



**EDUCATOR  
CERTIFICATION  
EXAMS &  
CREDENTIALING  
INFORMATION**

# Deaf & Hard-of-Hearing Program Handbook

## EDUCATOR CREDENTIALING Exam Overview & Resources

### What is credential (certification) testing?

In order to become a professional educator in the state of Texas, you must demonstrate competency that you are prepared to do so. This is accomplished by taking and passing a specific set of certification exams. Each major within the College of Education requires a different group of exams, specific to the content area of your certification route. As a Deaf and Hard-of-Hearing/Deaf Education major, your exams are focused specifically toward your specialized field.

### What exams do I need to take?

Currently, as a potential Deaf Education teacher, licensed to teach in Texas, you will be required to take and pass the following three exams:

1. [TexES Deaf and Hard-of-Hearing \(DHH\) 181](#)
2. [TASC \(Texas Assessment of Sign Communications\) 072](#)
3. [edTPA](#) (Required of all Educators in Texas)

### When do I take these exams?

You will FIRST need to take and pass the departmental practice exams for each of the three exams listed above. What this means is that at certain checkpoints throughout your courses, you will be given practice benchmark practice exams for each of the three certification exams. These exams are tied to specific courses and are weighted in your grade for that particular course. (The following handbook pages offer a guide outlining which courses proctor these practice exams.)

When you have taken and passed the practice exams, your instructor for the course will give you the green light via email to request testing clearance from the [Educator Certification Testing](#) office. Requests for clearance are completed online in your mySFA account:

The screenshot shows the mySFA website interface. At the top, there is a navigation bar with links for HOME, REGISTRATION, ACADEMICS, ADVISING, BILLING, FINANCIAL AID, CAMPUS LIFE, STUDENT EMPLOYEE, ADVISOR, FACULTY, and RESEARCH. Below this is a search bar and a list of menu items: Personal Information, Student, Financial Aid, Faculty Services, and Employee. The main content area is titled "Certification Testing Clearance Request Form" and includes a warning: "Do not use the browser 'back' button, it will cause data problems." Below this is an "Instructions" section. A dropdown menu for "NAME OF TEST" is set to "Agriculture, Food & Natural Resources 6-12". A checkbox labeled "I agree with the above statement and approve the use of my personal information to be utilized by SFASU to manage" is checked. A button labeled "Click to submit request for test" is visible. At the bottom, there is a table with columns for "Test Request History", "Approval Status", and "Date Submitted". Red arrows and numbers 1, 2, and 3 are overlaid on the image to highlight specific elements: 1 points to the "NAME OF TEST" dropdown, 2 points to the "I agree with the above statement" checkbox, and 3 points to the "Click to submit request for test" button.



After taking the practice exams and being “cleared” by the [Educator Certification Testing](#) office for each of the required certification exams, you will be “cleared” to register, pay for, and take the REAL certification exams through the [Texas Certification Examination Program](#) through Pearson Education, Inc.

Once you have been “cleared”, you will complete a CLEARANCE APPLICATION FORM (located in your mySFA portal). This form forwards to the [PCOE Office of Assessment and Accountability](#), more specifically, to the [Educator Certification Testing office](#). Our Testing Coordinator will communicate next steps to you to ensure that you are properly informed of procedures and signed up to take the appropriate/correct exam(s). The Testing Coordinator will verify that you are clear to test (based on faculty approval).

You may only be registered to take ONE certification exam at a time. The exception to this is registering for the TASC, as it is limited to certain administration dates each year.

For questions on applying for certification exams, contact the Testing Coordinator at [edcertesting@sfasu.edu](mailto:edcertesting@sfasu.edu).

### **Do I have to pay for these exams?**

Yes. EACH exam will cost you \$116.00 + tax. (Price Subject to Fluctuate)

The edTPA is a performance-based exam and costs are higher, around \$300. (Price Subject to Fluctuate)

### **Can I take the exams whenever I want, as long as I have been cleared?**

Yes and no. You may choose your testing date. However, you must keep in mind a very important PCOE policy. You MUST take and pass the REAL certification exams for your field ([TEXES 181](#) and [TASC 072](#)) PRIOR to clinical teaching. This means that you will have had to have taken the courses with the practice exam(s) in enough time to be cleared for the real exam(s), TAKE the real exam(s) AND get a passing result back on the exam(s); ALL of these items must be done prior to your clinical teaching semester (NOT DURING your student teaching). The [edTPA](#) exam is the exception for your major/certification. This is the only exam that will be taken during your clinical teaching semester.

This means you must plan ahead and ensure that your classes are in proper sequence. This is why your advising sessions are imperative.

Keep in mind, the [TASC](#) exam is only offered a limited number of times per academic year. Check on those dates and plan accordingly.

