Deaf & Hard of Hearing Program Handbook

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Introduction
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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 Education Program 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 by the National Council for Accreditation of Teacher Education (NCATE) since the 1950s. Our Deaf Education Program (also proudly accredited by NCATE) 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 will 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 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 your future and boy, is it ever bright!

Best Wishes,

Dr. Scott Whitney
Ms. Shelia Dyer
Mrs. J. Lindsey Kennon
OVERVIEW
The James I. Perkins College of Education includes the Departments of Elementary Education, Human Services, 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

DEPARTMENT OF HUMAN SERVICES OBJECTIVES

OBJECTIVES
Objectives of the Department Include:

- Preparation of Special Education Teachers for Elementary and Secondary Schools
- Preparation of People for Careers in Rehabilitation, Orientation and Mobility and Related Human Services Occupations Serving People with Disabilities, Communication Sciences and Disorders
- Graduate Study in Counseling, Special Education, Communication Sciences and Disorders and School Psychology
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 hope to embody the core values of Academic Excellence, Life-Long Learning, Collaboration, Openness, Integrity & 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 face 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.
PROGRAM OVERVIEW
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 a TEACHER for 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 teacher in the state of Texas in this field. You will learn pedagogy, theory, practice, etc. that will prepare you to be a quality teacher. Additionally, we prepare you for your STATE certification exams (through the Texas Education Agency – TEA). Assuming you pass all required coursework to obtain your B.S. and assuming you successfully pass all of your required certification exams through the STATE, you will become a certified teacher!

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 will either need to obtain that certification AFTER you graduate from SFA and become a certified teacher in the state of Texas in Deaf Education OR you will need to seek an ASL degree from a different university that offers such.

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 that?
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 what is referred to as ITP’s (Interpreter Training Programs). Typically, these programs are offered in two-year “junior” colleges, 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. This minor was created as a means to touch the “tip of the iceberg”, so to speak, for our Deaf and Hard of Hearing majors and minors. 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 CODA’s (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.

Bottom line...you CAN attempt to test out of ASL courses. We offer “testing out” exams at the beginning and end of each semester. A nominal fee is charged to take the exam. Upon passing the exam for the level of ASL you are attempting to “test out of”, pending other requirements to demonstrate sign proficiency at that level (i.e. an interview with a faculty member, signing of fairy tales, etc.) you will receive credit for the course on your transcript and may then proceed to take the next level of ASL.

(See Pages 38 – 39 for Departmental Exam Policy)

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. 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.

Also, we guide you in finding a job upon graduation. Additionally, SFA offers wonderful Career Services 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!
1. CORE CURRICULUM COURSES
   A. Communication Component Area (6 hours)
      1. 3 hrs. from ENG 131, 133H
      2. 3 hrs. from COM 111, 170, 215
   B. Mathematics Component Area (3 hours)
      MTH 110, 127, 138, 143, 220, 233
   C. Life and Physical Sciences (6 hours)
      AST 105, BIO 121, 123, 125, 131, 133, 238, 225, 238, CHE 101, 111, 133, 134, ENV 110, GOL 101, 131, 132
   D. Language, Philosophy, and Culture (3 hours)
      ENG 200, 209, 211, 212, 221, 229, 230, 233H, HIS 151, 152, PHI 223
   E. Creative Arts (3)
      ART 280, 281, 282DAN 140, MHL 245, MUS 140, THR 161, 163
   F. American History (6)
      HIS 133, 134
   G. Government/Political Science (6)
      PSC 141, 142
   H. Social and Behavioral Sciences (3)
      ANT 231, ECO 231, 232, GEO 131, PSY 133, SOC 137
   I. Component Area Option (6)
      1. 3 hrs. from: ENG 132
      2. 3 hrs. from: SPH 272
2. **SUPPORT/PRE-MAJOR (33 Hours)**
   
   **A.** Fifteen Hours of Specialization: Choose 15 Hours from a single concentration area of Math, Science, English or History.
   
   1. 12 of Those 15 Hours must be *Upper Level Courses* (courses numbered 300 or higher)
   
   2. The No Child Left Behind Act indicates that choosing Math, Science, or English as the specialization will confer highly qualified status within that specialization. It also allows a beginning teacher to teach other content area for two years while seeking additional highly qualified status for those content areas. History ONLY allows a beginning teacher to teach History.
   
   **B.** Twelve Hours From: RDG 318, 320, SPE 329, SED 370
   
   **C.** Six Hours From: MTH 128, MTH 129 (Additional Math Approved by Advisor)
   
   **D.** Three Hours From: HMS 203

3. **Major (30 hours)**
   
   **A.** Twenty Four Hours From: SPH 274, 414, 470, 471, 476, 477, 478, 479
   
   **B.** 6 hours DHH 350, 442

4. **Professional (Internship & Student Teaching - 15 hours)**
   
   **A.** Six Hours From: SED 372 and SED 450, 450L (Internship)
   
   **B.** Nine Hours From: SPE 443, SED 443; ELE 441 (Student Teaching)

5. **A Grade of at Least a C in Each Freshman English Basic Skills Test**
   
   All candidates must pass the Basic Skills Test during RDG 318. This admits the student to Elementary Education.

6. **TASC 072 Certification Test**
   
   All teacher candidates must pass the Texas Assessment of Sign Communication (TASC) before student teaching.

   Clearance for the TASC requires passing a mock interview in SPH 478.

7. **TExES 181 Certification Test**
All teacher candidates must pass the TExES 181 test (Deaf and Hard of Hearing) test before student teaching. Clearance is granted only upon scoring 80% or better on two comprehensive tests administered during the Literacy for the Deaf (SPH 476) course and the Capstone Course (DHH 442).

8. **PPR 160 (EC – 12) Certification Test**

All Teacher candidates must pass the TExES 160 Pedagogy and Professional Responsibilities (PPR) EC - 12 test. Clearance is granted only upon scoring 75% or better on a mock exam given during the Student Teaching semester in SED 443.
MINOR IN DEAF & HARD OF HEARING
OVERVIEW

A Deaf and Hard of Hearing Minor can be acquired by taking the following courses:

- SPH 172
- SPH 272
- SPH 477
- SPH 479
- SPH 274
- DHH 350
- SPH 414
- SPH 470

MINOR IN EDUCATIONAL INTERPRETING
OVERVIEW

An educational interpreting minor can be acquired by taking the following courses:

- SPH 172
- SPH 272
- SPH 274
- DHH 350
- SPH 414
- SPH 477
- SPH 478
- SPH 479
The following list of SPH (Speech & Hearing Courses) are ALL required for DHH MAJORS.

**SPH 172**  
**Beginning American Sign Language (ASL I)**  
*Offered Fall / Spring / Summer I / Summer II*  
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.

