

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
AND SPECIAL EDUCATION**

Program in the Education of Students who are Deaf and Hard of Hearing

STUDENT HANDBOOK



**Master's Degree Program and
CERTIFICATION IN *Special Education-Deaf Education***

This handbook has been prepared to assist students with Department and Program rules and policies regarding students' academic programs. These rules and regulations are in addition to those of the University and College and do not supplant those of the University. It is the responsibility of the student to be familiar with the graduation requirements in the appropriate University Catalog (http://www.gsu.edu/es/catalogs_courses.html) and to assume personal responsibility for meeting all registration fees and other deadlines prior to graduation. The information presented here was correct as of the date noted below. Visit our website for more information: <http://education.gsu.edu/epse>.

College of Education
Georgia State University
January 2008

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PART I Foundations: Program Mission and Field of Deaf and Hard of Hearing

Mission Statement Multiple and Severe Disabilities

The program in Multiple and Severe Disabilities strives:

1. to prepare master's degree level teachers who are grounded in research-based curriculum development, instructional technology, and data collection and interpretation, in the areas of: (a) autism, (b) deaf/hard of hearing, (c) early childhood special education, (d) moderate/ severe/ profound mental retardation, (e) physical/health impairments, (f) visual impairments, and (g) students with multiple disabilities across areas a-h.

Within the master's degree offerings the program offers Georgia initial teacher certification in the areas of: (a) emotional/behavioral disorders, (b) hearing impaired, (c) intellectual disabilities, (d) interrelated special education/early childhood, (e) orthopedically impaired, and (f) visually impaired.

2. to be responsive to teachers, parents, school districts, the State Department of Education, and the legislature in the provision of information, resources, and technical assistance.
3. to conduct research in teacher preparation and to improve educational programming for students with multiple and severe disabilities.

Purpose of the Deaf/Hard of Hearing Program.

The deaf and hard of hearing program prepares teachers to instruct students who are deaf and students who are hard of hearing, whether in programs developing spoken language skill or programs that use a visual language (either ASL or English-based signs), or whether in local schools or separate educational facilities. Students learn about services across a wide variety of placement and communication options. To prepare teachers to instruct students with hearing loss, a wide range of coursework is provided which includes such areas as characteristics, language learning, auditory and speech development, instructional strategies including technology applications, instructional modifications of academic subjects (e.g, reading, math, science, social studies), audiology and the use assistive technology, and special strategies for learners

with additional disorders. The coursework is designed to meet and exceed the standards in the field of education of students who are deaf and hard of hearing and provide the learner with the necessary knowledge and skills to teach student who are placed in the Special Education category of Hearing Impairment(s).

PART II Program Admissions & Program Options

Program Accreditation

The teacher education programs in the College of Education at Georgia State University are accredited by the Georgia Department of Education and National Council Accrediting Teacher Education. Students who graduate with a master's degree from the program in education of students who are deaf and hard of hearing are eligible to apply to the Council on Education of the Deaf for professional certification. See application form at <http://www.deafed.net/forms/cednewform.doc> or make a copy of the form attached at the end of this manual.

Programs

Applicants to the Multiple and Severe Disabilities Program may enter either a Degree Program or a non-degree Program. The Deaf and Hard of Hearing Program accepts individuals from educational and non-educational backgrounds, provided they meet the admissions requirements.

A **Degree Program** is a Masters Degree in Special Education, with an area of concentration in deaf and hard of hearing. Those persons completing a degree program will qualify for certification in Special Education: Deaf Education from the State of Georgia.

Students entering a **Non-degree Program** are not seeking a Masters Degree, but wish to: a) add a teaching field to a certificate, b) renew a teaching certificate, c) take courses for enrichment, or d) obtain initial certification. Students entering GSU as a non-degree admission may change to a degree program by reapplying to GSU and meeting admission requirements. No more than 9 semester hours of credit earned as a non-degree student may be applied towards meeting the requirements of a master's degree in the College of Education. Students who enter GSU on post-baccalaureate status are ineligible to take courses in multiple and severe disabilities program; they must first be admitted to graduate school.

Requirements for Admissions to a Degree Program

Applicants must:

- Hold an undergraduate degree from a regionally accredited college or university.
- Have earned a minimum undergraduate grade point average of 2.5.
- Have a minimum score of 800 on the *General Test* (Verbal and Quantitative Subtests only) of the *Graduate Record Examination (GRE)* with neither subtest score below 400. Must have been taken in the last 5 years.
- Applicants who are not already fully certified teachers must present passing scores on the *GACE* or present qualifying scores from the *Scholastic Aptitude Test*, the *Graduate Record Examination*, or the *ACT* which meet the exemption requirements set by the *State of Georgia Professional Standards Commission*.

Requirement for Admissions to a Non-degree Program

Applicants must:

- Hold an undergraduate degree from a regionally accredited college or university. Have earned a minimum undergraduate grade point average of 2.5.
- Applicants who are not already fully certified teachers must present passing scores on the *GACE Assessment* or present qualifying scores from the *Scholastic Aptitude Test*, the *Graduate Record Examination*, or the *ACT* which meet the exemption requirements set by the *State of Georgia Professional Standards Commission*.

Application Process for Degree and Non-degree Programs

Application forms are available from the *College of Education, Office of Academic Assistance (404) 413-8000* or may be obtained on line by going through *GSU website (www.gsu.edu)* or directly to the *Office of Academic Assistance website (<http://education.gsu.edu/oa>)*

When you fill out the application, select "Deaf/Hard of Hearing" for the program area. This is located under the "Multiple and Severe" program area.

