



James I. Perkins College of Education,
Humanities, and Social Sciences

DEAF AND HARD-OF- HEARING EDUCATOR PREPARATION

Program Handbook

Revised Spring 2026

STEPHEN F. AUSTIN STATE UNIVERSITY

THE UNIVERSITY OF TEXAS SYSTEM ★ NACOGDOCHES, TEXAS

Deaf & Hard-of-Hearing Program Handbook

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FACULTY DIRECTORY

Dean, College of Education

Dr. Dustin Knepp

mdknepp@sfasu.edu

(936) 468-2803

Interim Chair, Department of Education Resources

Dr. Brian Uriegas

uriegasb@sfasu.edu

(936) 468-2904

DHH Program Coordinator & Faculty, Deaf & Hard-of-Hearing Educator Preparation Program

J. Lindsey Kennon, Ed.D., Assistant Professor

jlkennon@sfasu.edu

ECRC • Second Floor • Suite 209T

(936) 468-5510

Faculty, Deaf & Hard-of-Hearing Educator Preparation Program

Margaret H. Patterson, MPA, Lecturer

mhpatterson@sfasu.edu

ECRC • Second Floor • Suite 209U

(936) 468-1140

Faculty, Deaf & Hard-of-Hearing Educator Preparation Program

Mandy Seybold, Ed.D., Instructor

mseybold@sfasu.edu

ECRC • Second Floor • Suite 209V

(936) 468-1317

Student Advisor, Deaf & Hard-of-Hearing Program

Marianne Payne

Marianne.Payne@sfasu.edu

Purple Doors Advising Office • Ferguson Building • Room 291

(936) 468-2205

Department of Education
Resources

P.O. Box 13018 • SFA Station •
Nacogdoches, TX 75962

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, but we also 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), the State Board for Educator Certification, and the Council for Exceptional Children (CEC) 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

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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

Please visit the [PCOEHSS SFA Webpage](#) for up-to-date information and to learn more about the James I. Perkins College of Education, Humanities, & Social Sciences.

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DEPARTMENT OF EDUCATION RESOURCES

Mission & Values

VISION

The Department of Education Resources 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 Resources 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.

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 the [Education Resources SFA Webpage](#) for up-to-date information and to learn more about the Department of Education Resources.

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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

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/deafandhardofhearing 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 is a B.S. in Deaf Education?

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. Your degree is awarded by Stephen F. Austin State University. Certification is awarded by the Texas State Board for Educator Certification (SBEC).

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 in Deaf Education. 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 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 in Deaf Education. Our candidates often choose this route. 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 after your last semester of coursework (clinical teaching).

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 settings. SFA's Minor in Educational Interpreting will not fully prepare you to be an interpreter. 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 to attempt any exam for credit. You can attempt to test out of ASL courses I - III. We offer “test 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. For levels beyond ASL I, a proficiency interview can be scheduled to determine your starting ASL course level. You will receive a "P" as credit for any level successfully tested, which bears no weight on GPA.

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

Please contact the Deaf Education program at deafeducation@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 service professions, education will **always** be a field in "high demand". The specialization area in Deaf Education allows you to be even more marketable, as this field has long been considered a "high need" area. When you graduate with a degree in Deaf Education from SFA, you will be able to serve a wide range of students in our public school system (grades PK – 12!) This allows you to move seamlessly into any open position within our field. 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 after graduation/certification.

Deaf Education faculty will 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!

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DEAF & HARD-OF-HEARING DEGREE MAP

[Access DFHH Degree Map Online – CLICK HERE!](#)