**SPH 272**  
**American Sign Language II (ASL II)**  
*Offered Fall / Spring / Summer II*  
Manual communication for the deaf using American Sign Language. Emphasis is placed on fluency and speed.  
**Prerequisite:** SPH 172 *(B or Better)*

**SPH 274**  
**Introduction to Deaf Education**  
*Offered Spring ONLY*  
Overview of instructional techniques and issues in the education of deaf and hard of hearing children.  
**Prerequisite:** SPH 477 *(B or Better)*

**DHH 350**  
**Access to the Phonemic Code — DHH**  
*Offered Spring ONLY (ONLINE)*  
This course provides a variety of strategies for giving deaf and hard of hearing students access to the phonemic code of written English. In addition to reading instruction, it includes some audiological principles, maintenance of assistive listening devices, and methods for working with children who have cochlear implants.  
**Prerequisite:** SPH 274 *(B or Better)*

**SPH 414**  
**Deaf Culture**  
*Offered Fall ONLY (HYBRID)*  
This course covers the beliefs, values, and expected behaviors of the Deaf community. Special emphasis is placed on educational and interpreting implications.  
**Prerequisite:** SPH 477 *(B or Better)*

**DHH 442**  
**Seminar in Speech and Language Methods**  
*Offered Spring ONLY*  
Capstone Course – This course reviews content from previous DHH courses (mostly methods courses) and continues preparation for the TExES 181 certification exam.  
**Co Requisite:** SPH 476

**SPH 470**  
**Language for the Deaf**  
*Offered Fall ONLY*  
**Prerequisite:** SPH 274 *(B or Better)* & SED 372

**SPH 471**  
**Advanced Language for the Deaf**  
*Offered Fall ONLY*  
Research language of deaf/hard of hearing, formal and informal assessment of language for prescriptive remediation for clinical purposes, adapting and infusing clinical strategies in the content areas. A field experience (practicum) is required for this course. Documentation of 30 clock hours in a DHH classroom is required for the successful completion of this course.  
**Prerequisite:** SPH 470 *(B or Better)* & Pass TASC Mock
SPH 476
**Literacy Development for the Deaf** - *Offered Spring ONLY*
Enhances literacy development by using Whole Language Approach, Basal, Key Word, Sight Word. Course includes factors influencing literacy environment, Whole Language terms, beginning literacy for deaf/hard-of-hearing children, literacy inventories, experience stories, assessing literacy skills (concerns, comparisons, development), selecting and analyzing stories, miscue analysis, comparisons of literacy enhancement approaches and applications to the deaf/hard-of-hearing. **Prerequisite: SPH 470 (B or Better)**
**Co Requisite: SPH 442**

SPH 477
**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: SPH 272 (B or Better)**

SPH 478
**Manual Communication Interpreting** - *Offered Fall ONLY*
Emphasis on syntax, fluency, educational interpreting skills, and ethics. Facilitating understanding of various rules, ethics, and responsibilities of interpreters and students using interpreters. **Prerequisite: SPH 479 (B or Better)**

SPH 479
**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: SPH 477 (B or Better)**

The following list of SPH Course is an ADDITIONAL Requirement for DHH MINORS.

SPH 483
**Educational Interpreting/Transliteration** — *Limited Offering*
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 deaf and hearing people. Focus on consecutive order prior to interpretation. Utilization of skills in greater fluency and strategies in interpreting through transliteration. **Prerequisite: SPH 479 (B or Better)**

*At the end of each semester, students are given the opportunity to anonymously submit course evaluations.*
# Deaf & Hard of Hearing Program Handbook

## COURSE DESCRIPTIONS QUICK REFERENCE GUIDE

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>PREREQUISITES</th>
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<tbody>
<tr>
<td>SPH 172</td>
<td>ASL I</td>
<td>None</td>
</tr>
<tr>
<td>SPH 272</td>
<td>ASL II</td>
<td>SPH 172 (B or Better)</td>
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<tr>
<td>SPH 274</td>
<td>Intro to Deaf Ed</td>
<td>SPH 274 (B or Better)</td>
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<tr>
<td>DHH 350</td>
<td>Access to Phonemic Code</td>
<td>SPH 274 (B or Better)</td>
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<tr>
<td>SPH 414</td>
<td>Deaf Culture</td>
<td>SPH 477 (B or Better)</td>
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<tr>
<td>DHH 442</td>
<td>Seminar</td>
<td>SPH 476 (Co Requisite)</td>
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<tr>
<td>SPH 470</td>
<td>Language for the Deaf</td>
<td>SPH 274 (B or Better) SED 372</td>
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<tr>
<td>SPH 471</td>
<td>Advanced Language</td>
<td>SPH 470 (B or Better) Pass TASC Mock</td>
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<tr>
<td>SPH 476</td>
<td>Literacy for the Deaf</td>
<td>SPH 470 (B or Better) DHH 442 (Co Requisite)</td>
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<tr>
<td>SPH 477</td>
<td>ASL III</td>
<td>SPH 272 (B or Better)</td>
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<td>SPH 478</td>
<td>Interpreting</td>
<td>SPH 479 (B or Better)</td>
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<td>SPH 479</td>
<td>ASL IV</td>
<td>SPH 477 (B or Better)</td>
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<tr>
<td>SPH 483</td>
<td>Transliterating</td>
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## ADDITIONAL COURSE INFO

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<thead>
<tr>
<th>COURSE</th>
<th>ALSO KNOWN AS...</th>
<th>SPECIAL INFO</th>
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<tbody>
<tr>
<td>DHH 442</td>
<td>Capstone Course</td>
<td>Review Course for TExES Exam Practice DHH TExES Taken this Semester</td>
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<tr>
<td>SPH 471</td>
<td>DHH Practicum</td>
<td>Field Based – DHH Classrooms (Like an Internship...Just Called “Practicum”)</td>
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<tr>
<td>SED 450</td>
<td>Interning</td>
<td>Field Based – “Regular” Education Classroom</td>
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<td>SPE 443</td>
<td>Student Teaching Block</td>
<td>Field Based – DHH Classrooms (Two Placements – Elementary &amp; Secondary) One Online Course – DHH Student Teaching Another Online Course – PPR Preparation Practice PPR Taken this Semester</td>
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<tr>
<td>SED 443</td>
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# SUGGESTED FOUR YEAR PLAN