Deadlines

For specific deadlines, contact the *Office of Academic Assistance (see website above)*.

Frequently Asked Questions

I don't meet the requirements, but I still want to be a teacher of the deaf.

First you must apply and be turned down. Then you may appeal your case to the College of Education. You need to present evidence that a low score in one area (GPA or GRE) is outweighed by a higher score in one area or the other.

Can I work while going to school?

Yes, the courses are offered throughout the academic year in the evenings (except the summer courses which tend to be during the day). Other exceptions are labs, certain course assignments, and practicums. During the academic year, there are labs or certain course assignments associated with various methods classes. These can require 2 to 10 hours per semester. This may mean that you will have to use personal or professional leave time from your job to participate in these labs or assignments. Practicums require student teaching full time in a school. On-the-job practicums are possible if the classroom you are working in has students who are deaf and hard of hearing.

I have taken some courses at other colleges or universities. Will these transfer?

Some courses will transfer into the program. You will need to meet with your advisor, and you will need to bring your transcripts and course syllabi so that we may review these to determine what may transfer for credit. You may transfer up to 9 hours that meet program requirements. You will need to fill out a Transfer of Credit form.

Is there anyone I can talk with who can advise me about scholarships?

Yes. You will want to make an appointment with the Student Financial Aid Office (404) 413 2400, which is located in Sparks Hall. The staff there has numerous options for helping you search for support. Also, HOPE Scholarships are often available on a first come first serve basis for individuals getting a masters degree in the field of Deaf/Hard of Hearing. (Contact 1-800-546-HOPE for more information on these scholarships).

PART III COURSE OF STUDY

Planned Program.

Prior to taking courses, you must fill out a planned program form with your advisor. (This is also called "Course Requirements for the M.Ed. Degree and Certification" form.) The planned program form is the official list of courses you must take in order to meet degree and/or certification requirements. Your acceptance letter

to GSU will inform you of an advisement time to meet with your advisor. If no time is listed, e-mail your advisor at seasterbrooks@gsu.edu. Following initial advisement, a copy of the planned program form will be mailed to you that will have your signature, your advisor's signature, and the department chairperson's signature. If you do not complete a planned program form, registration will be blocked the second semester of your enrollment.

On the Planned Program Form, notice that there are a set of *courses above* the line and a set of courses *below* the line. The first set of courses are the prerequisite courses. These courses are above the heavy line. If you are currently certified in another area of Special Education, you will probably have taken most of these courses and will not need to repeat them. If you are from outside of special education, many of these courses will be required. You and your advisor will determine which of these courses you need to take.

The courses listed below the heavy line are the ones which encompass the certification and Master's Degree programs. Courses with a "C" in the first column are the certification courses. Courses marked with an "H" are the courses that will earn you "highly qualified" designation in reading. All courses on the plan are in the Master's program.

Changes to the Planned Program Form. Any changes to the courses indicated on the planned program form must be approved in advance by your advisor. A revised planned program form will have to be written, signed, and sent to the Office of Academic Assistance so that it is available for your final graduation audit of coursework by that office.

**COURSE REQUIREMENTS FOR THE M.ED. DEGREE AND CERTIFICATION
Deaf and Hard of Hearing**

GACE/Praxis	Passed or Credit (Certification _____ or GRE =/+ 1030			
COURSE NO.	COURSE NAME	HiQ Reading/Cert only	Credit	Required
	Prerequisites			
EXC 4020	Characteristics and Instructional Strategies for Students with Disabilities	C		
EPY 2050	Human Growth and Development	C		
EDRD 6600	Introduction to Materials and Methods in Reading Instruction	H C		

EXC 7920	Practicum in DHH I	C		
	Required Courses			
Core EPY 7080 or 7090	The Psychology of Learning and Learner-Life Span The Psychology of Learning and Learner-The Young Child (not in certification program)			
Core EPSF 7100 or 7110 or 7120	Critical Pedagogy Multicultural Education Social and Cultural Foundations of Education (not in certification program)			
Core EPRS 7900 or 7910 or 7920	Methods of Research in Education Action Research Classroom Testing, Grading, and Assessment (not in certification program)			
EDRD 7650	Individual Assessment and Instruction for At-Risk Readers	H C		
EXC 6480 *	Hearing Sciences & Disorders	C		
EXC 7190	Alternative Approaches to Literacy Instruction for Students with Disabilities	H C		
EXC 7350 *	Psychosocial Characteristic of Deafness	C		
EXC 7360 *	Language Development in Students who are Deaf/Hard of Hearing	C		
EXC 7390 *	Reading and Writing Instruction for Deaf/Hard of Hearing	H C		
EXC 7400 *	Methods of Teaching Students who are Deaf/hard of Hearing	C		
EXC 7430 *	Auditory and Speech Development in Deaf/Hard of Hearing	C		
EXC 7940	Practicum in DHH	C		
	Minimum Credit hrs 36		Total	
	Intermediate Level on "Signed Language Proficiency Interview" or equivalent	0 to 6 hrs C		
	Reading Portfolio			
	GACE	C		
	Comprehensive Exam			

* Offered only in semester indicated

Georgia State University will recommend you for certification after the successful completion of this program and passing the GACE. Of the basic 36 hours for the master's degree, no more than 9 hours may be taken as a non-degree student.