### **Where can I find more information on testing?**

[SFASU Office of Assessment & Accountability](#)

[Texas Educator Certification Examination Program Website](#)

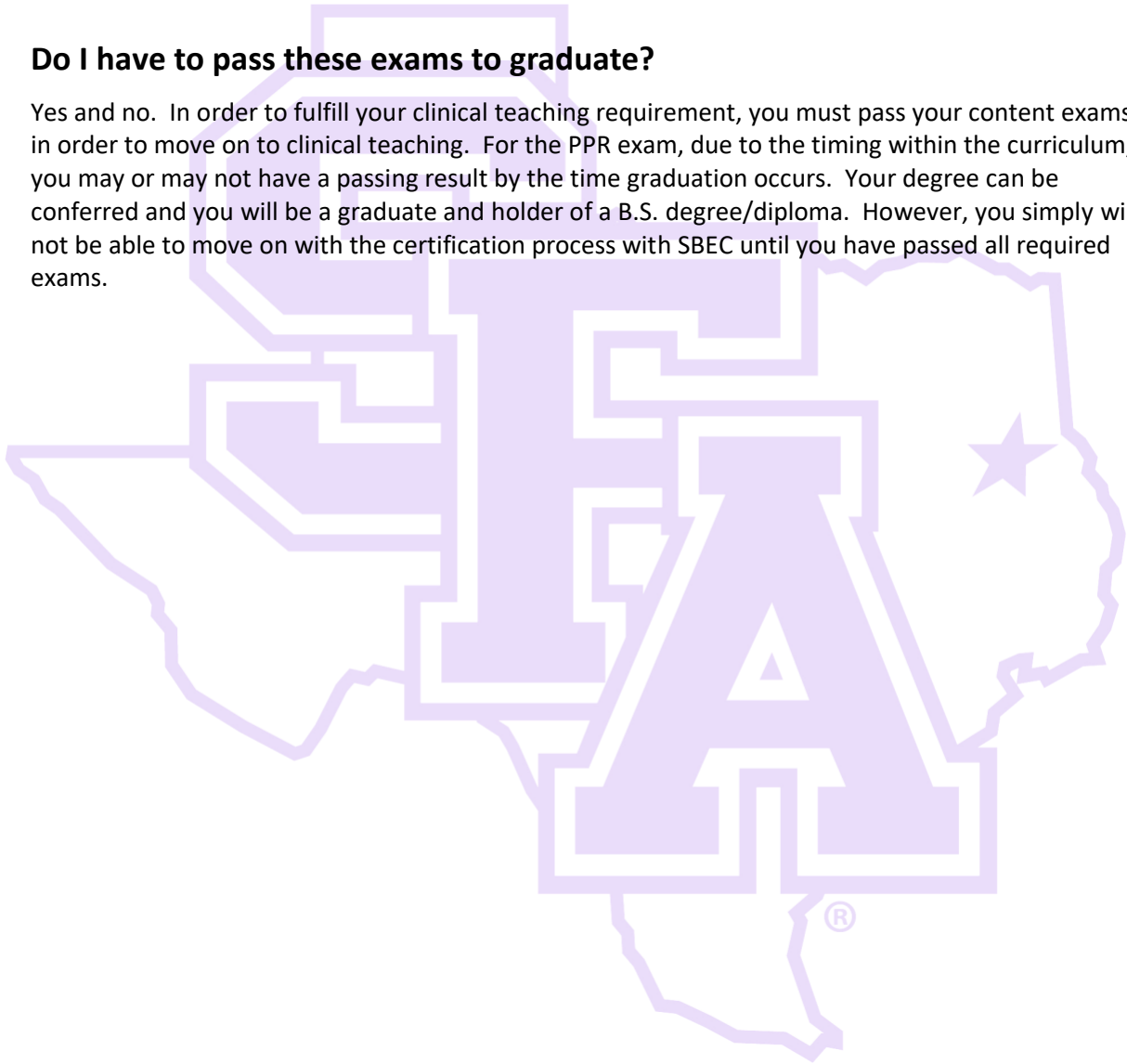
This website also has practice materials for each exam. Follow the link toward the bottom of the web page that reads “[Preparation Manuals](#)”. Scroll down the drop-down menu until you find the appropriate exam to download the manual for that exam in PDF format.

## **Once I have passed my exams, how do I get my certificate?**

Detailed, step-by-step instructions will be provided to you as you move through the program. You may also reference the documents on the [PCOE Educator Certification webpage](#). However, the quick answer is that once you have taken and passed all certification exams AND obtained your degree from SFA, you will then be responsible for obtaining your certificate on your own, as this process goes through the [State Board for Educator Certification \(SBEC\)](#), specifically the [Certification](#) branch of TEA/SBEC. Faculty and staff will guide you through this process.

## **Do I have to pass these exams to graduate?**

Yes and no. In order to fulfill your clinical teaching requirement, you must pass your content exams in order to move on to clinical teaching. For the PPR exam, due to the timing within the curriculum, you may or may not have a passing result by the time graduation occurs. Your degree can be conferred and you will be a graduate and holder of a B.S. degree/diploma. However, you simply will not be able to move on with the certification process with SBEC until you have passed all required exams.



# Deaf & Hard-of-Hearing Program Handbook

## EDUCATOR CREDENTIALING

### Required Exams For DHH Certification Quick Reference Guide

EXAM	PRACTICE EXAM	REAL EXAM	ADDITIONAL INFO
<a href="#"><u>TEXES 181</u></a>	During DFHH 3399 (Capstone Course)	Prior to Clinical Teaching	<a href="#">Click for Prep Materials</a> CAT (Computer Administered Test) Continuous Offerings Can Choose Testing Site Cost is \$116.00
<a href="#"><u>TASC 072</u></a>	During SGNL 2302 (ASL IV)	Prior to Clinical Teaching	<a href="#">Click for Prep Materials</a> Only Offered Periodically Performance Based Can Choose Testing Site Cost is \$116.00
<a href="#"><u>edTPA</u></a>	During Clinical Teaching	During or After Clinical Teaching	Prep Materials Provided in Coursework Performance-Based Exam Cost is Approx. \$300