<table>
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<td>CORE (12 Hours)</td>
<td>CORE (12 Hours)</td>
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<td>SPH 479 (B) RDG 320 SED 370</td>
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<td>SPH 274 (Spring ONLY)</td>
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<td>Summer School</td>
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<td>3 – 6 Hrs</td>
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<tr>
<td>Junior I – Fall</td>
<td>Junior II – Spring</td>
<td>Senior I – Fall</td>
<td>Senior II - Spring</td>
</tr>
<tr>
<td>SPH 470 (Fall ONLY)</td>
<td>SPH 476 (Spring ONLY)</td>
<td>SPE 329</td>
<td>SPE 443</td>
</tr>
<tr>
<td>SPH 478 (Fall ONLY)*#</td>
<td>DHH 442 (Spring ONLY)</td>
<td>SPH 414 (Fall, Summer II)</td>
<td>ELE 441</td>
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<tr>
<td>SED 372</td>
<td>DHH 350 (Spring ONLY)</td>
<td>SPH 471</td>
<td>SED 443</td>
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<tr>
<td>*TASC MOCK EXAM</td>
<td>SED 450</td>
<td>Practicum (Fall Only)</td>
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<tr>
<td># Some Students May Be Exempt</td>
<td>SED 450L</td>
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<tr>
<td>PASS MOCK TExES 181</td>
<td>PASS REAL TExES 181 (DH)</td>
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<tr>
<td>PASS REAL TASC</td>
<td>PASS REAL TASC (If Not Yet Passed in Spring)</td>
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<tr>
<td>9 Hrs</td>
<td>12 Hrs</td>
<td>12 Hrs</td>
<td>9 Hrs</td>
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**REMEMBER...**

- It is IMPERATIVE that you pay careful attention to course sequencing.
- Some courses are NOT offered every semester.
- Failure to sequence correctly or decisions differing from those that you were advised to make could result in “empty” semesters (i.e. “waiting it out”) until courses are offered again.
- Likewise, improper sequencing could result in you missing mock exams that are REQUIRED before the “real” exams can be taken.
- The “real” TASC 072 & TExES 181 (DHH) are REQUIRED to pass before the student teaching semester. *(Effective Fall 2011)*
- Do not assume a course will be offered during the semester you need it to be offered. Be sure to take advising seriously and pay close attention.
- Do not be afraid to ask for clarification before you get into a dire sequencing problem.

D/HH Program faculty are ALWAYS willing to meet with you and clarify any issues and/or answer any questions that arise. Consider each faculty member as a valuable member of your team in your endeavors toward your degree. Schedule regular (at least once a semester) one-on-one meetings with each faculty member to “check in”. We want you to be successful and are willing to work with you to that end.
ADVISING POLICIES & PRACTICES
ACADEMIC ADVISING OVERVIEW

1. An academic advising hold will be placed on your student account EACH SEMESTER before you will be allowed to register for courses.

2. Make an appointment with your advisor, our program advisor, in a timely manner EACH SEMESTER.

3. Go to COE Student Advising Online Appointment Center to schedule your appointment.

4. BE SURE TO KEEP YOUR APPOINTMENTS

5. Read over the Advising Do’s & Don’ts List on the following pages of the handbook. Be prepared.

6. Once you are advised, your advising hold will be released and you will be permitted to register for classes.

7. REGISTER FOR CLASSES AS YOU WERE ADVISED. Failure to do so may result in problems in future semesters with sequencing. It is your responsibility to follow through with the courses you were advised to take.

8. Throughout the semester, feel free to make an appointment with your advisor as needed for guidance and clarification.

9. STUDY this handbook – you may be required to pass a handbook quiz before you are advised.
TIPS FOR ACADEMIC ADVISING

“Do’s & Don’ts”

DO...

- **SEEK ADVISING EACH SEMESTER.** (Schedule with your advisor via the Advising Center Website EACH Semester! This is a requirement. Meeting with a DHH faculty member each semester is also encouraged, just to touch base. Degree plans can also be signed by DHH faculty each semester. Contact information can be found on page four of this handbook for advisors and faculty.)

- **CREATE A FILE** where you keep ALL of your advising forms from each advising session. Bring this file with you to all advising sessions and/or anytime you are on campus working on paperwork for your degree (filing for a degree plan, seeking signatures for special permissions, etc.)

- **SEEK CLARIFICATION** when you are confused! Do NOT leave your advisor until you fully understand what was advised and/or what actions have been requested of you.

- **BRING A PEN & PAD** with you each time you are advised.

- **TAKE NOTES** as your advisor speaks with you. Be clear and thorough in your note-taking.

- **WRITE LEGIBLY** when taking notes so that we may refer back to them when issues or questions arise. A quick, messy scribble on a half a post-it note is not a professional way to keep track of your business.

- **BE PREPARED!!!** Think before you walk into your advisor’s office! Do you have specific questions for her? WRITE THEM DOWN AHEAD OF TIME!

- **KEEP YOUR APPOINTMENTS.** It is unprofessional to be a “no show”. Give proper cancellation warning if necessary and reschedule immediately.

- **KEEP UP WITH YOUR PAPER TRAIL.** This includes written notes, advising forms, exchanged emails, etc.

- **GIVE PROMPT ATTENTION TO REQUESTED TASKS.** If your advisor or a DHH faculty member requests an action of you (go see the registrar, contact a professor, etc.), immediately follow through.

- **MAINTAIN A POSITIVE ATTITUDE!** No one likes being confused or having problems with a degree. We are here to help you and serve you. Don’t be rude. Practice your professional behaviors now. Conflicts, challenges and issues WILL occasionally arise. Meet them with a smile and a determination to find a workable solution while still being a team player.
TIPS FOR ACADEMIC ADVISING
“Do’s & Don’ts”

DON’T...

- **BE PASSIVE.** We advise you, yes. However, YOU are a responsible party to your own education. Pay attention, speak up and don’t be afraid to ask for answers, clarification or more detailed instruction.

- **ASSUME.** We are aware that you all discuss your degree, four year plans and advising sessions with your peers. We encourage this! However, just because a peer tells you one thing, you do not necessarily need to believe it until you have confirmed it with your advisor or a DHH faculty member (or BOTH, preferably). We work very hard to all remain on the “same page”. Any gossip or assuming on your part could result in erroneous information spreading unnecessarily.

- **BE AFRAID.** We have all had the misfortune of important paperwork suddenly turn up missing or someone not “dotting their i’s and crossing their t’s”. Respectfully and humbly request agreements in writing so that you have a paper trail and we can solve problems quickly and easily should they arise.

- **PROCRASTINATE!** Take care of your business in a timely fashion and you won’t have any last minute courses or requirements you “forgot” about. Keep on top of your responsibilities to avoid getting yourselves into dire situations.

- **TRY TO RUSH.** Certain courses are offered only once a year, others every two years. There is no “easy button” for becoming a teacher. Trying to fit four years worth of academics into three or less years cheats you of a quality experience at SFA.

- **DO IT YOUR WAY.** As the previous bullet states, sequencing of classes is of utmost importance. Should you decide to stray from your advisor’s four year plan for you, you might find yourself “stuck” some semesters, having to wait out semesters for courses to be offered again. Stick with the plan. Try to keep an eye on the big picture. It might be tempting to switch things up so that you’re off from school every Monday and Friday, but if it means you get out of sequence, you’ll have only yourself to blame down the line. Don’t allow a temporary gratification to destroy future paths for yourself.
TEACHER CERTIFICATION
EDUCATOR CREDENTIAL TESTING OVERVIEW & RESOURCES

What is credential (certification) testing?