PLEASE NOTE: Graduate students must register for at least a total of six semester hours of course work during any period of three consecutive semesters (fall, spring, and summer) until completion of degree. In order to graduate, students must be actively enrolled in the program of study during the semester they finish degree requirements for graduation. For

the most up-to-date continuous enrollment policy go to current students at:
<http://education.gsu.edu/oa/>.

Course Descriptions

Course descriptions are available on GoSolar. Click on the icon at the top of the website.



On the GoSolar page, click on "Course Descriptions."

GoSolar
Georgia State Online Access to Records

GoSolar will be unavailable on Thurs Dec 6th from 6 PM until Midnight for maintenance.

Web For Student

GoSOLAR

Login in here to register for incept/new student orientation, register for classes, submit online evaluations of instructor, view academic records, personal information, financial aid and pay tuition and fees and enroll in direct deposit for electronic refunds.

Georgia State University Homepage
Go to GSU Homepage.

Admissions Status
View Admissions Status.

ParkingWeb
Register for parking and enter lottery for M-Deck.

Course Catalogs
View undergraduate and graduate catalogs.

Student Email System
View student email.

uLearn (formerly WebCT)
Access online course materials.

Evaluations of Instructor
Submit online evaluations of instructor.

Registration Guides
View registration, fees and final exam information.

Schedule of Classes
View schedule of classes.

Course Descriptions
View course descriptions.

Final Exam Schedule
View final exam schedule.

Academic Calendars
View academic events calendars.

Course Sequence

The course sequence will depend upon which semester the student begins his/her program. During initial advisement, a suggested course sequence will be provided.

IV PRACTICUM

Sign up

In order to register for practicum you must fill out the Practicum Application form available in the department office. Go to:

http://education.gsu.edu/epse/epse_current_students.htm and download the MSD Practicum Application. Forms must be received in order to clear students for registration. *Turn this form in along with your Diverse Experiences form to April Smith by:*

April 15 for the following fall semester

October 15 for the following spring semester

March 15 for the following summer semester

You are still required to register for the practicum during registration for the semester you have selected in addition to submitting the forms by the above dates.

Go to http://education.gsu.edu/epse/epse_current_students.htm and read the "Practicum Applicants Read This" page. You must have a criminal background check before you may participate in practicum. This page will explain the procedure.

You must fill out a *Diverse Experiences Form* over the course of your program. This is available at: http://education.gsu.edu/epse/epse_current_students.htm

In addition to the standard requirements on the form, DHH majors must document experiences with the following: students who communicate through spoken language and students who communicate through sign language, all age ranges, school for the deaf, private oral school or clinic, inclusive environment, resource room, and multi-handicapped classroom for deaf students. The Diverse Experiences Form must be on file with April Smith before you will be admitted to a practicum and before the College will recommend you for graduation.

Practicum Courses

EXC 7920 Practicum:

This practicum is an early practicum required of all students who have not had previous experience teaching children who are deaf and hard of hearing and is listed in the Plan of Study as a prerequisite to further graduate study. Students who have never taught children who are deaf and hard of hearing before, either during student teaching in an undergraduate program in deaf education or in a classroom of their own, are required to take this practicum. The purpose of this practicum is to orient the student to overall characteristics of the population, to how deaf children are served, and to the services available.

Students are required to participate 20 hours weekly in classrooms where children who are deaf/hard of hearing are being educated. Practicum materials are available on ULearn, and you will have access to these at the beginning of your practicum semester. The manual identifies required locations for observations. Under certain conditions, the practicum may be extended across semesters. Hours are accumulated at slower pace, but students must meet all the required hours and tasks of the practicum.

EXC 7930 Practicum:

In some instances, students are not ready for their final student teaching semester. This practicum provides additional experiences to those who need them. It is tailored to meet the needs of the individual student. The purpose of this practicum is to give graduate students experiences with individual students and individual academic issues in depth. Students participate in these activities for approximately 150-300 hours, depending on the needs of the individual student.

EXC 7940 Practicum:

This is the *capstone field-based experience* for graduate students seeking a master's degree in education of students who are deaf/hard of hearing and for those adding on certification. It consists of a traditional full time student teaching placement in an academic classroom of student who are deaf or hard of hearing. The purpose of this practicum is to provide students with the opportunity to integrate all the components of instruction that they have learned throughout the program. The practicum, also known as student teaching or internship, may be conducted on-the-job if the student is employed full time in a classroom of students who are deaf and hard of hearing.

Practicum Placement

Practicum placement may be on-the job if you are teaching students who the school has placed in the special education category of hearing impairments. If you are not doing an on-the-job practicum, placement will be assigned to you based on your assessed needs.

Practicum Handbook: Deaf and Hard of Hearing

Upon applying to do a practicum, students should obtain the practicum handbook. This handbook will have the necessary forms and explain the requirements of the practicum. The practicum supervisor will also want to review the requirements and discuss how the practicum is meant to assist the teacher in applying the strategies, principles, adaptations, and technologies discussed in the courses.

Tort Liability Insurance Information

Teacher education students are required to obtain Tort Liability Insurance prior to any field experience.

Tort liability insurance is required if you are not doing an on-the-job practicum.

This insurance covers expenses related to civil suits brought against education students for acts or omissions that occur at a school. No amount of vigilance or professionalism can prevent some accidents. Also, a suit that incurs expenses can be brought against a person even if it is groundless. For these reasons, education students are required to obtain tort liability insurance.

Tort Liability insurance is required for field experiences in any class and for practicum experiences. Be advised that you will need to provide proof of coverage each quarter in which one of these experiences occurs since coverages/memberships can lapse yearly.