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

Deaf and Hard of Hearing, BS

Stephen F. Austin State University
Degree MAP

Current as of Fall 2025

First Year									
Fall Term					Spring Term				
Course	Number	Course Group/Description	Hours	Grade	Course	Number	Course Group/Description	Hours	Grade
SGNL	1301	Beginning American Sign Language (B or better)	3		SGNL	1302	Intermediate American Sign Language (B or better)	3	
ENGL	1301	Rhetoric and Composition (C or better)	3		ENGL	1302	Research and Argument (C or better)	3	
HIST	1301	United States History I	3		HIST	1302	United States History II	3	
MATH	1350	Introduction to Foundations of Mathematics I (C or better)	3		MATH	1351	Intermediate Mathematics for Elementary Teachers	3	
		Communication Core(Speech Option)	3				Life and Physical Science Core	4	
Total Semester Hours			15		Total Semester Hours			16	
Second Year									
Fall Term					Spring Term				
Course	Number	Course Group/Description	Hours	Grade	Course	Number	Course Group/Description	Hours	Grade
SGNL	2301	American Sign Language III (B or better)	3		SGNL	2302	American Sign Language IV (B or better)	3	
HDFS	2302	Human Growth and Development	3		DFHH	2304	Foundations in Deaf Education (B or better)	3	
READ	3320	Language and Literacy I	3		SPED	3310	History of Special Education Law and Current Legal Considerations	3	
GOVT	2305	Federal Government	3		GOVT	2306	Texas Government	3	
DFHH	2303	Deaf Culture (B or better)	3				Creative Arts Core	3	
Total Semester Hours			15		Total Semester Hours			15	
Third Year									
Fall Term					Spring Term				
Course	Number	Course Group/Description	Hours	Grade	Course	Number	Course Group/Description	Hours	Grade
DFHH	3370	Language and Literacy for the Deaf (B or better)	3		DFHH	3379	Assessment and Accountability in DHH Settings (B or better)	3	
DFHH	3390	Manual Communication Interpreting	3		DFHH	3399	Capstone Course	3	
DFHH	3350	Audiology for Educators of the Deaf (B or better)	3		DFHH	3389	Systems of Manual Communication (B or better)	3	
SPED	3320	Instructional Planning for Exceptional Learners	3		SPED	4350	Special Education Field Experience I	3	
		Language, Philosophy and Culture Core	3				Social and Behavioral Science Core	3	
Total Semester Hours			15		Total Semester Hours			15	
Summer									
DFHH	4301	Teaching Science in Deaf Education Settings (B or better)	3		DFHH	4302	Teaching Social Studies in Deaf Education Settings (B or better)	3	
		Total Semester Hours	6						
Fourth Year									
Fall Term					Spring Term				
Course	Number	Course Group/Description	Hours	Grade	Course	Number	Course Group/Description	Hours	Grade
DFHH	4304	Internship in Deaf Education (B or better)	3		SPED	4242	Clinical Teaching in Special Education	6	
DFHH	4303	Teaching Mathematics in Deaf Education Settings (B or better)	3		SPED	4343	Special Education Professional Responsibilities Seminar	3	
DFHH	3329	Survey of Deaf Plus Exceptionalities	3						
		Elective	1						
		Life and Physical Science Core	4						
Total Semester Hours			14		Total Semester Hours			9	
								Total Hours for Degree	
								120	

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DEAF & HARD-OF-HEARING PROFESSIONAL STANDARDS

Two primary governing bodies provide educator standards for the Field of Special Education both nationally and at the state level: The Council for Exceptional Children (national) and the State Board for Educator Certification via the Texas Education Agency (state). The CEC and SBEC 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. Program 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).

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

In addition, the SFA DHH EPP aligns coursework to the optional [CEC/DHH Specialty Standards](#). As indicated, this specialty set of standards delineate the essential knowledge and skills that beginning Teachers of the Deaf Education professionals must possess to be ready to begin their practice within specific categories of disability protected by the IDEA, specifically in the field of Deaf Education.

- The [Texas State Board for Educator Certification \(SBEC\)](#) Standards has also established local state standards for DHH EPPs, the [Deaf & Hard-of-Hearing Educator Standards](#). These DHH EC-12 Educator Standards add a vital additional layer of expectations and competencies set forth by the [Texas Education Agency](#). Our [Program Learning Outcomes](#) are aligned to this more narrow set of standards, as this layer provides the most direct application to the Texas EC-12 d/Deaf and hard-of-hearing student population.

Program Standards/Learning Objectives (Direct Links to Standards)

- [CEC Initial SPED Preparation Standards \(K – 12\) \(Revised 2020\)](#)
- [CEC SPED EI/ECSE Standards](#) (Effective 2023)
- [CEC/DHH Specialty Standards](#)
- [TEA Deaf and Hard-of-Hearing Educator Standards](#) (Revised 2004)
- [Classroom Teacher Pedagogy Standards](#) (Revised Spring 2025)
- [Pedagogy & Professional Responsibilities Standards \(EC – 12\)](#)
- [American Sign Language Teacher's Association Standards](#)
- [TEA Technology Applications EC-12 Standards](#)
- [ISTE Standards](#) and [InTASC Standards](#)

Courses in the Deaf & Hard-of-Hearing EPP are aligned to the [James I. Perkins College of Education Vision, Mission, and Core Values](#).

Our curriculum and coursework also include exposure to the [Expanded Core Curriculum for Students Who are Deaf and Hard-of-Hearing](#), originally 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.

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 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 deafeducation@sfasu.edu.