In order to become a teacher in the state of Texas, you must “prove” to the state that you are prepared to do so. Currently, that “proof” is in taking and passing a specific set of certification exams. Each major within the College of Education requires a different group of tests. You are a Deaf Education major, so you will have tests geared 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)
3. Pedagogy and Professional Responsibilities (PPR) TExES Exam (EC – 12)

When do I take these exams?

You will FIRST need to take and pass “mock” exams for each of the three exams listed below. What this means is that at certain checkpoints throughout your courses, you will be given a practice exam for each of the three certification exams. These are usually attached to a course and are weighted in your grade for that particular course. On the following pages is a guide to which courses give these practice exams.

After taking the mock exams for each of the required certification exams, you will be “cleared” to register, pay for and take the REAL certification exams through ETS (Educational Testing Service) at www.texes.ets.org.

Once you have been “cleared”, you will fill out a CLEARANCE APPLICATION FORM (Click Here for Form). This form goes to the office of Carrie Baker (cabaker@sfasu.edu), our current Testing Coordinator. She will verify that you are clear to test (based on your grade on the mock exams). You will receive an email from her office detailing steps to register for the REAL exam(s).

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 only offered twice a year and postponing it might mean you’d have to wait an entire year to take the real exam if we were to follow the “one exam at a time” rule.)

Do I have to pay for these exams?

Yes. EACH exam will cost you $120.00. (Price Subject to Fluctuate)

Can I take the exams whenever I want, as long as I’ve been cleared?

Yes and no. You may choose your testing date. However, you must keep in mind a very important COE policy. You MUST take and pass the REAL certification exams for your field PRIOR to student teaching. This means that you will have had to have taken the courses with the mock tests in enough time to be cleared for the real exam, TAKE the real exam AND get a passing result back on the exam, ALL prior to your student teaching semester (NOT DURING your student teaching).
This means you will have to plan ahead and ensure that your classes are in proper sequence! This is why your advising sessions are so important.

Keep in mind, the DHH 181 exam is only offered four times per year, as it is not a computer-administered exam. This exam is still only available in the traditional paper format.

Also keep in mind, the TASC exam is only offered TWICE per academic year, once in late Fall and once in late Spring semesters. Plan accordingly!

Where can I find more information on testing?

SFASU Office of Assessment & Accountability  Click Here

ETS Website
www.texas.ets.org
This website also has practice materials for each exam. Follow the link on the left hand menu bar that reads “Preparation Materials”.
Scroll down until you find the appropriate exam to download the manual for that exam in PDF format.

Once I’ve passed my exams, how do I get my certificate?

A more detailed map will be included in this handbook. However, the quick answer is that once you’ve 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), an office branch of the Texas Education Agency (TEA).

Through SBEC and the testing process, you will be given a TEA Identification Number that is unique to you. You will use that number to create an account on the SBEC website (www.sbec.state.tx.us). From there, you will follow the instructions later in this handbook to obtain your official certification. This involves getting a background check, getting officially fingerprinted and paying SBEC fees each step of the way.

Do I have to pass these exams to graduate?

Yes and no. In order to fulfill your student teaching requirement, you must pass your content exams in order to move on to student 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. YOU CAN STILL WALK AT GRADUATION IF THIS IS THE CASE. 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.
1. Take all course requirements to be admitted to Teacher Education.
   
   *(Appendix B)*

2. Apply to Teacher Education *(Appendix B)*

3. Continue in All Coursework as Advised

4. During Your Course Sequencing, Take DHH 442

5. Pass the two-part Mock TExES 181 (DHH) Exam in SPH 476 and DHH 442.

6. Submit a CLEARANCE APPLICATION FORM *(Appendix D)* to the Office of Assessment & Accountability to Be Cleared for the TExES 181 (DHH) Exam

7. Follow Email Instructions to Register for the TExES 181 Exam

8. During Your Course Sequencing, Take SPH 478 (Interpreting)

9. Pass the Mock TASC toward the end of SPH 478

10. Submit a CLEARANCE APPLICATION FORM *(Appendix D)* to the Office of Assessment & Accountability to Be Cleared for the TASC (You may NOT take the TASC-ASL)

11. Follow Email Instructions to Register for the TASC

12. Complete All Remaining Coursework & Student Teaching

13. Graduate with a B.S. in Deaf & Hard of Hearing

14. Go to the SBEC Website *(www.sbec.state.tx.us)* and Follow the Instructions Outlined on SFA’s Page on Applying for Educator Credentials Online
   
   *Click Here for Instructions* (or Refer to the Instructions Later in this Handbook)
APPLYING FOR EDUCATOR CREDENTIALS ONLINE

HOW TO APPLY

Go to the SBEC website. Create an SBEC Online Account if you do not already have one [click on "Online Services for Educators" at the top of the screen and then "Create an SBEC Online Account."], and log in. If you have an established SBEC account, then use the "log in" screen. Complete an online application for the certificate.

HOW TO NAVIGATE THE SBEC WEBSITE

1. After you have logged in to your SBEC Online Account, click on "Applications" on the left side of the Educator Main Menu.
2. Select "Standard Certificates." (Select for all types of certificates including classroom teacher, principal, counselor, educational diagnostician, etc.).
3. Follow the instructions to apply for your certificate.

CHECKING APPLICATION PROGRESS

- Please complete the application for SBEC. All appropriate fees must be submitted to SBEC, including fingerprint fee (if applicable).
- After SFA completes the recommendation (which will be done automatically...you need not fulfill any requirements for this to occur), progress on the certificate may be monitored through the “SBEC Request Status Screen” by accessing the SBEC website. www.sbec.state.tx.us "Log In". Go to "Request Status" screen.
- NOTE: Recommendations cannot be made by SFA until degrees have been conferred on the final transcript (typically one week after graduation). Please allow 6 weeks for recommendations to be processed.

REMINDERS

- Please provide an email address which you check often. Communication about your certificate will be through email.
- Failure to provide all required documentation to the SFA Educator Certification Office within 30 days of the submitted on-line application will result in removal from the SBEC recommendation list.

WHEN TO APPLY FOR YOUR CERTIFICATE

UNDERGRADUATES MUST HAVE SUCCESSFULLY COMPLETED...

- At Least Two Certification Exams (PPR and a Content TExES)
- Student Teaching
- Bachelor’s Degree Conferred
- An educator who holds a Standard Texas Teaching Certificate has the option to take any content TExES exam by using the Certification by Exam option. If you are successful on these exams, they can be added to your certificate. Please note: Additional exams will not be available until the Standard Certificate has been issued by TEA. Clearance from SFA is not needed to take the additional exam.