Students may get Tort Liability Insurance:

1. by joining the GSU chapter of the Student Georgia Association of Educators (SAGE). Membership forms are available from MSIT, 6th floor COE Bldg. or by contacting the GAE, 3951 Snapfinger Parkway, Decatur, GA 30035 (404-389-5867) or by visiting <http://www.gae.org/student/how.html>
2. by joining the Professional Association of Georgia Educators (PAGE). Membership forms are available in 300B College of Education Bldg. Or by contacting AGE, 3700 B Market ST., Clarkston, GA 300211 (404-292-7243).
3. by joining any other professional organization that provides Tort Liability insurance.
4. by private coverage.

PRACTICUM STUDENTS must provide proof of coverage by attaching to their practicum application a photocopy of their membership card in SGAE, PAGE, or other professional organization that provides Tort Liability Insurance; a copy of the membership letter; or a copy of the card or other proof of private insurance.

Part V Comprehensive Examination

Purpose

The comprehensive exam allows the student the opportunity to demonstrate the extent and range of knowledge that has been acquired as a graduate student at Georgia State University. Master's degree students must successfully pass the comprehensive exam. Non-degree students do not take the comprehensive final exam.

Schedule

The Master's Degree Comprehensive Examination is scheduled between the fourth and sixth Saturday of each semester. The exam is from 9:30 a.m. to 1:30 p.m. You will receive a letter from the department informing you of the room in which you will take the exam.

Register

You must register for the examination one semester in advance of taking it. The form to register is available in the department office or online at:

http://education.gsu.edu/epse/epse_current_students.htm

Study Questions

Study questions specifically for students in the Deaf and Hard of Hearing program are available in the front office of the department. You may pick up the study questions from the Educational Psychology and Special Education Department to guide your studying for the exam. **Check with the department office for the latest revision prior to taking your exam.** The questions come from the content of your major area. Approximately five questions will comprise the examination. The questions will be similar but not identical to the questions in the study guide. You are advised to prepare for the exam with a study group.

Exam Results

After completion of the exam, the faculty will have approximately six weeks to evaluate your answers. Six to eight weeks after you take the exam, you can expect to receive a letter from the department informing you of the outcome. Students may have three attempts to pass the exam. If the student is unsuccessful after the third attempt, s/he will be scholastically excluded from the College of Education master's degree program for which the student was examined.

VI GACE, Certification, & Graduation

GACE

To obtain teaching certification in Georgia, teachers are required to take the GACE. The tests for *Special Education:Deaf Education* are #085 and #086. The GACE must be completed prior to the university recommending you for certification. Information and applications are available in the Office of Academic Assistance on the third floor of the College of Education Building (phone: (404) 413-8000).

Certification

The College of Education will recommend you for certification once you have completed the program or courses needed for certification. Contact the Office of Academic Assistance on the third floor of the College of Education Building (phone: 404- 413-8000) to receive an application packet.

Graduation

You must apply for graduation, at least 2 semesters in advance. Contact Graduation Office for information. They will review your transcript and advise you if further courses/materials are needed to graduate. Contact your advisor for any problems you encounter. **No course work may be more than 6 calendar years old at the time of graduation.**

It is especially important that each student note that it is the student's responsibility to keep apprised of current graduation requirements for his or her degree program. Contact the graduation office or your major advisor if you have questions.

PLEASE NOTE: Graduate students must register for at least a total of six semester hours of course work during any period of three consecutive semesters (fall, spring, and summer) until completion of degree. In order to graduate, students must be actively enrolled in the program of study during the semester they finish degree requirements for graduation. For the most up-to-date continuous enrollment policy go to current students at: <http://education.gsu.edu/oa/>.

PART VII GSU, COE, & DEPARTMENTAL POLICIES

The Graduate Catalog

Graduate students must assume full responsibility for knowledge of the policies, rules and regulations of the College of Education and the university and the departmental requirements concerning their individual programs.

The most current issue (at the time of admission to Georgia State University) of the Graduate Catalog of the College of Education at Georgia State University is an important source of information for students seeking a graduate degree or certification courses in the education of students who are deaf and hard of hearing (Hearing Impairments) Program. The statements set forth in the bulletin are for informational purposes only and should not be construed as the basis for a contract between the student and the institution, college or department.

The Graduate Catalog will provide information on the policies of the College of Education. Students should consult the Graduate Bulletin for the following policies:

- Policy on Academic Honesty
- Policy on Student Professional Development and Conduct
- Sexual Harassment & Discrimination
- Others

Students with Disabilities

Students with disabilities should register with the Office of Disability Services at the beginning of their graduate program at Georgia State University (<http://www2.gsu.edu/~wwwods>). Students should also disclose this information to instructors. This office coordinates the services available for students with disabilities including special parking needs. If a student is registered with this office, special accommodations will be suggested to faculty members teaching courses in which the student is enrolled. Faculty members are then able to adapt course requirements, for example requests for special accommodations in testing, with the support and help of the Office of Disability Services. Please note: Adaptations cannot be made unless a student is registered with this office. Their phone number is: (404) 413-1560.

APA Style

In the preparation of research papers and other types of manuscripts for academic credit or other scholarly endeavors the College of Education at GSU and the Department of Educational Psychology and Special Education require adherence to the rules described in the Publication Manual of the American Psychological Association. The student is responsible for the information contained in the most recent edition of the APA Manual and the application of these standards to any and all literary submissions.

The Incomplete Grade

Incompletes are given for medical reasons only and must be removed before the end of the next grading period. See a complete discussion in the Graduate Bulletin.