### OPTIONAL Exams AFTER CERTIFICATION

EXAM	PRACTICE EXAM	REAL TEST	SPECIAL INFO
<p><a href="#"><u>CORE SUBJECTS EC – 6</u></a></p> <p>&amp;/or</p> <p><b>Specialization Area Content Exam (Could Include ASL)</b></p>	<p>NO Need for Clearance You Will Register &amp; Take the Real Exam On Your Own (<a href="#">Texas Educator Certification Examination Program</a>)</p> <p>Then Apply for “Additional Certification by Exam” via the TEA Website (<a href="#">Additional Certifications</a>)</p>	<p><i>During the Clinical Teaching Semester (AFTER passing the <a href="#">TEXES 181 Exam.</a>)</i></p>	<p>These exams MAY be required by some districts to prove “highly qualified” status, depending on your teaching field at hiring. Just keep this in mind. If so, you will be responsible for taking additional exams on your own after graduation.</p>

# Deaf & Hard-of-Hearing Program Handbook

## TASC (Texas Assessment of Sign Communication) Clearance Policy

The policy for clearance for DFHH 4304 - Internship in Deaf Education and Clinical Teaching in the Deaf and Hard-of-Hearing EPP is as follows:

1. Educator candidates must complete and pass the Practice TASC interview after SGNL 2302 – ASL IV (SGNL 2302 – ASL IV must be passed with a B or Better).
2. Passing the Practice TASC interview is a prerequisite for DFHH 4304 - Internship in Deaf Education. It also clears a teacher candidate to register for the real [TASC 072](#) exam.
3. During or before the Internship in Deaf Education semester (typically, the Senior I semester), educator candidates will take and pass the real [TASC 072](#) exam.
4. Passing the real [TASC 072](#) exam is a prerequisite for Clinical Teaching.
5. An educator candidate who does not pass the Practice TASC interview prior to DFHH 4304 – Internship in Deaf Education will be placed on a formal remediation plan, tailored to the specific needs of the candidate. The Practice TASC interview must be administered again and the candidate must receive a passing score on the Practice TASC interview in order to proceed through coursework and certification requirements.

Students who are exempt or test out of SGNL 2302 (typically these candidates are Deaf, native signers for whom ASL is their first language) must also pass the Practice TASC interview before DFHH 4304 – Internship in Deaf Education. Such students are fully responsible for making arrangements with the DHH program faculty to prepare for and take the Practice TASC interview prior to DFHH 4304 - Internship in Deaf Education.



**FIELD  
EXPERIENCES**

# Deaf & Hard-of-Hearing Program Handbook

## DEAF AND HARD-OF-HEARING FIELD EXPERIENCES

### Overview of Field Experiences

COURSE	ADDITIONAL INFORMATION
<b>MLGE 4250 &amp; 4251 Lab General Education Internship</b>	<ul style="list-style-type: none"> <li>• Field Experience – General Education Classrooms in Texas</li> <li>• 50 Clock Hours Required</li> <li>• Taken Spring Junior Semester</li> </ul>
<b>DFHH 3399 Capstone Course</b>	<ul style="list-style-type: none"> <li>• Taken Spring Junior Semester</li> <li>• Review Course for TExES 181 Exam</li> <li>• Practice DHH TExES 181 Taken in this Course</li> <li>• (Must Pass with 80% Cut Score)</li> <li>• Application for Internship (DFHH 4304) During this Course</li> </ul>
<b>DFHH 4304 Deaf Education Internship</b>	<ul style="list-style-type: none"> <li>• Taken Fall Senior Semester</li> <li>• Field Experience – DHH Classrooms in Texas</li> <li>• (Placement Varies Widely Across State)</li> <li>• 50 Clock Hours Required</li> <li>• Application for Clinical Teaching During this Course</li> </ul>
<b>SPED 4242 &amp; ELED 4343 Clinical Teaching</b>	<ul style="list-style-type: none"> <li>• Clinical Teaching – DHH Classrooms in Texas</li> <li>• Split Placements REQUIRED by TEA for All-Level Certifications</li> <li>• Each Candidate Completes ½ Placement in Elementary Setting &amp; ½ Placement in Secondary Setting</li> </ul>

### General Education Internship

As an educator in a specialized field, collaboration with a campus team is critical. In this internship, educator candidates will begin their field experiences in a general education setting to familiarize themselves with faculty, staff, and personnel on a public school campus. Building collaborative teams in the field of Deaf Education is a critical component to becoming an educator of students who are deaf and hard-of-hearing. Our program is committed to providing exposure to general education settings in order to prepare our candidates for the varied professional settings in which they could be employed by a public school.

During MLGE 4250, candidates will gain 50 clock hours in a general education setting. Coursework and a lab accompany this experience.

## Deaf Education Internship

Following candidates' experiences in a general education setting will be a semester immersed in a Deaf Education classroom. This is the beginning of many hours of experience candidates will gain in their specialized fields. Settings for this placement are varied and include district partnerships from across the state. Limited local placements are available. Candidates are asked to make three selections for placement on their application for internship. Placements are widely varied and include self-contained classrooms, inclusion models of instruction, co-teach models, and itinerant settings (both in-district, out-of-district, and in homes of students). Communication modalities will vary across settings as well; manual communication classrooms, oral /LSL classrooms, or a combination of manual/oral classrooms, are all possible. Candidates will be exposed to programs who have varied philosophies of Deaf Education, offering a well-rounded experience of what to expect upon graduation.