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REQUIRED EXAMS FOR DHH CERTIFICATION

QUICK REFERENCE GUIDE

<table>
<thead>
<tr>
<th>EXAM</th>
<th>MOCK TEST</th>
<th>REAL TEST</th>
<th>SPECIAL INFO</th>
</tr>
</thead>
</table>
| TExES 181 | Part I in SPH 476 (Kennon Clears) Part II in DHH 442 (Whitney Clears) | BEFORE ST. TCHG. | Click for Prep Manual
|        |           |                           | Only Offered Four Times/Year
|        |           |                           | Paper-Based Only
|        |           |                           | Can Choose Testing Site
|        |           |                           | Cost is $120.00 |
| TASC 072 | During SPH 478 (Dyer Clears) | BEFORE ST. TCHG. | Click for Prep Manual
|        |           |                           | Taking TASC – ASL Not an Option
|        |           |                           | Only Offered Twice a Year
|        |           |                           | Performance Based
|        |           |                           | Can Choose Testing Site
|        |           |                           | Cost is $120.00 |
| PPR 160 | During SED 443 (St. Teaching Instructor Clears) | During or After St. Teaching (As soon as you pass the practice) | Click for Prep Manual
|        |           |                           | Offered MANY Times/Year
|        |           |                           | Computer-Based
|        |           |                           | Can Choose Testing Site
|        |           |                           | Cost is $120.00 |

OPTIONAL Exams AFTER CERTIFICATION

<table>
<thead>
<tr>
<th>EXAM</th>
<th>MOCK TEST</th>
<th>REAL TEST</th>
<th>SPECIAL INFO</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENERALIST EC – 6 &amp;/or</td>
<td>NO Need for Clearance You Will Register &amp; Take the Real Exam On Your Own (<a href="http://www.texes.ets.org">www.texes.ets.org</a>)</td>
<td>During the Student Teaching Semester (AFTER passing the TExES 181 Exam.)</td>
<td>This test MAY be required by some districts to prove “highly qualified” status. Just keep this in mind. If so, you will be responsible for taking this exam on your own after graduation.</td>
</tr>
<tr>
<td>Specialization Area Content Exam</td>
<td>Then Apply for “Additional Certification by Exam” via the SBEC Website (<a href="http://www.sbec.state.tx.us">www.sbec.state.tx.us</a>)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

REMININDERS & TIPS

- Plan ahead with your course sequencing!
- Be prepared to pay for these exams. Financial aid will have long posted by the time you need to pay, so if you need to save difference check money or save up personal funds, do so ahead of time. Warn your parents so that they can plan as well.
- You must pass the TExES 181 Practice Test with an 80% or Better.
- You must pass the PPR 160 Practice Test with a 75% or Better.
• You will be given your FIRST practice exam for the PPR the SAME DAY AS YOUR STUDENT TEACHING ORIENTATION. Should you pass this practice, you will be able to immediately request clearance and take the real exam. If you do not pass the practice, you will continue preparing for it via your SED 443 online coursework and take the practice repeated times at certain intervals throughout the semester. Be prepared to travel back to Nacogdoches for these practice dates! Once you pass one of the administrations, you may request clearance and register for the real PPR at that time.

• DO NOT PROCRASTINATE WITH THESE EXAMS
The policy for clearance for Practicum and Student Teaching in the Deaf and Hard of Hearing program is as follows:

1. Teacher candidates must complete and pass the TASC 072 Mock Interview during SPH 478 (Interpreting – Only Offered During Fall Semesters). Students who are exempt from the interpreting class still must make arrangements with Shelia Dyer to take the Mock Interview.
2. Passing the Mock Interview is a prerequisite for Practicum (SPH 471). It also clears a teacher candidate to register for the TASC test.
3. During or before the Practicum semester, teacher candidates must take and pass the TASC test.
4. Passing the “real” TASC test is a prerequisite for Student Teaching.

A teacher candidate who does not pass the Mock Interview during SPH 478 must repeat the course and pass the Mock Interview in order to begin the Practicum class (assuming all other prerequisites have been met). There will be no exceptions for any student who has taken the Mock Interview during SPH 478.

Students who are exempt from SPH 478 (Interpreting) must also pass the Mock Interview before the practicum class. Such students are fully responsible for making arrangements with the DHH program to practice for and take the Mock Interview before the Practicum (SPH 471) class. If a student who is exempt from SPH 478 does not pass the Mock Interview, that student must wait one semester before attempting the Mock Interview again. Before the Mock Interview is completed, that student must complete a growth plan to be developed by faculty members in the DHH program.

Exemptions from SPH 478 are granted for the following reasons:
- Acceptable/Equivalent Coursework from Another University
- BEI or RID Certification
- Substituting Another Course (As Required by the Office of Disability Services)
REMEDIATION POLICY FOR COMPLETING SPH 478 BEFORE PRACTICUM

**ALERT!!!**

ALL STUDENTS WILL BE REQUIRED TO PASS THE REAL TASC EXAM PRIOR TO STUDENT TEACHING. THERE WILL BE NO EXCEPTIONS! THIS IS A COE POLICY.

Occasionally, a teacher candidate may encounter unavoidable circumstances that prevent completion of SPH 478/TASC MOCK before student teaching. Such circumstances include, but are not limited to: The student transfers in from a community college and starts the ASL sequence too late to complete SPH 478 (Interpreting) before the Practicum (SPH 471) semester. Failing to pass the Mock Interview does not constitute an unavoidable circumstance. For unavoidable circumstances only, a teacher candidate may request a Remediation Plan in order to advance to the next level (practicum). In order to be considered for such a plan the student must submit in writing a Request for TASC Mock Interview Remediation Plan *(See Appendix C).*

The request must include the following:

1. The semester during which the teacher candidate plans to complete Practicum and Student teaching.
2. The location where the teacher candidate plans to complete Practicum and Student teaching.
3. The reason the teacher candidate is unable to complete the Mock Interview before Practicum or the reason the teacher candidate is unable to complete the TASC before student teaching.

DHH faculty members will meet to decide if the case merits a remediation plan. If it does, faculty members will discuss what remediation steps the teacher candidate may choose to complete.

Remediation choices may include any of the following:

1. Attending Workshops
2. Working as an Interpreter/Aid in a Deaf Education Classroom
3. Coursework from Other Universities
4. Videophone Conferences with Lab Assistants
5. Deaf Community Interaction with Specific Requirements
6. Online Tutoring (To Be Approved by Faculty in Advance)
Overview
During SPH 442 and SPH 476, teacher candidates must take and pass the comprehensive exams with a score of 80% or better. If the teacher candidate does not earn a high enough score, the program provides one more attempt with no required remediation agreement. If, upon completing the second attempt, the teacher candidate still has not scored 80% or higher, the candidate must meet with, develop, and follow a remediation plan before completing a 3rd attempt. After the third attempt, if the teacher candidate still has not reached the 80% minimum score, the only remaining option is to repeat the course.