Independent Study

Independent study courses cannot be substituted in place of a course which is taught on a regular basis.

VIII RESOURCES & FACULTY

Program Resources

GSU homepage: <http://www.gsu.edu>
 College homepage: <http://education.gsu.edu>
 Department homepage: <http://education.gsu.edu/epse>

Resources in Education of Students who are Deaf and Hard of Hearing

You are expected to become very familiar with the following journals and websites. You are expected to subscribe to at least one journal and to read all of them quarterly. You are expected to register on deafed.net, and you are expected to review the other websites routinely.

Journal of Deaf Studies and Deaf Education

Volta Review

American Annals of the Deaf

<http://www.deafed.net>

<http://www.gsu.edu/qatod>

<http://www.gsu.edu/dcdd>

<http://clerccenter.gallaudet.edu>

Faculty

Paul A. Alberto, Research Professor, Ph.D., Georgia State University

Moderate, Severe, Profound Mental Retardation Program

paalberto@gsu.edu/ 404-413-8040

Dr. Alberto teaches characteristics and methods of teaching students with multiple and severe disabilities, methods for challenging behaviors, and basic and advanced applied behavior analysis.

Susan Easterbrooks, Professor, Ed..D., University of Georgia, CED certified, *Deaf/Hard of Hearing*

seasterbrooks@gsu.edu/ 404-413-8307

Coordinates the overall program in education of children who are deaf/hard of hearing. Dr. Easterbrooks' main areas of research interest are the instruction of

children with hearing loss and the instruction of their teachers. Dr. Easterbrooks is web coordinator for <http://www.gsu.edu/gatod>, which is a website for teachers of the deaf in the state of Georgia, and <http://www.gsu.edu/dcdd>, which is the website for the Division for Communicative Disabilities and Deafness of the Council for Exceptional Children.

Peggy Gallagher, Department Chair, Associate Professor, University of North Carolina
Early Childhood Special Education
pgallagher@gsu.edu/ 404-413-8041

Dr. Gallagher teaches courses on characteristics and methods of teaching young children with disabilities, as well as the course on collaboration with families and professionals. Her interests include inclusion of young children with special needs, personnel preparation, and working with families, particularly siblings, of children with disabilities. She taught young children with disabilities and elementary-aged children with moderate and severe disabilities.

Juane Heflin, Associate Professor, Ph.D., University of North Texas
Autism
jheflin@gsu.edu/ 404-413-8333

Dr. Heflin teaches the autism methods for teaching children with applied behavior analysis class and classes for the Behavior/Learning Disabilities program. Her interests include supporting teachers and administrations in public school programs serving children and youth with PPD and behavioral disorders, researching effective educational programs for students with Autism Spectrum Disorders, and behavioral assessments.

Kathryn Wolff Heller, Professor, R.N., Ph.D.
Physical/Health Impairments (Orthopedic Impairments)

E-mail: kheller@gsu.edu Phone: 404-413-8316 Office: 822 COE

Dr. Heller coordinates the physical/health impairments (orthopedic impairments) programs. Dr. Heller teaches several courses in the physical/health impairments program such as the characteristics courses (e.g., characteristics of severe physical and multiple impairments), method courses across (e.g., methods of teaching students with physical and multiple disabilities) and assistive technology. Dr. Heller is certified in the areas of Orthopedic Impairments, Visual Impairments, and Mental Retardation and is a licensed registered nurse. One of her primary research interests is providing effective educational instruction and health care for students with physical, sensory, and health impairments.

Part IX: APPENDICES

Standards for Teacher Performance: Deaf and Hard of Hearing

Purpose:

The Professional Education Faculty (PEF) of the College of Education (COE) is committed to planning and implementing programs that prepare educational professionals focused on pupil learning, development, and growth.

Outcomes:

Programs in special education prepare individuals who make educational decisions for persons with individualized learning needs based on current data, knowledge, and skills in: 1) the content areas, 2) human development, 3) instruction for diverse learners, 4) a variety of instructional strategies and tools, including technology, 5) the learning environment, 6) communication skills, 7) instructional planning, 8) assessment, 9) professional commitment, and 10) partnerships to support learners. Special educators work collaboratively and exhibit high standards of professionalism.

In order to guide preparation programs for special educators, the department has articulated INTASC standards (2001) with The CEC Standards for Preparation and Licensure of Special Educators (from the *Council of Exceptional Children's CEC Knowledge and Skills for All Beginning Special Education Teachers of Students who are Deaf and Hard of Hearing and CEC's Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers*, CEC 1998, 2000). The CEC's Code of Ethical and Standards for Professional Practice for Special Educators provide the standards of professional practice for special educators.

Standard #1 - Knowledge of content areas: central concepts, tools for inquiry, and structure of the discipline.

Standard #2 - Knowledge of human development: how children learn and develop. Knowledge of learning opportunities that support unique intellectual, social, and personal development.

Standard #3 - Instruction of diverse learners: teachers understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

Standard #4 - A variety of instructional strategies: teachers understand and use a variety of instructional strategies and tools, including technology, to encourage students' development of critical thinking, problem solving, and performance skills.

Standard #5 - The learning environment: teachers use understanding of individual and group

motivation and behavior to create learning environments that encourage positive social interactions, active engagement in learning, and self-motivation.