During DFHH 4304, candidates will gain 50 clock hours in a Deaf Education setting. Coursework accompanies this experience and is offered in an online model of instruction (Zoom and online coursework) to accommodate candidates who have been placed in districts outside of Nacogdoches.

## Clinical Teaching Semester

A candidate's tenure through the Deaf and Hard-of-Hearing Educator Preparation Program culminates in the final semester with the Clinical Teaching field experience.

As with the Deaf Education Internship, educator candidates will be placed in a Deaf Education setting to complete their clinical teaching field experience semester. Limited local placements are available. Candidates are asked to make three selections for placement on their application for Clinical Teaching. Placements are widely varied and include self-contained classrooms, inclusion models of instruction, co-teach models, and itinerant settings (both in-district, out-of-district, and in homes of students). Communication modalities will vary across settings as well; manual communication classrooms, oral/LSL classrooms, or a combination of manual/oral classrooms, are all possible. Candidates will be exposed to programs who have varied philosophies of Deaf Education, offering a well-rounded experience of what to expect upon graduation.

The Deaf and Hard-of-Hearing teaching certificate is an all-level certificate, meaning that our candidates are highly qualified to teach students who are deaf and hard-of-hearing from early childhood ages through grade twelve (EC – 12). For this reason, the Texas Education Agency (TEA) requires that educator candidates gain experience in both elementary settings and secondary settings. For this reason, the candidate's Clinical Teaching semester will offer a split placement, as required by TEA. Typically, the Clinical Teaching semester for all-level candidates is a total of 16 weeks (8 weeks in an elementary setting and 8 weeks in a secondary setting).

During Clinical Teaching, candidates will gain approximately 640+ clock hours in a Deaf Education setting. Coursework and observations from an SFASU Field Supervisor accompany this experience and is offered in an online model of instruction (Zoom and online coursework) to accommodate candidates who have been placed in districts outside of Nacogdoches.

# Deaf & Hard-of-Hearing Program Handbook

## DEAF AND HARD-OF-HEARING FIELD EXPERIENCES Deaf Education Specific Additional Resources

### Regional Day School Program for the Deaf (RDSPD) Locator

This tool/resource will be helpful as candidates select locations for their various field experience placements. Keep in close contact with your DHH faculty who can answer questions about which sites are available for placement, as this could vary from semester to semester. [Click Here](#) to access the locator tool.

### Statewide Outreach Center

[www.texasdeafed.org](http://www.texasdeafed.org)

This website offers a plethora of information for educators of students who are deaf and hard-of-hearing. The “Professionals” tab, specifically, will assist candidates as they begin thinking about placement sites for field experiences.

### Texas Education Agency

The [TEA’s webpage for “Sensory Impairments”](#) offers some statewide resources for our field.

### Education Service Center Region 11

[ESC Region 11](#) is the statewide leader/liaison for Deaf and Hard-of-Hearing services in Texas. led currently by Twyla Loftin ([tloftin@esc11.net](mailto:tloftin@esc11.net)).

## DEAF AND HARD-OF-HEARING FIELD EXPERIENCES General Additional Resources

Additional general information can be found in the resources below. Please note that placements in specialized fields also requires unique flexibility. There are instances that the procedures for candidates in the Deaf and Hard-of-Hearing EPP will differ slightly from candidates in other content areas. **Please use these resources for general information, but always heed the direction of your DHH faculty.** We will keep you informed each step along the way throughout your field experiences!

[James I. Perkins College of Education Website](#)

[Educator Preparation Handbook](#)

[SFASU Clinical Teaching Webpage](#)

[SFASU Clinical Teaching Handbook](#)

[Field Supervisor Handbook](#)

[Mentor-Cooperating Teacher Handbook](#)





**DFHH PROGRAM  
POLICIES**

# Deaf & Hard-of-Hearing Program Handbook

## SKILLS COURSES (ASL) EXAMS

### “Testing Out” Policy

The Deaf and Hard-of-Hearing Program (in collaboration with the ASL Faculty in the College of Liberal and Applied Arts and the Department of Languages, Cultures, & Communication) offers departmental exams for ASL I (SGNL 1301) and ASL II (SGNL 1302)\*. Students who would like to take the departmental exams to “test out” of courses should keep in mind that the placement tests must comply with University Departmental Exam policies.

#### SGNL 1301 – BEGINNING AMERICAN SIGN LANGUAGE (ASL I)

- 1) **RECEPTIVE PORTION** - A comprehensive test of vocabulary and phrase comprehension. This is a computer-administered test. The student will view the videos and type in the answers. This requirement will not be waived. Examinees must pass this portion with an 80% or better before proceeding to the expressive portion of the placement exam. This exam is administered via D2L/Brightspace, which requires students to be enrolled in the University prior to administration.
- 2) **EXPRESSIVE PORTION** – The student will perform the expressive culminating assignment for the ASL I course. The performance should be submitted to the appropriate Dropbox in D2L/Brightspace. A rubric is used to score this expressive performance.

#### SGNL 1302 – INTERMEDIATE AMERICAN SIGN LANGUAGE (ASL II)

- 1) **RECEPTIVE PORTION** - A comprehensive test of vocabulary and phrase comprehension. This is a computer-administered test. The student will view the videos and type in the answers. This requirement will not be waived. Examinees must pass this portion with an 80% or better before proceeding to the expressive portion of the placement exam. This exam is administered via D2L/Brightspace, which requires students to be enrolled in the University prior to administration.
- 2) **EXPRESSIVE PORTION** – The student will perform the expressive culminating assignment for the ASL II course. The performance should be submitted to the appropriate Dropbox in D2L/Brightspace. A rubric is used to score this expressive performance.