Maintenance study
Following a staggered schedule, the teacher candidate will repeat quizzes for which she has scored 80% or better. The schedule is attached.

Remediation study
Following a staggered schedule, the teacher candidate will reread chapters on which she has not scored 80% or better, read supplemental materials and apply active study methods. The schedule is attached.

The following conditions apply:

1. For all remediation quizzes, the applicable text chapter must be read AND notes must be taken covering the key points.
   a. It is recommended that the student read the most recent quiz first to identify concepts that are emphasized.
   b. Notes must be thorough enough to convince the supervising instructor that the concept has been carefully studied.
2. After re-reading a chapter and taking notes, the teacher candidate must take the quiz for that chapter. The time limit is not to exceed 2 minutes per question except as disability accommodations specify.
3. If the teacher candidate scores AT OR ABOVE 80% on the week’s remediation quizzes on the first attempt after the start of this plan:
   a. Read the supplemental materials.
   b. Write a BRIEF summary of the content. A single paragraph of approximately ½ page is sufficient.
   c. During weekly meetings we will discuss old quizzes and why the chosen answers were incorrect.
4. If the teacher candidate scores BELOW 80% on the week’s remediation quizzes on the first attempt after the start of this plan:
   a. Read the supplemental materials.
   b. Write DETAILED notes of the content.
   c. Prepare a PowerPoint presentation covering the text chapter (originally used for the quiz) and the supplemental reading. We will then discuss both during weekly meetings.
d. Alternatively, choose one of the other “Active Study” activities in the choices section below.

e. During weekly meetings we will discuss old quizzes and why the chosen answers were incorrect.

f. After the weekly meeting, repeat the quiz until 80% or better is achieved. If multiple repetitions are required, an additional active study activity may be required. This will be up to the instructor’s discretion, based on progress and how close the score is to 80%.

Choices – Active Study
1. Outline the old text and new reading.
2. Compare and contrast old text and new reading – can be a chart
3. Create new quizzes from new readings – 20 questions with 4 choices each, well designed questions. The program will provide detailed instructions and rubrics if this option is selected.
4. Write an article on the topic.
5. Apply the principles in a chapter to a lesson plan during practicum.

*For all activities, the product must show a full understanding of key concepts. Use the quizzes as guidelines for the types of content. The supplemental readings may have additional topics that should be included, but do not address trivial information or the type of information that would not reasonably appear on a quiz.

Criteria for permit to take the TExES 181
1. The candidate must score 80% or better on the most recent attempt on ALL quizzes
2. The candidate must score 85% or better on the most recent attempt on at least 50% of the quizzes
3. The candidate must score 80% or better on BOTH the Kluwin and Stewart test and the Comprehensive test.
4. At least 85% percent of the remediation Active Study activities must be scored “Meets Expectations” or better on the scoring rubric.
5. The candidate must enroll in a 1 credit hour Independent study.

I agree to the terms of this Remediation Contract.

____________________________________  __________________
Instructor                                  Date

____________________________________  __________________
Teacher Candidate                           Date
PRACTICUM & STUDENT TEACHING (FIELD EXPERIENCES)
FIELD EXPERIENCES AT SFA • DHH PROGRAM

OVERVIEW

Field experiences are an integral part of the education process for Stephen F. Austin State University teacher education students.

During Practicum (SPH 471) and Internship (SED 450 & 450L), teacher candidates are assigned to school district placements to complete their hours requirements. For Practicum, students will be placed in a Deaf Education classroom. For Internship, students are placed in a “regular” education classroom (with the hope that we can accommodate their specialization field).

During Student Teaching, SFA teacher candidates are assigned to school district placements for a minimum of twelve weeks (DHH students have a THIRTEEN WEEK assignment – Split between elementary and secondary), where they will gradually take control of the classroom during each placement, making the transition from student to teacher. Classroom mentor teachers and university mentors share the responsibility of assessing and evaluating the student teacher's ability to manage a classroom. Student teaching is completed during the final semester prior to graduation.

BACKGROUND CHECKS DURING FIELD EXPERIENCES

Schools in which you are conducting your practicum, internship and student teaching will require background checks to be done before working with students and/or entering campus. Be sure to ask about this and submit any necessary paperwork as required.
DHH PRACTICUM FAST FACTS

- Attached to SPH 471.
- Practicum is only offered during Fall semesters.
- Placed in a Local Deaf Education classroom.
- Minimum Number of Hours Required: 25
- Variety of placements likely (Self-contained, inclusion, DHH student in mainstream, itinerant, Total Communication, oral, elementary, secondary, etc.).
- The DHH department will make your placement for you based on your application, availability, and criteria used by the program and the Perkins College of Education.
- Flexibility & understanding needed when we place you.
- We may require you to travel to Lufkin for your placement.
- Coursework required in addition to field hours.
- University mentor/Faculty (Whitney and/or Kennon) will supervise & make field site observation visits during your practicum experience.
- Web application is required – Spring semester BEFORE practicum.
  Access Web Application Here

DHH PRACTICUM FIELD SITES AVAILABLE

- Nacogdoches ISD, RDSPD*
- Lufkin ISD, RDSPD*
- We attempt placement locally (NISD) first, use Lufkin as backup.
- Consideration of practicum in your home district is also a possibility
  o This requires scheduling & planning WELL in advance!

*RDSPD - Regional Day School Program for the Deaf
INSTRUCTIONS FOR APPLICANTS

- Applications for Spring student teaching are due on September 15 of each year the semester prior to student teaching (Senior I). Currently, we only offer Student Teaching during the Spring semester.
- A copy of your application MUST be forwarded to all DHH faculty on the same deadlines. You may make a copy or a print out of your application and turn it in to our office.
- Applications should be submitted online, turned in to the Student Teaching Office in Room 118 of the McKibben Education Building (PCOE Student Advising Center) or mailed to: P.O. Box 6103 SFASU, Nacogdoches, TX 75962.
- If for any reason you do not plan to student teach after you submit your application, please notify the Student Teaching Office. ALSO NOTIFY ALL FACULTY MEMBERS IN THE DHH PROGRAM IMMEDIATELY!
- Notice the date of the Student Teacher Orientation prior to your student teaching semester. You may select from the list of placement sites found on this website. The DHH program operates under a separate list of possible field sites. See Donna Crawford (Student Teacher Coordinator) and/or a DHH faculty member for clarification when needed.
- Do not attempt to arrange your own placement. The Student Teaching Office makes all arrangements for student teaching assignments.
- Check the date of your TB test to be sure that it is current (less than 1 year old) before entering the classroom to teach.
- Notification of your student teaching placement will be sent by e-mail to the address indicated on the student teaching application. Provide an e-mail address that is current and check your e-mail frequently. If you have not received notification of your placement by the week of finals, please check with the Student Teaching Office regarding the status of your assignment.
- Student teaching is a 9 hour course load and will begin in January. Registration instructions will be given to you when you submit your student teaching application.
- Start and end dates for Student Teaching will be included on a separate Student Teaching Calendar, updated each semester. Start/end dates may or may not coordinate with the official SFA calendar.
- Students with special problems related to student teaching should confer with the Associate Dean & DHH Department PRIOR to placement. Special problems include any personal, medical or academic reason a student teaching may be unable to fulfill the full 13-week student teaching assignment.
- Students will be placed only if they have maintained a 2.5 GPA. Students will be dropped if their GPA falls below 2.5 at the end of the semester prior to student teaching.
Deaf & Hard of Hearing Program Handbook

- Students request three possible sites from schools with whom SFA has a contract for placing student teachers (see list on page 34 of handbook). Students are placed in any of the three choices where feasible. If a person cannot be placed in any of the three preferences, he/she is asked to make further choices.