- Standard #6 - Communication skills: teachers use knowledge of effective verbal, nonverbal, and other communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Standard #7 - Instructional planning: teachers plan instruction based on knowledge of the subject matter, the students, the community, general educational and curriculum goals, and individualized educational plans (IEPs).
- Standard #8 - Assessment: teachers understand and use formal and informal assessment strategies to ensure the continuous cognitive, social, and physical development of the learner.
- Standard #9 - Professional commitment: teachers are reflective practitioners who continually evaluate the effect of their choices and actions on others. They actively seek out opportunities to grow professionally.
- Standard #10- Partnerships to support learners: teachers foster relationships with school colleagues, parents, and caregivers, and agencies within the larger community to support students' learning and well-being.

CEC-CED Standards to be Ratified April, 2008

CEC Convention, Boston, MA

Standard 1 Foundations	
DH1K1	Incidence and prevalence figures for individuals who are deaf and hard of hearing.
DH1K2	Sociocultural, historical, and political forces unique to deaf education.
DH1K3	Etiologies of hearing loss that can result in additional learning challenges.
DH1S1	Explain historical foundations and research evidence upon which educational practice is based.
DH1S2	Develop and enrich cultural competence relative to the Deaf community.
Standard 2 Development and characteristics of Learners	
DH2K1	Cognitive and language development of individuals who are deaf and hard of hearing.
DH2K2	Effects of the interrelationship among onset of hearing loss, age of identification, and provision of services on the development of the individuals who are deaf or hard of hearing.
Standard 3 Individual learning differences	
DH3K1	Influence of experience and educational placement on all developmental domains
DH3K2	Influence of cultural identity and language on all developmental domains.
Standard 4 Instructional strategies	

DH4K1	Visual tools and organizers that support content mastery and retention by individuals who are deaf or hard of hearing.
DH4S1	Develop proficiency in the languages used to teach individuals who are deaf or hard of hearing.
DH4S2	Provide activities to promote print literacy and content area reading and writing through instruction via spoken language and/or the Sign Language indigenous to the Deaf community.
DH4S3	Apply first and second language teaching strategies to the instruction of the individual.
DH4S4	Provide balance among explicit instruction, guided instruction, peer learning, and reflection.
Standard 5 Learning environments/social interactions	
DH5K1	Influence of family communication and culture on all developmental domains
DH5S1	Provide ongoing opportunities for interactions between individuals who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing.
DH5S2	Provide access to incidental language experiences.
DH5S3	Prepare individuals who are deaf or hard of hearing to use interpreters.
DH5S4	Manage assistive technology for individuals who are deaf or hard of hearing.
DH5S5	Design a classroom environment that maximizes opportunities for visual and/or auditory learning and meets developmental and learning needs.
Standard 6 Language	
DH6K1	Components of linguistic and non-linguistic communication.
DH6K2	Importance of early intervention to language development.
DH6K3	Effects of sensory input on the development of language and learning.
DH6K4	Spoken and visual communication modes.
DH6K5	Current theories of the development of spoken language and signed languages.
DH6S1	Apply strategies to facilitate cognitive and communicative development.
DH6S2	Implement strategies for stimulating and using residual hearing.
DH6S3	Facilitate independent communication in all contexts.
DH6S4	Communicate proficiently in spoken language or the Sign Language indigenous to the Deaf community.

DH6S5	Implement strategies for developing spoken language in orally communicating students and sign language proficiency in signing students.
Standard 7 Instructional planning	
DH7K1	Model programs for individuals who are deaf or hard of hearing.
DH7S1	Use specialized technologies, resources, and instructional strategies unique to students who are deaf or hard of hearing.
DH7S2	Plan and implement transitions across service continuums.
DH7S3	Integrate language instruction into academic areas.
DH7S4	Plan instruction to address academic content standards.
DH7S5	Develop successful inclusion experiences.
Standard 8 Assessment	
DH8K1	Specialized terminology used in assessing individuals who are deaf or hard of hearing.
DH8S1	Administer assessment tools using the students preferred mode and language of communication.
DH8S2	Develop specialized assessment procedures that allow for alternative forms of expression.
DH8S3	Collect and analyze spoken, signed, or written communication samples.
Standard 9 Professional and ethical practice	
DH9K1	Roles and responsibilities of teachers and support personnel in educational practice for individuals who are deaf or hard of hearing.
DH9K2	Professional resources relevant to the field of education of individuals who are deaf or hard of hearing.
DH9S1	Participate in activities of professional organizations in the field of deaf education.
DH9S2	Increase proficiency and sustain a life-long commitment to maintaining instructional language competence.
Standard 10 Collaboration	
DH10K1	Services, organizations, and networks that support individuals who are deaf or hard of hearing.
DH10S1	Provide families with support to make informed choices regarding communication modes, philosophies, and educational options.

State Definition and Eligibility: Deaf/Hard of Hearing

Definition.

A student who is deaf or hard of hearing is one who exhibits a hearing loss, whether permanent or fluctuating, that interferes with the acquisition or maintenance of auditory skills necessary for the normal development of speech, language, and academic achievement. [Refer to 34 CFR 300.7 (3), (5)]

1. A student who is deaf can be characterized by the absence of enough measurable hearing (usually a pure tone average of 66-90+ decibels American National Standards Institute without amplification) such that the primary sensory input for communication may be other than the auditory channel.
2. A student who is hard of hearing can be characterized by the absence of enough measurable hearing (usually a pure tone average range of 30-65 decibels American National Standards Institute without amplification) such that the ability to communicate is adversely affected; however, the student who is hard of hearing typically relies upon the auditory channel as the primary sensory input for communication.

Eligibility and Placement in DHH.

