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/enrollment/catalogs.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
Fall, 2013
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>PART</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Foundations: Program Mission and Field of Special Education Deaf Education</td>
<td>P.4</td>
</tr>
<tr>
<td></td>
<td>Multiple and Severe Disabilities Mission Statement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Deaf and Hard of Hearing Statements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Program Accreditation</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>Program Admissions &amp; Program Options</td>
<td>p. 5</td>
</tr>
<tr>
<td></td>
<td>Admissions into the program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Degree Program &amp; Nondegree Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Application Process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Frequently Asked Questions</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>Course of Study</td>
<td>p. 8</td>
</tr>
<tr>
<td></td>
<td>Planned Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course Description</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course Sequence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>American Sign Language</td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>Practicum</td>
<td>p. 12</td>
</tr>
<tr>
<td></td>
<td>Sign up</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practicum Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practicum Placement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practicum Handbook</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Request Form &amp; Tort Liability</td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>Comprehensive Examinations</td>
<td>p. 15</td>
</tr>
<tr>
<td></td>
<td>Purpose &amp; Schedule of Comps</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Register</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Study Questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exam Results</td>
<td></td>
</tr>
<tr>
<td></td>
<td>American Sign Language</td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td>Key Assessments</td>
<td>P. 16</td>
</tr>
<tr>
<td>VII</td>
<td>GACE, Certification, &amp; Graduation</td>
<td>p. 16</td>
</tr>
<tr>
<td>VIII</td>
<td>GSU, COE, &amp; Departmental Policies</td>
<td>p. 17</td>
</tr>
<tr>
<td></td>
<td>Graduate Bulletin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students with Disabilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>APA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Incomplete Grade</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>IX</td>
<td>Resources &amp; Faculty Members</td>
<td>p. 18</td>
</tr>
<tr>
<td>X</td>
<td>Appendices</td>
<td>p. 20</td>
</tr>
<tr>
<td></td>
<td>Standards &amp; Outcomes for Teachers of Students who are Deaf and Hard of Hearing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hearing Impairment State Definition and Eligibility</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Codes of Ethics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CED Application</td>
<td></td>
</tr>
</tbody>
</table>
As you read this handbook, make special note of the hoops that you will need to jump through. Check off each item to make sure that you know what is expected.

- Deadlines for application to the program
- Criminal background check
- Tort liability insurance
- Deadline for ASL proficiency (see p. 16)
- Deadline for application for Comprehensive Exam (one semester prior to taking)
- Required observations and experiences
- Long-term process for filling out Diverse Experiences form
- Deadline for application to practicum and submission of Diverse Experiences form
- Deadline for application for graduation (TWO semesters before semester in which you graduate.
- Continuous enrollment policy
- Reading Endorsement requirements
- Graduation is not the same as Certification. You must apply to the PSC for certification when you complete your program.

Note: Please do not contact teachers or schools directly to set up your practicums and projects. The university attorneys have developed Memorandums of Understanding with the systems that prohibit this contact.

*Any students doing a practicum experience at AASD will be required to have a current FBI background check (no older than 3 months). All schools now require that you have at least a local CBC before entering their buildings.
PART I  Foundations: Program Mission and Field of
Special Education Deaf Education

Mission Statement Multiple and Severe Disabilities

The Deaf Education program is housed within Multiple and Severe Disabilities area. MSD 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 intellectual disabilities, and (e) physical/health impairments.

Within the broader special education coursework the program offers Georgia initial teacher certification in the areas of: (a) autism (general curriculum and adapted curriculum, b) behavior/learning disorders (BLD general curriculum), (c) special education deaf education, (d) intellectual disabilities (adapted curriculum), (e) early childhood special education (general curriculum), and (f) special education-physical and health disabilities.

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 Special Education Deaf Education Program

(“Special Education Deaf Education” is the terminology used by the Georgia Professional Standards Commission)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, we provide a wide range of coursework that 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, and 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 (NCATE). 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/PageText.asp?hdnPageId=58](http://www.deafed.net/PageText.asp?hdnPageId=58) 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.

A Degree Program is a Masters Degree in Special Education, with an area of concentration in deaf and hard of hearing. The Deaf and Hard of Hearing Master’s degree Program accepts individuals from educational and non-educational backgrounds, provided they meet the admissions requirements. 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 an existing certificate, b) renew a teaching certificate, c) take courses for enrichment. Student may not take this option if they do not already have clear, renewable teaching 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 an acceptable score on the General Test (Verbal and Quantitative Subtests only) of the Graduate Record Examination (GRE) with neither subtest score below par. Must have been taken in the last 5 years.
- Applicants who are not already fully certified teachers must present passing scores on the Basic GACE or present qualifying scores from the Scholastic Aptitude Test. They must also take the Graduate Record Examination.