- Assignments to specific buildings and to specific teachers are the responsibility of public school administrators. It is unprofessional for the student teacher, or someone on his or her behalf, to contact the district, principal, or classroom teacher in an effort to obtain a specific placement.

- Student teaching (9 hours) is considered full-time for financial aid purposes. A letter of eligibility can be obtained in Room 118 of the McKibben Education Building (PCOE Student Advising Center).

DHH STUDENT TEACHING FIELD SITES*

- **Local Area:**
  - Nacogdoches ISD RDSPD**
  - Lufkin ISD RDSPD
  - Livingston ISD

- **Tyler/Longview Area:**
  - Tyler ISD RDSPD
  - Longview ISD RDSPD

- **Austin Area:**
  - Texas School for the Deaf***

- **Dallas Area:**
  - Birdville RDSPD
  - Mesquite RDSPD
  - Denton ISD
  - Fort Worth ISD
  - Irving ISD
  - Greenville ISD

- **Houston Area:**
  - Aldine RDSPD
  - Clear Creek RDSPD
  - Cypress-Fairbanks RDSPD
  - Fort Bend RDSPD
  - Humble RDSPD
  - Katy RDSPD

**All non-local placements are contingent upon:**

1. The ability of the cooperating district to provide an appropriate placement in which the candidate is directly involved in planning, preparing lessons, and teaching students. Using the candidate as an interpreter/aid or any similar role for more than 25% of the placement will not be accepted.
2. The willingness of the cooperating district to work with teacher candidates whose signed communication training is primarily ASL.

3. The commitment by the cooperating district to ensure that the student teacher receives adequate training for the full duration of the student teaching placement—regardless of whether or not the student teacher is hired during the placement.

4. The availability of a qualified supervisor who is able to visit the remote site and conduct observations of at least 45 minutes 5 times or more during the placement.

*Although this list is not exhaustive and the possibility of additional sites may become available with faculty/district approval, keep in mind that not ALL school districts offer Deaf Education services. Placements deviating from this list MUST be made well in advance of applying for student teaching. No placements are guaranteed.

**RDSPD – Regional Day School Program for the Deaf

***If you would like to Student Teach with TSD, you must notify Lindsey Kennon at least two semesters PRIOR to student teaching. This means a full semester BEFORE you actually apply for Student Teaching. Placement is determined on a case-by-case basis and is not guaranteed.
DHH STUDENT TEACHING CHECKLIST & TIMELINE

PRIOR to Student Teaching
☐ My GPA is 2.5 or above
☐ I have completed all required coursework.
☐ I have taken AND passed the TExES 181 exam. (Effective Fall 2011)
☐ I have taken AND passed the TASC 072 exam. (Effective Fall 2011)
☐ I have applied for Student Teaching (Click for Online Application) by the deadline ($50 Charge for Late Applications)
☐ I have submitted a copy of my application to Kennon, Whitney and Dyer.
☐ I have reviewed the possible DHH field sites (different from the standard list!) and have selected THREE possible choices. I would be happy with any of the three choices.

DIRECTLY PRIOR to Student Teaching
☐ I have received information about Student Teaching Orientation and plan to attend (THIS IS MANDATORY!*)
☐ I understand that the afternoon of Orientation, I will be REQUIRED to take the first Practice PPR exam. (THIS IS MANDATORY!*)
☐ I have secured housing for my field site.
☐ I have reviewed the Student Teaching Calendar and am aware of my starting and ending dates.
☐ I have received my placement information and am 100% clear on where my student teaching experience will take place.

DURING/AFTER Student Teaching
☐ I have completed all coursework required for student teaching.
☐ I have a resume ready for the REQUIRED Teacher Job Fair.
☐ I am aware of the date of the Teacher Job Fair and have plans to attend (THIS IS MANDATORY!*)
☐ I am continuing to take the Practice PPR until passing and/or I have registered for, taken and/or passed the real TExES 160 PPR (EC – 12) exam.
☐ I have applied for graduation (deadline is normally mid-semester).

*Plan accordingly. These are REQUIREMENTS & will be strictly enforced. Talk with your family, make sure they understand these requirements as well. Do NOT NOT NOT plan any family vacations, surgeries (if you can help it), etc. during this entire timeframe. THERE WILL BE NO EXCEPTIONS!!! Of course, emergency medical situations will be considered. Failure to secure housing, taking a special trip or any other such event does NOT qualify as an emergency! Conduct yourselves professionally starting NOW! Failure to take care of your business may result in you being dropped from Student Teaching and waiting until your personal situation can accommodate a demanding semester of Student Teaching.
UNIVERSITY POLICIES

Students with Disabilities - To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabiltiyservices.

Academic Honesty - Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university polity on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

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

Withheld Grades Semester Grades Policy (A-54) - Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes and F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

View SFA’s Student Rights & Responsibilities Here for Additional Information
View Perkin’s COE Diversity Statement Here
DHH PROGRAM POLICIES • ASL DEPARTMENTAL EXAMS

The Deaf and Hard of Hearing Program offers departmental exams for ASL I (SPH 172) and ASL II (SPH 272). 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 including the following restrictions:

1. We cannot give the placement exam to any student who is officially enrolled in a course past the 12th class day.
2. We cannot give credit by exam to any student who was previously enrolled in the course.
3. A student may only attempt a placement test once.

PLACEMENT TESTS DESIGNED AS FOLLOWS:

SPH 172 – BEGINNING AMERICAN SIGN LANGUAGE (ASL I)

1) 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 before proceeding to the next portion. If an examinee passes this portion, we encourage taking the SPH 272 receptive portion of the departmental test before proceeding.
   a) A performance of the Three Little Pigs. This requirement is waived only if the student also passes the SPH 272 placement test (both parts).
   b) If examinee scores 70-79.5%, the exam may be retaken only after purchasing and using the SPH 172 StudyTool, which will address examinee weaknesses. Once the exam is taken a second time, further additional attempts will not be allowed.
2) If examinee scores less than 70%, registering for the course (or remaining in a course in which already registered) is required in order to receive credit.