1. Eligibility reports shall include audiological, otological, and educational evaluations.
 - a. Audiological evaluations shall be provided with initial referral. Student who are deaf or hard of hearing shall have an audiological evaluation administered by a certified/licensed audiologist annually, or more often if needed. The annual audiological evaluation shall include, but is not limited to: an otoscopic inspection, unaided and aided pure tone and speech audiometry (as applicable), immittance testing, word recognition, hearing aid check and electro-acoustic analysis of the hearing aid (if amplified), and an analysis of a frequency modulated (FM) system check (if utilized). A comprehensive written report shall be included in the audiological evaluation. This written report shall include, but is not limited to: the date of the audiological evaluation, description of the results of the audiological testing, an amplification evaluation including the student's ability to understand spoken language with and without amplification, as well as an interpretation of the results as they apply to the student in his or her classroom setting. [Refer to 34 CFR 300.24(1)]
 - b. An otological evaluation report from a licensed physician is required at the time of initial placement in the program for the deaf/hard of hearing. The otological evaluation report is required as medical history pertinent to the absence of hearing. If such a report is not available upon initial placement, it shall be obtained within 90 days of placement. The initial or most recent otological evaluation result shall be summarized and that otological evaluation shall be attached to the eligibility report.
 - c. A comprehensive educational assessment shall be used in the development of the student's individualized education program (IEP). The educational evaluation shall include assessment data from more than one measure and shall include, but is not limited to, information related to academic/achievement levels, receptive and

expressive language abilities, receptive and expressive communication abilities, social and emotional adjustment and observational data relative to the student's overall classroom performance and functioning. [Refer to 34 CFR 300.535]

2. While not required, a psychological evaluation, using instruments appropriate for students who are deaf or hard of hearing is recommended as part of the overall data when placement is being considered.
3. Students who exhibit a unilateral hearing loss may be considered for eligibility provided documentation exists that indicates academic or communicative deficits are the result of the hearing loss.

Additional Requirements.

1. An evaluation of the communication needs of a student who is deaf or hard of hearing shall be considered in the program and class placement decisions. An evaluation of a student's communication needs shall include, but is not limited to: language and communication needs and abilities, opportunities for direct communication with peers and professional personnel in the student's preferred language and communication mode, severity of loss, education abilities, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode. [Refer to 34 CFR 300.346]
2. Any self-contained or resource classroom to be used for a student who is deaf or hard of hearing shall be carpeted and otherwise sound-treated and present an appropriate acoustical environment for the student. All placements, including regular education placements and desk arrangements within classrooms shall be made so that noise and interruption are minimized.
3. Recommendation of the appropriate education environment, including acoustical considerations, should be made by the IEP Committee.
4. Each local school system/state operated program (LSS/SOP) shall have written procedures to ensure the proper functioning of assistive amplification devices used by students who are deaf or hard of hearing. These procedures shall the designated responsible qualified personnel, daily and ongoing schedules for checking equipment, as well as follow-up procedures.

Code of Ethics for Educators of Persons with Exceptionalities

Council for Exceptional Children <http://www.cec.sped.org/ps/code.html#1>

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

- A. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
- B. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
- C. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
- D. Special education professionals exercise objective professional judgment in the practice of their profession.

E. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.

F. Special education professionals work within the standards and policies of their profession.

G. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.

H. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC

State of Georgia <http://www.gapsc.com/Professionalpractices/NEthics.asp>

Introduction

The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Professional Standards Commission has adopted standards which represent the conduct generally accepted by the education profession. The code protects the health, safety and general welfare of students and educators, ensures the citizens of Georgia a degree of accountability within the education profession, and defines unethical conduct justifying disciplinary sanction.

Definitions

"Certificate" refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Professional Standards Commission.

"Educator" is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the Professional Standards Commission and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, "educator" also refers to paraprofessionals, aides, and substitute teachers.

"Student" is any individual enrolled in the state's public or private schools from preschool through grade 12 or any individual between and including the ages of 3 and 17.

"Complaint" is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the Professional Standards Commission alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A "complaint" will be deemed a request to investigate.

"Revocation" is the invalidation of any certificate held by the educator.

"Denial" is the refusal to grant initial certification to an applicant for a certificate.

"Suspension" is the temporary invalidation of any certificate for a period of time specified by the Professional Standards Commission.

"Reprimand" admonishes the certificate holder for his or her conduct. The cautions that further unethical conduct will lead to a more severe action.

"Warning" warns the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.

"Monitoring" is the quarterly appraisal of the educator's conduct by the Professional Standards Commission through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check (GCIC). The Commission specifies the length of the monitoring period.

Standards

Standard 1: Criminal Acts - An educator should abide by federal, state, and local laws and statutes. Unethical conduct includes the commission or conviction of a felony or misdemeanor offense, including DUI/BUI, but excluding minor traffic violations such as speeding, following too closely, improper lane change, etc. As used herein, "conviction" includes a finding or verdict of guilt, a plea of guilty, or a plea of *nolo contendere*.

Standard 2: Abuse of Students - An educator should always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:

- committing any act of child abuse, including physical and emotional abuse;
- committing any act of cruelty to children or any act of child endangerment;

- committing or soliciting any unlawful sexual act;
- engaging in harassing behavior on the basis of race, gender, sex, national origin, religion or disability;
- 5. soliciting, encouraging, or consummating a written, verbal, or physical romantic or inappropriate relationship with a student (including dating a student); and
- furnishing tobacco, alcohol, or illegal/authorized drugs to any student or allowing a student to consume alcohol, or illegal/authorized drugs.