REQUIRED COURSEWORK FOR THE Deaf Studies 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 3370	Language & Literacy for the Deaf	DFHH 2304 (B or Better)	Fall	3
			TOTAL HOURS	24

Minor In Educational Interpreting

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 us at deafeducation@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
			TOTAL HOURS	27

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. **(NOTE: This course requires candidates to obtain ten (10) clock hours of observation in a Deaf Education setting as well as five (5) clock hours of Deaf Education professional development.)** **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. **(NOTE: This course requires candidates to complete an embedded field experience called the Assessment Practicum. Candidates will obtain ten (10) clock hours of field experience with a certified Teacher of the Deaf to serve as an Assessment Mentor to complete the Assessment Practicum requirements.)**

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 (Deaf Education Field II) - 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. (NOTE: This course requires candidates to obtain 75 field experience hours in a Deaf Education setting.) **Prerequisite:** DFHH 3370 (B or Better) & Pass TASC Clearance Exam

SPED 3310

History of Special Education Law & Current Legal Considerations

SPED 3310 provides candidates with a history of special education litigation and legislation. Specifically, students will gain a deeper understanding of the Individuals with Disabilities Education Improvement Act (IDEA), the major legislation governing the provision of special education services. Students will become familiar with federal statutes and regulations concerning assessment and evaluation procedures, due process and mediation, discipline, individual education plans (IEPs), free appropriate public education (FAPE), and least restrictive environment (LRE). **Prerequisite:** DFHH 3329 (B or Better)

SPED 3320

Instructional Planning for Exceptional Learners

SPED 3320 applies knowledge of the exceptional learner to the examination of curriculum (PK – 12 TEKS across content areas), instruction, planning, and assessment in learner-centered Special Education settings. This course introduces SPED educator candidates to the process of lesson planning for different content areas and contexts with Special Education. Best practice strategies are examined and applied to best meet the needs of the exceptional learner. Emphasis will be placed on the development and assessment of IEPs. **Prerequisite:** SPED 3310 (B or Better)

SPED 4350

Special Education Field I - Offered Spring ONLY

SPED 4350 is a field experience application course in which special education candidates apply knowledge surrounding SPED programming, curriculum, instruction, and assessment designed to meet the needs of students in SPED settings. The professional roles and responsibilities of teaching are also emphasized. Additional topics include

classroom management, team, collaboration, and SPED structure and organization (various settings), and the role of the SPED educator. **(NOTE: This course requires candidates to obtain 75 field experience hours in a Deaf Education setting.) Prerequisite: SPED 3320 (B or Better) & Admission to the EPP**

SPED 4343

Special Education Professional Responsibilities Seminar - Offered Spring ONLY

This seminar provides a forum for clinical teachers in special education settings to engage in professional dialogue with peers and cooperating, educators, while implementing requirements for planning, instruction, and assessment to complete a teacher performance assessment (TPA). **(NOTE: This course requires candidates to complete the SPED edTPA portfolio.) Prerequisite: Admission to the EPP; Co-Requisite: SPED 4242**

SPED 4242

Clinical Teaching in Special Education - Offered Spring ONLY

Candidates complete their final semester in clinical settings within the content area of certification. **(NOTE: This field experience requires placement in a SPED or DHH setting in Texas public schools and last a total of 490 clock hours (minimum) or 70 instructional days.) Prerequisite: Admission to the EPP; Classification Restriction: Senior**

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	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	DFHH 2304	Fall

	in Deaf Education Settings	(B or Better)	
DFHH 4304	Internship in Deaf Education (Field II)	DFHH 3370 (B or Better) Pass Clearance TASC Exam	Fall
SPED 3310	History of Special Education Law & Current Legal Considerations	DFHH 3329 (B or Better)	Spring
SPED 3320	Instructional Planning for Exceptional Learners	SPED 3310 (B or Better)	Fall
SPED 4350	Special Education Field I	Admission to EPP	Spring
SPED 4343	Special Education Professional Responsibilities Seminar	Admission to EPP SPED 4242 Co-Requisite	Spring
SPED 4242	Clinical Teaching in Special Education	Admission to EPP SPED 4242 Co-Requisite	Spring