SPH 272 – INTERMEDIATE AMERICAN SIGN LANGUAGE (ASL II)

1) A comprehensive test of vocabulary, phrase, and narrative comprehension. Vocabulary includes numbers (age numbers, money numbers, ordinal numbers, dates and counting numbers). This is a computer-administered test. The student will view the videos and type in answers.
   a) If examinee scores 70-79.5% on the computer-based receptive test, you may retake the test only after using the SPH 272 StudyTool or using SPH 272 online study materials with feedback from the instructor.
   b) If examinee scores less than 70%, the student must register for the course (or remaining in a course in which already registered) and attend it in order to receive credit.
2) An expressive test, which consists of a one-on-one interview with the test administrator. The interview will cover the following skills:
   a) Descriptions – Describing a scene.
b) Directions – Traveling from the Human Services building to locations on campus. For students who are new to the campus, this may consist of explaining how to go from the Human Services building to a location they have visited on the test day.

c) Problem Solving – Given a problem, how will you solve it?

d) Instructions – How to complete an activity.

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.
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: Varies by semester

Deaf Education Club

The Deaf Education Club, new in its inception, is a great way for our Deaf Education students (majors and minors alike) to connect. As a service oriented club, we seek to provide students with opportunities to apply what they learn in the classroom to "real world" issues in the community, more especially within the local Deaf Education public school setting and Deaf Community.

Our goal is to bring opportunities to students that allow them to relate what they are learning in their coursework to serving the Deaf Education populations in our community. Special projects, fundraising for local Deaf Education classrooms/programs and gathering together as a collaborative group to share ideas and thoughts make this a great organization in which to be a part.

Sponsor: Lindsey Kennon
OPPORTUNITIES FOR PROFESSIONAL GROWTH
Substituting in Public Schools

Nacogdoches ISD's RDSPD (Regional Day School Program for the Deaf) has a unique need. Because of the need for their Deaf Education teacher's and interpreter's substitutes to know sign language, their substitute pool is (logically) very small and limited. Our students can partner with NISD RDSPD by becoming substitutes for the district. In doing so, we are not only serving our local Deaf Education community, but our students can also benefit from this partnership as well.

Those students that have given their time as substitutes have shown great growth. We have noticed an increase in sign language proficiency, an increase in confidence level 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 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.

NISD Human Resources (936) 569-5000 Ext. 234
Nacogdoches RDSPD (936) 569-5000 Ext. 227

Community Involvement

Throughout the semester, different 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. SFA's College of Education quite frequently sponsors/hosts 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 deaf and hard of hearing students, 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).

Conference Website http://www.swced.org
University Student Registration Page Click Here

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.

Gallaudet University

Summer ASL Programs Offered / Available for all levels.
Appendix B: Criteria for Admission to Teacher Education

Stephen F. Austin State University
Criteria for Admission to Teacher Education
Effective February 2006

1. A degree plan with approximately 66 semester hours completed including at least 12 at SFASU.
2. Overall GPA at SFA of 2.5 or higher. The GPA must be maintained throughout the program.
3. A GPA of 2.5 or higher in teaching field courses that can be found on the degree plan under the specific teaching field. This GPA is calculated using only classes taken at SFA. The GPA must be maintained throughout the program.
   *All students must provide evidence of Basic Skills even if exempt from TASP/THEA.*
4. Demonstrate skills in reading with one of the following:
   a. THEA/TASP Reading score of 245
   b. ACT composite score of 23
   c. SAT total score of 1070
   d. GRE total score of 800 with at least 350 in verbal and 350 in quantitative
   e. Accu-placer Reading score of 83
5. Demonstrate skills in written communication with one of the following:
   a. THEA/TASP Writing score of 220
   b. ACT composite score of 23
   c. SAT total score of 1070
   d. GRE total score of 800 with at least 350 in verbal and 350 in quantitative
   e. Accu-placer Writing Composition score of 6 or Composition score of 5 plus Writing test score of 80
6. Demonstrate skills in mathematics with one of the following:
   a. THEA/TASP Math score of 230
   b. ACT composite score of 23
   c. SAT total score of 1070
   d. GRE total score of 800 with at least 350 in verbal and 350 in quantitative
   e. Accu-placer Math score of 63
7. Students must give permission for a criminal background check.**
8. Students must go to the State Board for Educator Certification (SBEC) at www.sbec.state.tx.us and register before applying for admission

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* Satisfies the requirement for critical thinking skills.
** Convicted felons are not eligible for admission to Teacher Education.

An application fee of $100 will be added to your registration bill, payable at the SFA Business Office.

These rules are subject to change by action of the State Board for Educator Certification or by the SFASU Teacher Education Council.
Appendix C: TASC CLEARANCE • REQUEST FOR REMEDIATION / EXTENSION

______________________________________________
LAST NAME                      FIRST NAME

______________________________________________
CID#

______________________________________________
ANTIPATED PRACTICUM SEMESTER        ANTICIPATED ST. TCHG. SEMESTER

______________________________________________
ANTIPATED PRACTICUM LOCATION         ANTICIPATED ST. TCHG. LOCATION

In the space below. Please explain the unavoidable circumstances which you feel merits consideration for a remediation plan. Faculty members will meet to consider your request. If it merits a remediation plan, they will develop a plan for you with remediation options.

Remediation Options May Include the Following:
1. Attending BEI workshops
2. Working as an interpreter in a deaf education classroom
3. Coursework from other universities
4. Videophone conferences with lab assistants
5. Deaf Community Interaction with specific requirements
Appendix E: EDUCATIONAL INTERPRETING MINOR Observation Hours

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting</td>
<td>Location</td>
</tr>
<tr>
<td>Arrival Time</td>
<td>Departure Time</td>
</tr>
<tr>
<td>Name of Interpreter Observed</td>
<td>Current Certificate Level (BEI or RID)</td>
</tr>
</tbody>
</table>

Certified Interpreter Signature | Student Signature

Date _______ | Date _______

Student Reflection:
____________________________________________________________________________________
____________________________________________________________________________________
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Appendix F: ACKNOWLEDGEMENT & RECEIPT VERIFICATION FORM

I, ______________________________, acknowledge that I have read the Deaf and Hard of Hearing Program Handbook in its entirety. I understand all policies, procedures and information presented in the handbook. At this time, I have no clarification questions that need to be addressed. I understand that if questions do arise, I may contact my program academic advisor or any Deaf and Hard of Hearing Program faculty member (Dyer, Kennon, Whitney) in order to request additional information and/or clarification as needed. I understand that this handbook and its contents do not replace the academic advising requirement each semester.

I, ______________________________, have satisfied the once-per-semester requirement to attend a Program Handbook & Advising Session for the ________ 20___ semester.

______________________________  ____________
Student Signature          Date