#### RECEIVING CREDIT

Students must score 80% or better on each portion of the test in order to receive credit for either ASL I or ASL II. Examinees who meet the score requirements will receive a grade of “P” (“Passing”) on their transcript. This does not affect the GPA, but does allow admission to a higher course in the sequence and gives the student credit hours for the course.

\* Students who are deaf/Deaf or are CODAs and are native users of American Sign Language (i.e. ASL as a first language) may schedule an appointment with the ASL Faculty to determine possible routes to testing out of exams. Please note that the benchmark exam for the TASC exam required for certification of educators of the deaf is given during specific courses; those courses may not be considered for “testing out”.) **Contact Maggie Patterson at [mhpatterson@sfasu.edu](mailto:mhpatterson@sfasu.edu) with further inquiries.**

# Deaf & Hard-of-Hearing Program Handbook

## TASC (Texas Assessment of Sign Communication)

### TASC Clearance Policy

The policy for clearance for DFHH 4304 - Internship in Deaf Education and Clinical Teaching in the Deaf and Hard-of-Hearing EPP is as follows:

1. Educator candidates must complete and pass the Practice TASC interview during SGNL 2302 (ASL IV).
2. Passing the Practice TASC interview is a prerequisite for DFHH 2304 - Internship in Deaf Education. It also clears a teacher candidate to register for the real [TASC 072](#) exam.
3. During or before the Internship in Deaf Education semester (typically, the Senior I semester), educator candidates will take and pass the real [TASC 072](#) exam.
4. Passing the real [TASC 072](#) exam is a prerequisite for Clinical Teaching.
5. An educator candidate who does not pass the Practice TASC interview during SGNL 2302 will be placed on a formal remediation plan, tailored to the specific needs of the candidate. The Practice TASC interview must be administered again and the candidate must receive a passing score on the Practice TASC interview in order to proceed through coursework and certification requirements.

Students who are exempt or test out of SGNL 2302 (typically these candidates are Deaf, native signers for whom ASL is their first language) must also pass the Practice TASC interview before DFHH 4304 – Internship in Deaf Education. Such students are fully responsible for making arrangements with the DHH program faculty to prepare for and take the Practice TASC interview prior to DFHH 4304 - Internship in Deaf Education.

## TEExES 181 Deaf & Hard-of-Hearing Certification Exam

### TEExES 181 Clearance Policy

The policy for clearance for Clinical Teaching in the Deaf and Hard-of-Hearing EPP is as follows:

1. Educator candidates must complete and pass the TEExES 181 Clearance Exam during DFHH 3399 (Capstone).
2. Passing the TEExES 181 Clearance Exam clears a teacher candidate to register for the real [TEExES 181](#) exam.
3. During or before the Internship in Deaf Education semester (typically, the Senior I semester), educator candidates will take and pass the real [TEExES 181](#) exam.
4. Passing the real [TEExES 181](#) exam is a prerequisite for Clinical Teaching.
5. An educator candidate who does not pass the TEExES 181 Clearance Exam during DFHH 3399 will be placed on a formal remediation plan, tailored to the specific needs of the candidate. The TEExES 181 Clearance Exam must be administered again and the candidate must receive a passing score (the required cut score will be included in the remediation plan) in order to proceed through coursework and certification requirements.

# Deaf & Hard-of-Hearing Program Handbook

## TEExES 181 and TASC 072 EXAMS

### Remediation Policies

The remediation policy for students who do not pass the TEExES 181 and/or TASC exams after the first attempt is as follows:

1. Scores for the TEExES 181 and TASC 072 exams are to be reported to the DHH program faculty. Failure to report the scores to DHH faculty could result in a delay of remediation, which also could delay administration of a second attempt on the exam(s). Exam dates are crucial in the timeline of a candidate's path to certification. Delays in score reporting could, therefore, delay coursework, graduation, and certification.
2. A minimum score of 240 must be made on the TEExES 181 exam to be considered as passing. A minimum score of "C" must be made on the TASC 072 exam to be considered as passing.
3. Scores falling below these cut scores on the real TEExES 181 and TASC 072 exams will require students to be placed on a remediation plan before being cleared to take the exam(s) for a second attempt. The TEExES 181 and TASC 072 are separate exams and will require separate remediation plans. This means that a candidate could potentially be placed on two remediation plans (one for each exam) at the same time.
4. Remediation plans are individualized and negotiated with DHH program faculty.
5. The DHH faculty will draft a remediation plan within 30 days of the date the score is reported to faculty during fall and spring semesters. Scores reported during summer terms will begin the 30 day period starting on the first instructional day of the fall semester.
6. All parties (students and DHH faculty) will review the remediation plan. Suggested and/or requested revision/edits can be made prior to the agreement being signed.
7. Once the remediation plan has been finalized, all parties will sign the document. The remediation document will be retained by the program faculty in the program's permanent files.
8. The candidate is fully responsible for the execution of the remediation plan.
9. Every effort is made by program faculty to provide free or low-cost remediation materials and resources. However, there may be materials, resources, and/or coursework fees required. The candidate must arrange for all purchases, additional coursework, and any outside resources. The candidate is financially responsible for any additional materials required of the remediation plan.
10. Remediation documentation must be provided to program faculty. The remediation documentation of completed items will be retained by the program faculty in the program's permanent files.
11. Once the remediation plan(s) has been fully completed satisfactorily, program faculty will clear the candidates for a second administration of the TEExES 181 and/or TASC 072.
12. Candidates must register for their second attempt within 10 business days of the date of clearance. Failure to register within this 10-day window will result in the candidate's clearance being revoked.