DEAF EDUCATION FIELD EXPERIENCES QUICK GUIDE

COURSE	FIELD EXPERIENCE DETAILS & REQUIREMENTS
DFHH 2304 Foundations in Deaf Education	• Pre-Field Experience • 10 Clock Hours of Observation in Deaf Education Setting in Texas • 5 Clock Hours of Deaf Education Professional Development
DFHH 3379 Assessment & Accountability in DHH Settings	• Assessment Practicum (Embedded Field Experience) • Field Experience Co-Requisite • 10 Clock Hours with Assessment Mentor in Deaf Education Setting in Texas
SPED 4350 SPED Field I	• Field Experience I – Deaf Education Settings in Texas • 75 Clock Hours Required • Spring Junior Semester
DFHH 4304 Deaf Education Internship (Field II)	• Field Experience II – Deaf Education Settings in Texas • 75 Clock Hours Required • Fall Senior Semester • Application for Clinical Teaching During this Course
SPED 4242 & SPED 4343 Clinical Teaching	• Clinical Teaching – DHH Settings in Texas • 490 Hours (Minimum) or 70 Instructional Days Required • Spring Senior Semester • “Diverse Settings” REQUIRED by TEA for All-Level Certifications

EDUCATOR CERTIFICATION EXAMS & CREDENTIALING INFORMATION

Deaf & Hard-of-Hearing Program Handbook

EDUCATOR CREDENTIALING

Exam Overview & Resources

What is credential (certification) testing?

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 on 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 specific 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 displays the mySFA portal for Stephen F. Austin State University. The top navigation bar includes links for HOME, REGISTRATION, ACADEMICS, ADVISING, BILLING, FINANCIAL AID, CAMPUS LIFE, STUDENT EMPLOYEE, ADVISOR, FACULTY, and RESEARCH. The left sidebar lists various services including DDL, SMARTER MEASURES, GRADUATION, and EDUCATOR PREPARATION. The main content area shows the 'Certification Testing Clearance Request Form' with instructions and a dropdown menu for 'NAME OF TEST'. Red arrows and numbers 1, 2, and 3 highlight specific elements: 1 points to the 'Academics' link in the top navigation bar; 2 points to the 'Certification Testing Clearance Request Form' link in the left sidebar under 'EDUCATOR PREPARATION'; 3 points to the 'Click to submit request for test' button at the bottom of the form.

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 edcerttesting@sfasu.edu.

Do I have to pay for these exams?

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

The edTPA is a performance-based exam and costs are higher, around \$311. (Price Subject to Fluctuate)

Some semesters do offer vouchers and/or scholarships for paying for exams, but this is subject to funding availability and is not guaranteed.

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 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. To fulfill your clinical teaching requirement, you must pass your content exams to move on to clinical teaching. For the edTPA 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	EXAM	ADDITIONAL INFO
<u>TEXES 181</u>	During DFHH 3399 (Capstone Course)	Prior to Clinical Teaching (Spring Junior/Fall Senior)	<u>Click for Prep Materials</u> CAT (Computer Administered Test) Continuous Offerings Can Choose Testing Site Cost is \$116.00*
<u>TASC 072</u>	During DFHH 3390 (Interpreting)	Prior to Clinical Teaching (Spring Junior/Fall Senior)	<u>Click for Prep Materials</u> Only Offered Periodically Performance Based Can Choose Testing Site Cost is \$116.00*
<u>edTPA</u>	DFHH 4304 (Field II)	During Clinical Teaching (Final Semester)	Prep Materials Provided in Coursework Performance-Based Exam Cost is Approx. \$311*

*State-funded assistance for this exam may be available. Discuss with program faculty.

FIELD EXPERIENCES

Deaf & Hard-of-Hearing Program Handbook

DEAF AND HARD-OF-HEARING FIELD EXPERIENCES

Overview of Field Experiences

COURSE	FIELD EXPERIENCE DETAILS & REQUIREMENTS
DFHH 2304 Foundations in Deaf Education	• Pre-Field Experience • 10 Clock Hours of Observation in Deaf Education Setting in Texas • 5 Clock Hours of Deaf Education Professional Development
DFHH 3379 Assessment & Accountability in DHH Settings	• Assessment Practicum (Embedded Field Experience) • Field Experience Co-Requisite • 10 Clock Hours with Assessment Mentor in Deaf Education Setting in Texas
SPED 4350 SPED Field I	• Field Experience I – Deaf Education Settings in Texas • 75 Clock Hours Required • Spring Junior Semester
DFHH 4304 Deaf Education Internship (Field II)	• Field Experience II – Deaf Education Settings in Texas • 75 Clock Hours Required • Fall Senior Semester • Application for Clinical Teaching During this Course
SPED 4242 & SPED 4343 Clinical Teaching	• Clinical Teaching – DHH Settings in Texas • 490 Hours (Minimum) or 70 Instructional Days Required • Spring Senior Semester • “Diverse Settings” REQUIRED by TEA for All-Level Certifications

PRE-FIELD (DFHH 2304)

DFHH is our introductory course in Deaf Education, appropriately titled Foundations in Deaf Education. During this course, students will obtain 10 hours of observation in a Deaf Education setting (various grade level exposure required), as well as 5 hours of professional development specific to Deaf Education.