Standard 3: Alcohol or Drugs - An educator should refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:

- being on school premises or at a school-related activity involving students while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and
- being on school premises or at a school-related activity involving students while under the influence of, possessing, using, or consuming alcohol. A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum i.e. Foreign Language trips, etc).

Standard 4: Misrepresentation or Falsification - An educator should exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to:

- falsifying, deliberately misrepresenting, or omitting professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history when applying for employment and/or certification or when recommending an individual for employment, promotion, or certification;
- falsifying, deliberately misrepresenting, or omitting information regarding compliance reports submitted to federal, state, and other governmental agencies;
- falsifying, deliberately misrepresenting, or omitting information regarding the evaluation of students and/or personnel including improper administration of any standardized tests (changing test answers, copying or teaching identified test items, unauthorized reading of the test to students, etc.);
- falsifying, deliberately misrepresenting, or omitting reasons for absences or leaves; and
- falsifying, deliberately misrepresenting, or omitting information submitted in the course of an official inquiry/investigation.

Standard 5: Public Funds and Property - An educator entrusted with public funds and property should honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:

- misusing public or school-related funds or property;
- failing to account for funds collected from students or parents;
- submitting fraudulent requests for reimbursement of expenses or for pay; and
- co-mingling public or school-related funds with personal funds.

Standard 6: Improper Remunerative Conduct - An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:

- soliciting students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity;
- accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;
- tutoring students assigned to the educator for remuneration unless approved by the local board of education or superintendent.

Standard 7: Confidential Information - An educator should comply with state and federal laws and local school board policies relating to the confidentiality of student records, unless disclosure is required or permitted by law. Unethical conduct includes but is not limited to sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status and/or income, and assessment/testing results.

Standard 8: Abandonment of Contract - An educator should fulfill all of the terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes but is not limited to:

- abandoning the contract for professional services without the prior release from the contract by the employer; and
- willfully refusing to perform the services required by a contract.

Standard 9: Failure to Make a Required Report - An educator should file reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes the failure to make a required report.

Standard 10: Professional Conduct - Professional Conduct - An educator should demonstrate conduct that follows generally recognized professional standards. Unethical conduct is any conduct that seriously impairs the certificate holder's ability to function professionally in his or her employment position or conduct that is detrimental to the health, welfare, discipline, or morals of students (inappropriate language, physical altercations, inadequate supervision, inappropriate discipline, etc.).

Reporting

Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators. Educators should be aware of local policies and procedures and/or the chain of command for reporting unethical conduct. Complaints filed with the Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, personnel director, superintendent, etc.).

The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

Disciplinary Action

The Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the holder of a certificate:

- unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-10 ([PSC Rule 505-2-.03](#));
- disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-10 ([PSC Rule 505-2-.03](#));
- order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. §19-6-28.1 and §19-11-9.3);
- notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation (O.C.G.A. §20-3-295);
- violation of any other laws and rules applicable to the profession (O.C.G.A. §16-13-111); and
- any other good and sufficient cause.

An individual whose certificate has been revoked, denied for disciplinary reasons, or suspended may not be employed as an educator, paraprofessional, aide, or substitute teacher.

Authority [O.C.G.A. 20-2-200](#); [20-2-981](#) through [20-2-984.5](#)

COUNCIL ON EDUCATION OF THE DEAF

Alexander Graham Bell Association for the Deaf
 Conference of Educational Administrators of Schools and Programs for the Deaf
 Convention of American Instructors of the Deaf
 Association of College Educators – Deaf and Hard of Hearing
 National Association of the Deaf
 American Society for Deaf Children
 CED Website: <http://www.deafed.net>

Dr. Roslyn Rosen, Executive Director
 Council on Education of the Deaf
 Gallaudet University, FH 207
 800 Florida Avenue, NE
 Washington, DC 20002-3695
 (202) 651-5525 (v/tty)
 (202) 651-5749 (Fax)

Email: Roz.Rosen@gallaudet.edu

Log # _____

Submit Application, Transcripts & Fees to

Dr. Roslyn Rosen, CED Executive Director, at the above address.

APPLICATION FOR CERTIFICATION

Please check (√) each area that applies to you. (● Required sections, to be filled in, as applicable to your status)

● **Applying for:** PROVISIONAL Certification **Status:** First-time applicant **Are you a:** Teacher
 PROFESSIONAL Certification Renewal Supervising
 Teacher (Renewal only) Psychologist
 (Renewal only) Administrator

(Renewal only)

● **Applicant Information**

Check one (√): Ms. Mrs. Mr. Dr. Check one (√): Deaf Hard of Hearing Hearing

Name (as it is to appear on certificate)
 applicable)

Name before Marriage (required, if
 applicable)

Permanent Street Address

City, State & Zip

Phone: V/TTY (Home_) (_____) _____ V/TTY (Work) (_____) _____ FAX: (_____) _____

EMAIL address (required): _____

Date of Birth: _____ Social Security #: _____

Applicant Qualifications

● **IDENTIFICATION OF AREA (S) OF YOUR SPECIALIZATION (CHECK (√) UP TO TWO (2):**

{See Standards 6.1 –6.5 for requirements. Check these standards on <http://www.deafed.net>. }

A. Parent Infant Education B. Early Childhood C. Elementary D. Secondary E. Multi-Disability

● **PROVISIONAL FIRST-TIME APPLICANTS**

1. A four-year course of study in an accredited college, professional or technical school, graduating with a degree.
 Enclose a copy of college transcript.

 Name and Location Degree
 Year

 Name and Location Degree
 Year