Requirement for Admissions to a Non-degree Program
Applicants must:

- Hold an undergraduate degree in an area of education from a regionally accredited college or university. Have earned a minimum undergraduate grade point average of 2.5.
- In the DHH program, applicants must already hold clear, renewable teaching certification in some area. In other programs in the department an applicant may become certified post-baccalaureate without a teaching degree, but this is not the case in the DHH program. Special appeal may be made but this would entail the development of an extensive set of prerequisite skills beyond the existing prerequisites.
- Submit a letter from their current superintendent identifying that there are sufficient DHH students in the school system with whom the applicant could accomplish required field work.

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 online by going through GSU website (www.gsu.edu) or directly to the Office of Academic Assistance website (http://education.gsu.edu/oaa)

When you fill out the application, select the “Multiple and Severe” program area. Click on this, then click on “Deaf Ed (Special Education Deaf Education) for the 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.
You can 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 or that there are extenuating circumstances that resulted in your lower score.

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. The initial practicum is flexible but the final student teaching internship (EXC 7940) requires you to student teaching full time in a school. On-the-job practicums and internships are possible if there are deaf and hard of hearing student in your classroom. You cannot get credit for teaching DHH children by teaching hearing children.
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. Up to 9 semester hours (typically 3 courses) may transfer if they are equivalent in content to the course you wish to substitute.

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.

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. Upon receipt of your acceptance letter to GSU, e-mail your advisor, Dr. Susan R. Easterbrooks, 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 may 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 that comprise 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 Deaf Education M.ED. DEGREE AND CERTIFICATION

<table>
<thead>
<tr>
<th>GACE/Pra</th>
<th>COURSE NO.</th>
<th>COURSE NAME</th>
<th>Prerequisites</th>
<th>100 Credit Only</th>
<th>100 Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passed or Credit (Certification or GRE =/+ 1030)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisites</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXC 4020</td>
<td>Course Name</td>
<td>Characteristics and Instruction Strategies for Students with Disabilities</td>
<td></td>
<td></td>
<td>C</td>
</tr>
<tr>
<td>EPY 2050</td>
<td>Course Name</td>
<td>Human Growth and Development</td>
<td></td>
<td></td>
<td>C</td>
</tr>
<tr>
<td>EDRD 6600</td>
<td>Course Name</td>
<td>Introduction to Materials and Methods in Reading Instruction</td>
<td></td>
<td></td>
<td>H C</td>
</tr>
<tr>
<td>EXC 7920</td>
<td>Course Name</td>
<td>Practicum in DHH I</td>
<td></td>
<td></td>
<td>C</td>
</tr>
</tbody>
</table>

#### Required Courses

| Core EPY 7080 or EPY 7090 | The Psychology of Learning and Learner-Life Span                          |
| Core EPSF 7110 or EPSF 7120 | Critical Pedagogy, Multicultural Education                                  |
| Core EPRS 7900 or EPRS 7910 or EPRS 7920 | Methods of Research in Education, Action Research, Classroom Testing, Grading, and Assessment |

| EDRD 7650 | Individual Assessment and Instruction for At-Risk Readers                 |
| EXC 6480 * | Hearing Sciences & Disorders (* Offered annually)                          |
| EXC 7190 * | Alternative Approaches to Literacy Instruction for Students with Disabilities |
| EXC 7350 * | Psychosocial Characteristic of Deafness                                    |
| EXC 7360 * | Language Development in Students who are Deaf/Hard of Hearing               |
| EXC 7390 * | Reading and Writing Instruction for Deaf/Hard of Hearing                    |
| EXC 7400 * | Methods of Teaching Students who are Deaf/hard of Hearing                   |
| EXC 7430 * | Auditory and Speech Development in Deaf/Hard of Hearing                     |
EXC 7940  Practicum in DHH (Student Teaching)  C  

<table>
<thead>
<tr>
<th>Minimum Credit hrs</th>
<th>36</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Level on the SLPI or score of 3 on the ASLPI.</td>
<td>0 to 6 hrs</td>
<td>MC</td>
</tr>
<tr>
<td>DHH GACE</td>
<td>MC</td>
<td></td>
</tr>
<tr>
<td>Comprehensive Exam</td>
<td>M</td>
<td></td>
</tr>
</tbody>
</table>

Georgia State University will recommend you for certification after the successful completion of this program and passing the DHH 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/oaa/](http://education.gsu.edu/oaa/).