ASSESSMENT PRACTICUM

Assessment in Special Education requires specific training and significant specialized knowledge. DFHH 3379, Assessment & Accountability in DHH Settings, places students in field experiences with experienced Teachers of the Deaf (TODs) throughout the state to guide and mentor them in assessment in Deaf Education. A minimum of 10 clock hours are obtained through this collaborative mentorship as candidates complete the Assessment Portfolio for the course, working with learners in Texas public schools who are DHH.

FIELD I (SPED 4350)

During SPED 4350 - Special Education Field I, candidates will gain 75 clock hours in a Deaf Education setting. Coursework (synchronous and asynchronous remote learning) and field-based supervision accompany this experience. Settings for this placement are varied and include district partnerships from across the state. Local (Nacogdoches area) placements are also 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 within the Texas RDSPD structure.

FIELD II (DFHH 4304)

DFHH 4304 – Internship in Deaf Education (Field II) is a continuation of the Field I experience, with 75 clock hours required in a Deaf Education setting. Coursework (synchronous and asynchronous remote learning) and field-based supervision accompany this experience. Settings for this placement are varied and include district partnerships from across the state. Local (Nacogdoches area) placements are also 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 within the Texas RDSPD structure.

Candidates wishing to intern with Texas School for the Deaf must communicate to DHH faculty as early as possible within their program.

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 Field I and Field II experiences, educator candidates will be placed in a Deaf Education setting to complete their clinical teaching field experience semester. During clinical teaching, candidates will gain approximately 490+ clock hours in a Deaf Education setting. Coursework (synchronous and asynchronous remote learning) and field-based supervision accompany this experience. Settings for this placement are varied and include district partnerships from across the state. Local (Nacogdoches area) placements are also 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 within the Texas RDSPD structure.

Candidates wishing to clinical teach with Texas School for the Deaf must communicate to DHH faculty as early as possible within their program.

Deaf Education Specific Additional Resources for Field-Based Experiences

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.

[RDSPD LOCATOR WEB RESOURCE](#)

[Statewide Outreach Center](#)

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.

[ACCESS THE STATEWIDE OUTREACH CENTER](#)

Texas Education Agency

The [Texas Education Agency's Sensory Impairments](#) webpage offers some statewide resources for our field.

TEA's [Texas SPED Support](#) offers resources and professional development opportunities for SPED educators and TODs.

Education Service Center Region 11

[ESC Region 11](#) is the statewide leader/liaison for Deaf and Hard-of-Hearing services in Texas.

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, Humanities, & Social Sciences 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) EXAM

Credit By Exam Policy

The Deaf and Hard-of-Hearing Program offers departmental exams for ASL I (SGNL 1301), ASL II (SGNL 1302), and ASL III (SGNL 2301). 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 to receive credit for either ASL I, ASL II, and/or ASL III. 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.

NOTE: It is the responsibility of the student/candidate to communicate with program faculty as exams/courses are completed. Students/candidates are required to self-report final course grades to program faculty in order for appropriate paperwork to begin routing to the appropriate offices for credit. Failure to communicate with faculty in a timely manner could result in a delay of credits being added to the transcript.

* 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 DHH program faculty at deafeducation@sfasu.edu](mailto:deafeducation@sfasu.edu) with further inquiries.

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). The Practice TASC interview process is started during DFHH 3390.
2. Passing the Practice TASC interview is a prerequisite for DFHH 4304 - Internship in Deaf Education (Field II). It also clears a teacher candidate to register for the [TASC 072](#) exam.
3. Passing the [TASC 072](#) exam is a prerequisite for Clinical Teaching.
4. An educator candidate who does not pass the Practice TASC interview prior to DFHH 4304 – Internship in Deaf Education (Field II) 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 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 (Field II). 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 II).

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, along with additional course requirements/parameters, clears a teacher candidate to register for the [TEExES 181](#) exam.
3. During or before the Field II (DFHH 4304) semester (typically, the Senior I semester), educator candidates will take and pass the [TEExES 181](#) exam.
4. Passing the [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

TExES 181 and TASC 072 EXAMS Remediation Policy

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

1. Scores for the TExES 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 TExES 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 TExES 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 TExES 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. (Summer remediation is not available.) 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 TExES 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 could 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.