13. Candidates not passing either the TExES 181 exam or the TASC 072 on the second attempt are not guaranteed another round of remediation. Program faculty will meet to determine a candidate's next steps in the program. A second remediation plan will be a consideration. A recommendation to not continue in the program is also possible.
14. Candidates will not be granted a third remediation plan. Candidates failing a certification exam for the third time will be dismissed from the program. At that time, program faculty will consult with the EPP office to determine a candidate's path to graduation, when possible.



# Deaf & Hard-of-Hearing Program Handbook

## SKILLS-BASED COURSEWORK POLICY

### Essential Physical Abilities and Functions

A professional in the field of Deaf Education has a responsibility to obtain and uphold the skills, experience, education, and other job-related requirements of the position, which includes proficiency in sign-based communication. **Professionals must also be able to perform the following physical, cognitive, cultural, linguistic, and professional abilities and attributes.**

It is the responsibility of DHH faculty to clearly communicate with our candidates regarding any category that may be lacking, which would impede their successful completion of the skills-related coursework and exams embedded in our program. Program coursework or benchmark requirements cannot be fundamentally altered to accommodate any of the following that are lacking. However, program support/remediation, extending the length of the program, and repeating coursework are all considerations to improve sign-based communication required as a skill in our field.

Lack of ability in the following areas could prevent the development of adequate skills needed to become proficient in sign-based communication. Candidates acknowledge these physical abilities as necessary for embedded skills-based coursework in the program. It is the candidate's responsibility to notify DHH faculty if, for any reason, these abilities become impaired, either temporarily or permanently, so that appropriate remediation can be taken to continue skill development. Remediation of these physical abilities as they relate to the production of sign-based communication does not guarantee successful development of skills necessary to become proficient.

**VISION** – The ability to see details of another person's hand shapes, hand movements, and facial expressions from a distance of three to six feet.

**FACIAL EXPRESSION** - Ability to control the muscles of the face in order to manipulate the eyebrows, cheeks, mouth, and nose

**MANUAL DEXTERITY** - Ability to quickly make coordinated movements of one hand, a hand together with its arm, two hands, or two hands together with arms

**FINGER DEXTERITY** - Ability to make precisely coordinated movements of the fingers of one or both hands

**WRIST-FINGER SPEED** - Ability to make fast, simple, repeated movements of the fingers, hands, and wrists

**LIMB MOVEMENT** - Ability to move the arms to place the hands slightly above the head, and to extend the arms away from the front of the body and to the sides of the body

**LIMB MOVEMENT SPEED** - Ability to quickly move the arms

**DUAL-LIMB COORDINATION** - Ability to coordinate movements of both arms while sitting or standing

**HEAD** - Ability to control the head in order to nod and to turn it from side to side

**PHYSICAL STAMINA** - Ability to endure moderate physical exertion without becoming winded or out-of-breath for reasonable durations of time based on assignment





# **STUDENT ORGANIZATIONS**



# Deaf & Hard-of-Hearing Program Handbook

## STUDENT ORGANIZATIONS

### Talking Hands



*Talking Hands* is a long-standing tradition within our program. This club is for anyone interested in sign language (more specifically, ASL). Majors as well as non-majors are among the make-up each semester. A range of students' sign skills (from barely knowing the manual alphabet to fluent, native ASL users) create a unique and diverse signing environment.

In addition to regular meetings allowing for opportunities to “turn off” the voice and “turn on” the hands, *Talking Hands* is involved in a variety of special events. Silent weekends, variety shows, and annually signing the Star Spangled Banner during the SFA Homecoming game are a few of the fun ways *Talking Hands* gets students involved.