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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 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 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

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PROFESSIONAL DISPOSITIONS POLICY

EDUCATOR CONDUCT & PROFESSIONAL BEHAVIORS EXPECTATIONS

Professionalism is expected at all times whether attending classes and/or meetings in person, online, or engaging with students in field placements. As a **Deaf Education educator candidate**, you are demonstrating the professional skills required of individuals seeking certification as **Deaf Education professionals and Teachers of the Deaf**.

Deaf Education professionals serve students who are d/Deaf or Hard-of-Hearing and must maintain high standards of professionalism, communication, and ethical conduct in both university coursework and field-based experiences. Candidates represent the Deaf Education program, the university, and the profession in all interactions with students, families, school personnel, and members of the Deaf community.

BENCHMARKS PROCEDURES

Candidates will be evaluated on professional demeanor and dispositions informally at all times and formally through course benchmarks. The following courses will serve as formal benchmark courses for assessment of candidates' professional dispositions:

COURSE	BENCHMARKS	EVIDENCE
SGNL 2301 American Sign Language III	• End-of-Semester Benchmark • Faculty Survey • Candidate Self-Assessment	• Deaf & Hard-of-Hearing Professional Dispositions Rubric • Faculty & Stakeholder Informal Observation • Continuation Meetings
DFHH 2304 Foundations in Deaf Education	• End-of-Semester Benchmark • Faculty Survey • Candidate Self-Assessment	
SPED 4350 SPED Field I	• End-of-Semester Benchmark • Faculty Survey • Candidate Self-Assessment • Mentor Survey	
DFHH 4304 Deaf Education Internship (Field II)	• End-of-Semester Benchmark • Faculty Survey • Candidate Self-Assessment • Mentor Survey	

CONSEQUENCES OF UNPROFESSIONALISM

When benchmark expectations related to professional demeanor and dispositions are unmet, the infractions will be documented via the measures listed in the chart above. Levels of infraction are listed below:

1st Professional Infraction – Email from the course instructor with feedback for improvement.

2nd Professional Infraction – Formal meeting with the course instructor.

3rd Professional Infraction – Referral to Program Review Panel

Additionally, a combination of any three behaviors that display a lack of professionalism will result in a 10-point reduction in your overall course grade (i.e. one letter-grade reduction). Infractions are at the full discretion of the course instructor. Course failure may result. **NOTE:** A combination of three behaviors can derive from one single professionalism component (example, being absent three times).

Examples of behaviors that signify lack of professionalism include but are not limited to the following: inappropriate dress, tardiness, unexcused absences, late assignments, academic dishonesty, ongoing submission of incorrect assignments, or failure to maintain professional communication and conduct in Deaf Education settings. **Refer to the Deaf & Hard-of-Hearing Professional Dispositions Rubric.**

PROFESSIONAL EXPECTATIONS OF CANDIDATES IN THE DEAF & HARD-OF-HEARING EPP

Preparation to become a Deaf Education professional requires more than the development of instructional knowledge and technical skill. It also requires the cultivation of professional dispositions that reflect ethical conduct, respect for Deaf individuals and Deaf communities, and a strong commitment to ensuring language and communication access for students who are Deaf or Hard of Hearing. Throughout the program, candidates are expected to demonstrate professionalism, integrity, collaboration, and cultural and linguistic responsiveness in their work with students, families, colleagues, and community members. Candidates must recognize the central role of accessible communication, visual learning environments, and respect for Deaf culture in supporting student success. These dispositions are intentionally developed through coursework, field experiences, and professional feedback as part of the candidate's ongoing formation as a Deaf Education professional and advocate for equitable educational access.

Academic Honesty

Deaf Education candidates complete original assignments and/or give credit to individuals if using resources to prepare assignments. The candidate understands that original material not created by the candidate is the intellectual property of another (plagiarism) and may not be published in any format or third-party site without written permission from the owner (collusion). If allowed by the instructor, the use of AI as a resource may be used; however, the use of AI to generate original assignments is prohibited. Self-plagiarism is reusing your own specific wording and ideas from work that you have previously submitted. Collusion is a form of cheating which occurs when a submission restricted to individual effort is shared with another individual through direct contact or third-party resources allowing another individual to use and submit the copied work as their own.

Appearance

Deaf Education candidates must be appropriately dressed for the required setting. When engaging with students, whether in person or in virtual formats, candidates dress according to the campus dress code. Because communication in Deaf Education settings is often visual, candidates should maintain a professional appearance that supports effective communication (for example, avoiding clothing or accessories that obstruct clear signing or visual communication).

Assigned Responsibilities

While in field placements, Deaf Education candidates must follow the lead of the host teacher to carry out all responsibilities with enthusiasm while demonstrating initiative. Candidates should actively observe instructional practices related to language access, visual communication, and Deaf Education pedagogy. Candidates are encouraged to focus on their own professional growth and learning rather than comparing experiences with other candidates.

Attendance

It is the expectation of the Department that all enrolled students demonstrate professionalism through a consistent presence in required class meetings and field experiences. Absences must be excused with proper documentation. Excessive absences, unexcused absences, and excessive tardies may result in loss of points on the candidate's professionalism grade and/or assignment grades that pertain to the day(s) and/or time(s) missed. Absences whether excused or unexcused that result in missing 15% or more of instructional time/content will result in failure of the course. The threshold for consistent presence is 85% of all class meetings. Students who have a medical or other extreme emergency must provide documentation to excuse absences beyond the 85% threshold. The instructor and/or host teacher in field courses must be notified of each absence prior to or immediately upon the occurrence of the absence. Any missed observation time in the field must be made up minute for minute. These expectations

also apply to online courses. While this looks different in courses that are synchronous versus asynchronous courses, the expectation is still 85% engagement.

Interpersonal Communication

Deaf Education candidates must demonstrate collaborative efforts with host teachers, interpreters, related service providers, other teacher candidates, and instructors/professors. Candidates are expected to communicate respectfully and professionally with peers, host teachers, site coordinators, interpreters, families, and others on the campus. Because Deaf Education often involves close collaboration with Deaf individuals and the Deaf community, candidates must demonstrate cultural respect, professionalism, and confidentiality when interacting with Deaf students, families, and community members. Candidates must maintain professional communication about individuals and groups associated with SFASU and partnering facilities on all social and print media published and/or shared with others.

Professional Written Communication

When you email any representative from the department, remember that you are communicating with a professional. Look at what you have typed before you send the email. Begin the email with an appropriate salutation and end by signing your name. Make sure the email includes a specific question and/or provides clear information. Proofread for typos prior to sending. Candidates should expect a response within 48 hours of sending your email during the work week. If you do not receive an answer in 48 hours, please re-send the email.

Professionalism & Commitment

Deaf Education candidates are expected to employ effective instructional strategies appropriate for students who are Deaf or Hard of Hearing. Candidates must demonstrate a commitment to the Deaf Education profession by being punctual, attending all required classes and field experiences, exhibiting enthusiasm and initiative, and maintaining confidentiality at all times (inside and outside of school settings). Candidates are also expected to demonstrate a commitment to communication access and language development for Deaf and Hard-of-Hearing students.

Professional Demeanor

Deaf Education candidates must maintain a high level of professionalism, including presenting themselves in a professional manner, practicing appropriate language, maintaining confidentiality, and communicating respectfully with students, peers, host teachers, and supervisors. Because Deaf Education communities are often small and interconnected, maintaining confidentiality and professional boundaries is especially important when discussing students, families, and school personnel. Electronic devices, including cell phones, are not allowed in any host teacher's classroom without prior approval from the site supervisor.

Punctuality

Deaf Education candidates should arrive to class and field experience locations ten (10) minutes prior to the report time. To be "on time" is to be late. Candidates are expected to remain in class or field settings for the expected time and may be required to document attendance. Punctuality expectations also apply to virtual observations. Arriving late or leaving early will impact your attendance grade.

Professional Use of Signed Communication

Candidates are expected to demonstrate professional and respectful use of signed communication in instructional and professional settings. Language used in signed communication should reflect appropriate professional boundaries and respect for Deaf culture and the Deaf community.

Confidentiality within the Deaf Community

Because Deaf communities are often closely connected, candidates must exercise heightened awareness regarding confidentiality when discussing students, families, or educational settings in public or private spaces.

DEAF EDUCATION PROFESSIONAL DISPOSITIONS RUBRIC

This rubric is used to support the development and evaluation of professional dispositions expected of Deaf Education candidates. It may be completed by the candidate as a self-assessment, by university faculty, or by field-based stakeholders such as mentor teachers or site supervisors. Professional dispositions reflect behaviors, attitudes, and professional responsibilities expected of individuals preparing to serve as Deaf Education professionals.

Performance Summaries

- **EXEMPLARY** - Consistently demonstrates the professional dispositions expected of Deaf Education professionals and serves as a positive model of professionalism in coursework and field experiences.
- **PROFICIENT** - Demonstrates the professional dispositions expected of Deaf Education candidates and meets program expectations for professional conduct.
- **DEVELOPING** - Demonstrates emerging professional dispositions but may require occasional reminders, guidance, or support to consistently meet professional expectations.
- **CONCERN** - Demonstrates professional behaviors that do not meet program expectations and requires immediate improvement and/or program intervention.