*Sponsor: DFHH/ASL Faculty*



# Deaf & Hard-of-Hearing Program Handbook

## STUDENT ORGANIZATIONS

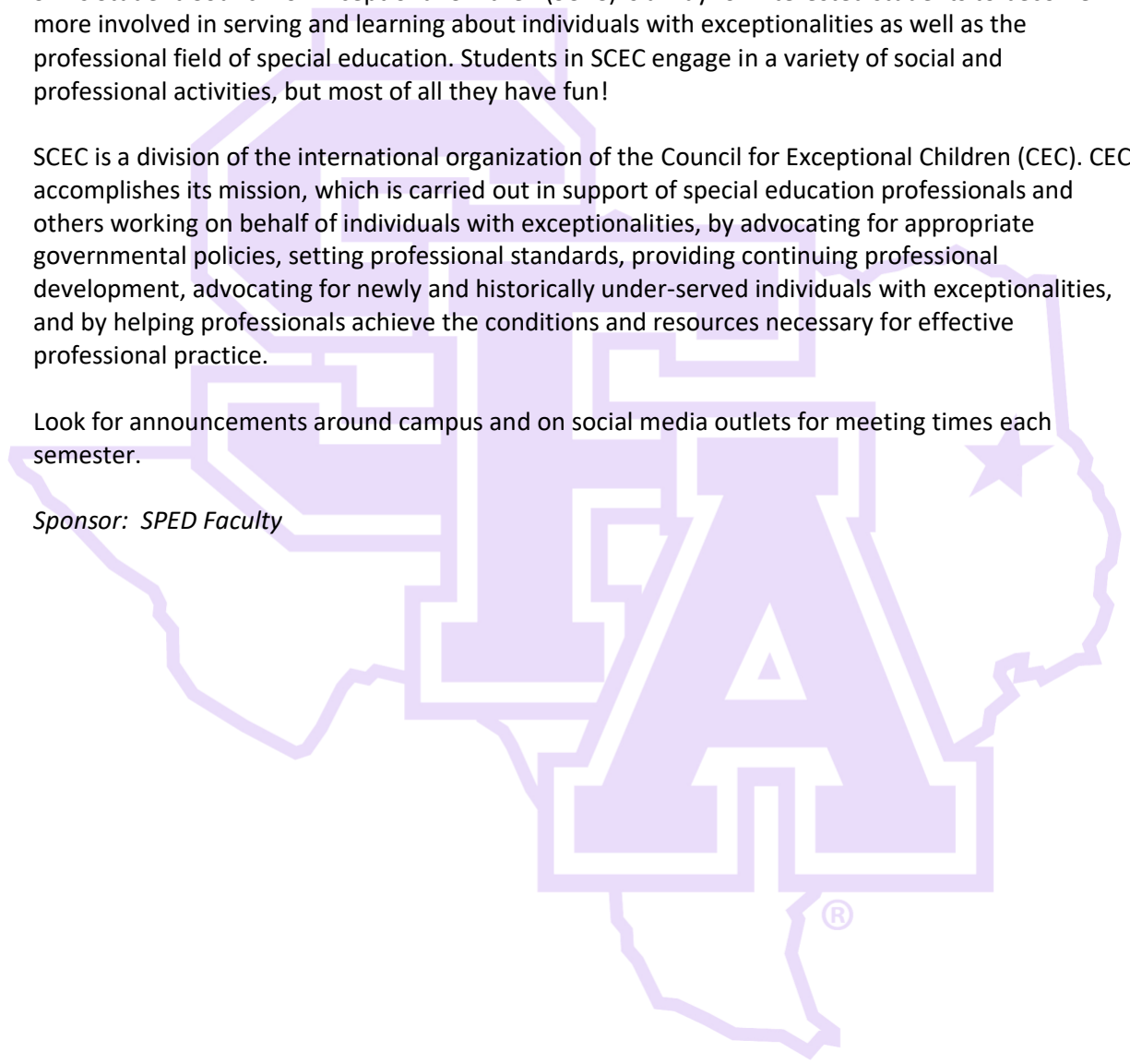
### Student Council for Exceptional Children

SFA's Student Council for Exceptional Children (SCEC) is a way for interested students to become more involved in serving and learning about individuals with exceptionalities as well as the professional field of special education. Students in SCEC engage in a variety of social and professional activities, but most of all they have fun!

SCEC is a division of the international organization of the Council for Exceptional Children (CEC). CEC, accomplishes its mission, which is carried out in support of special education professionals and others working on behalf of individuals with exceptionalities, by advocating for appropriate governmental policies, setting professional standards, providing continuing professional development, advocating for newly and historically under-served individuals with exceptionalities, and by helping professionals achieve the conditions and resources necessary for effective professional practice.

Look for announcements around campus and on social media outlets for meeting times each semester.

*Sponsor: SPED Faculty*





**OPPORTUNITIES  
FOR PROFESSIONAL  
GROWTH**

# Deaf & Hard-of-Hearing Program Handbook

## OPPORTUNITIES FOR PROFESSIONAL GROWTH

### Service Opportunities

#### Substitute Teaching for Local RDSPDs

Nacogdoches and Lufkin ISDs' RDSPDs (Regional Day School Program for the Deaf) have a unique need. Because of the need for their Deaf Education teacher and interpreter substitutes to know sign language, their substitute pool is quite small and limited. Our educator candidates are invited to partner with NISD and/or LISD RDSPDs by becoming substitutes for the district(s). In doing so, we are not only serving our local Deaf Education community, but our educator candidates can also benefit from this partnership, gaining valuable exposure and experience in a Deaf Education setting.

Those students that have given their time as substitutes have shown great growth in both their language skills and competency as educators. We have noticed an increase in sign language proficiency, an increase in confidence levels, and these students have commented on how beneficial it is to see "real world" Deaf Education settings to reinforce what they are learning in the classroom.

For more information, students may visit [www.nacisd.org](http://www.nacisd.org) and click on the Human Resources link. Students may also visit with any DHH faculty member to obtain more detailed contact information for the district and the requirements.

#### Community Involvement

Throughout the semester, various service projects may arise that present students with opportunities for service learning in the Deaf Education community.

#### Workshops / Professional Development

Throughout the semester, opportunities may arise for students to attend various education related workshops and professional development events. When possible, the Deaf and Hard-of-Hearing program hosts field-specific workshops and trainings. SFA's College of Education may frequently sponsor/host such opportunities and many are free of charge for students (or require only a minimal fee).

#### Statewide Conference on the Education of the Deaf

An organization well known in the Texas Deaf Education community is T.A.P.E.D. (Texas Association of Parents and Educators for the Deaf). T.A.P.E.D. sponsors a biannual statewide conference specifically geared toward our field. The conference brings Deaf Education teachers, parents of students who are deaf and hard-of-hearing, interpreters, and other related professionals and paraprofessionals together under one roof to enjoy a weekend of workshops, conference speakers, and networking. It is a fabulous resource for our university students. Typical registration fees are greatly reduced for university students wishing to attend (usually around \$30.00, subject to change). DHH faculty will post literature and make

announcements when a conference opportunity arises (every other summer – even numbered years). Opportunities to partner with faculty for research presentations at Statewide are also available.

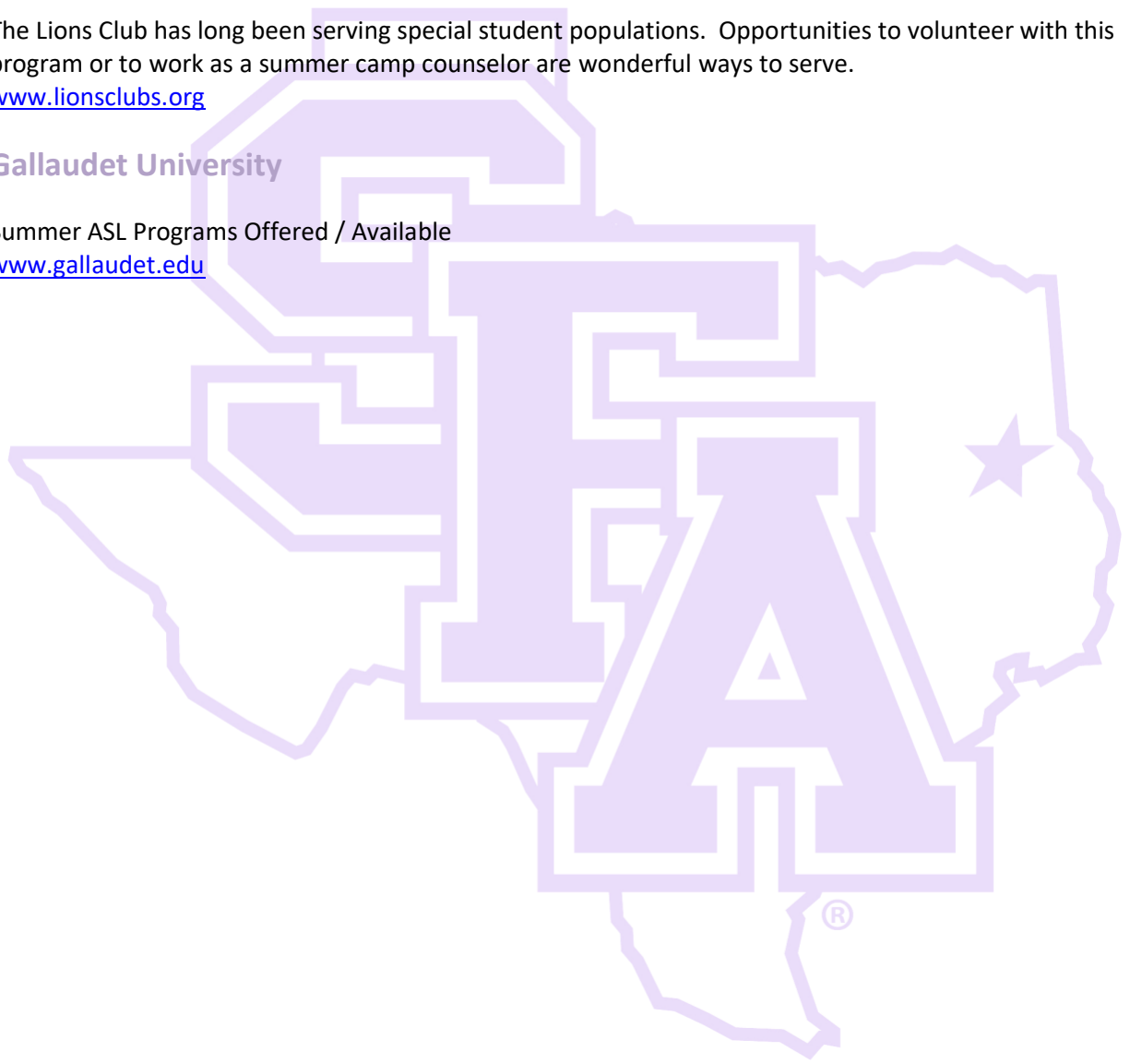
Conference Website  
<http://www.swced.org>

### Lions Club / Camp

The Lions Club has long been serving special student populations. Opportunities to volunteer with this program or to work as a summer camp counselor are wonderful ways to serve.  
[www.lionsclubs.org](http://www.lionsclubs.org)

### Gallaudet University

Summer ASL Programs Offered / Available  
[www.gallaudet.edu](http://www.gallaudet.edu)



# Deaf & Hard-of-Hearing Program Handbook

## OPPORTUNITIES FOR PROFESSIONAL GROWTH Additional Resources

Additional information specific to our field can be found through the resources below. We encourage candidates to build a strong portfolio of resources, contacts, and memberships to professional organizations within our field.

[Texas Statewide Outreach Center \(A Texas School for the Deaf Initiative\)](#)

[ESC Region 11 \(State Lead for Deaf Education\)](#)

[Hands and Voices](#)

[Texas Hands and Voices](#)

[Laurent Clerc National Deaf Education Center](#)

[Expanded Core Curriculum for Students Who are Deaf or Hard-of-Hearing](#)

[Accessible Materials Project](#)

[Deaf Child's Bill of Rights](#)

[Deaf and Hard-of-Hearing Assessment Tools](#)

[DeafEd.net](#)