CRITERIA	EXEMPLARY	PROFICIENT	DEVELOPING	CONCERN
ACADEMIC HONESTY The candidate produces original work, properly credits sources, & follows expectations for academic integrity.	Consistently demonstrates integrity in all academic work and models ethical scholarship.	Completes original work and follows expectations for academic honesty.	Occasionally requires reminders regarding citation or originality.	Demonstrates academic dishonesty such as plagiarism or collusion.
PROFESSIONAL APPEARANCE The candidate maintains a professional appearance appropriate for university and school settings.	Consistently presents a professional appearance that supports effective instructional and communication environments.	Dresses appropriately for university and school settings.	Occasionally requires reminders regarding professional appearance.	Appearance frequently does not meet professional expectations.
ASSIGNED RESPONSIBILITIES Completes coursework and field responsibilities with initiative and professionalism.	Demonstrates initiative, leadership, and consistent engagement in completing responsibilities.	Completes assigned tasks appropriately and follows guidance from instructors or host teachers.	Completes tasks inconsistently or requires reminders to remain engaged.	Fails to complete responsibilities or demonstrates lack of engagement.
ATTENDANCE & ENGAGEMENT Demonstrates responsibility through consistent attendance and active participation.	Consistently present, prepared, and actively engaged in learning and professional experiences.	Meets attendance expectations and participates appropriately.	Occasional absences, tardiness, or inconsistent participation.	Frequent absences, tardiness, or disengagement.
INTERPERSONAL COMMUNICATION Communicates respectfully and	Consistently communicates respectfully and collaborates effectively	Communicates appropriately and respectfully in	Occasionally requires reminders regarding respectful	Demonstrates disrespectful or unprofessional communication.

collaborates professionally with students, peers, and colleagues.	with students, peers, faculty, and school personnel.	professional interactions.	communication or collaboration.	
PROFESSIONAL WRITTEN COMMUNICATION Uses clear, respectful, and professional written communication in all written communication.	Consistently communicates clearly and professionally in written correspondence.	Demonstrates appropriate professional written communication.	Occasional lapses in tone, clarity, or professionalism.	Communication is frequently unclear, informal, or unprofessional.
PROFESSIONALISM & COMMITMENT Demonstrates dedication to professional responsibilities and growth as a Deaf Education professional.	Demonstrates strong commitment to professional growth, initiative, and responsibility.	Demonstrates commitment to coursework and professional expectations.	Demonstrates inconsistent effort or engagement.	Demonstrates lack of commitment to professional responsibilities.
PROFESSIONAL DEMEANOR Maintains appropriate professional conduct, language, and confidentiality in all settings.	Consistently models professional conduct, appropriate language, and ethical behavior.	Demonstrates appropriate professional conduct in most situations.	Occasionally requires reminders regarding professional behavior.	Demonstrates behavior inconsistent with professional expectations.
PUNCTUALITY Arrives on time and prepared for classes, meetings, and field experiences.	Consistently arrives early or on time and prepared for responsibilities.	Arrives on time and prepared for most professional responsibilities.	Occasional tardiness or leaving early.	Frequent tardiness or early departure from responsibilities.
PROFESSIONAL USE OF SIGNED COMMUNICATION Uses signed communication respectfully and appropriately in professional and instructional settings.	Consistently demonstrates clear, respectful, and appropriate signed communication in professional settings.	Uses signed communication appropriately in instructional and professional environments.	Occasionally requires reminders regarding appropriate signed communication.	Uses signed communication in ways that are inappropriate or unprofessional.
CONFIDENTIALITY Maintains confidentiality and protects the privacy of students, families, and school personnel in all settings.	Consistently maintains confidentiality and models ethical handling of sensitive information.	Demonstrates appropriate confidentiality in professional settings.	Occasionally requires reminders regarding confidentiality expectations.	Demonstrates breaches of confidentiality or inappropriate sharing of information.

STUDENT ORGANIZATIONS

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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



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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

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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 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.

Candidates who are remote and not residing locally to the SFA campus are encouraged to inquire with their local RDSPD chapter to pursue substitute teaching in their area. DHH program faculty can assist candidates in locating administrative contacts with districts/RDSPDs across the state.

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. (Website: www.lionsclubs.org)

Gallaudet University

Summer ASL Programs Offered / Available (Website: www.gallaudet.edu)