**Course Descriptions**

Course descriptions are available on GoSolar. 1. Click on the icon at the top of the website.

2. There will be a dropdown box and GoSolar will be in the list on the right.

3. On the GoSolar page, click on “Course Descriptions.”
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/forms_epse.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

Failure to turn your application in to Mrs. Smith (aprilsmith@gsu.edu) may result in the University being unable to place you in the semester of your request. 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/forms_epse.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.

Practicum Courses

EXC 7920 Practicum:

This practicum is an early practicum required of all students who have not had at least a full semester’s 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 learners 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. In addition, even if you have taught or are teaching DHH children, you will be required to observe in a variety of settings in order to meet the NCATE requirements to complete the Diverse Experiences form.

Students are required to participate 20 hours weekly in classrooms where learners who are deaf/hard of hearing are being educated. Practicum materials will be emailed to you at the beginning of your practicum semester. The practicum 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 and/or to provide you with the opportunity to teach in a signing environment so that you may pass the ASL requirement. 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 whom 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 advisor’s discretion and/or the availability of a placement. Schools are not obligated to take student teachers and some schools do not. Others have set criteria for accepting a student. It is a privilege to student teach and you may not necessarily have that privilege in your first choice of placement.

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. Evidence of this insurance must be uploaded to your LiveText website.

If you are doing an on-the-job practicum, the school where you work will already have insurance and background checks on file.
Tort liability 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 semester that you are engaging in activities in the schools. Be aware of the ending date of your insurance. Memberships can lapse yearly and leave you uncovered.

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://gae2.org/content.asp?CatId=370&ContentType=Join.

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 Examinations

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 approximately on the fourth Saturday of each semester. The exam is from 8:30 a.m. to 12:30 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/forms_epse.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 members will evaluate your answers. Three or four 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.
**AMERICAN SIGN LANGUAGE**

In order to be permitted into student teaching, you must pass a proficiency assessment in American Sign Language. There is a fee to take this test. If you have attended an interpreter training program or are a certified interpreter, your interpreting credentials will allow you to waive this requirement. You can arrange to take the ASLPI by visiting the ASLPI site at Gallaudet University. The web address is http://www.gallaudet.edu/aslpi.xml. If you prefer, you may want to contact the ASLPI coordinator, Ms. Marti Kellner at Marti.Kellner@gallaudet.edu. You will need to let Ms. Kellner know that you wish for the scores to be sent to Dr. Easterbrooks’ office. You need a minimum score of a “3” on the ASLPI in order apply for EXC 7940, student teaching. You may schedule an ASLPI appointment by sending an email to ASLPI@gallaudet.edu. Another possible option would be to arrange for the SLPI-ASL. You can apply for this option by going to the website http://www.ncaslta.org/. For this option, you will need to score at Intermediate or higher to be accepted into the program.

**DEADLINE FOR FIRST ATTEMPT:** the end of your first full year of classes. If you do not meet the minimum requirement by the end of your first year of classes, you will be required to write up a remediation plan with Dr. Easterbrooks. **No one may enter final student teaching without first having passed the SLPI or ASLPI (or be a native user of the language) at the intermediate level (3).**

**CAVEAT:** Many people put this requirement off. You are in jeopardy of not being allowed to student teach if you do not have an intermediate rating. Your first priority in the program should be gaining your ASL skills. Some people need to take courses other than ASL I and ASL II in order to achieve this level. You may take these at GSU, GPC or at any program where you can find them. Consider a summer intensive session at Gallaudet University (http://extendedlearning.gallaudet.edu).
VI Key Assessments
All students are assessed in Live Text using department-wide rubrics for PSC/NCATE purposes based on the following:

Content Knowledge (GPA; GACE)
Content Pedagogy (Literacy Teaching Sequence)
Planning (Unit-wide Planning Rubric) (TWICE)
P-12 Change (P-12 Change Rubric)
Performance (Student Performance Rubrics, Parts 1 & 2: observational and artifactual)
Dispositions (Unit-wide dispositions survey) (TWICE)

We encourage you look at your LiveText site routinely to review the results of various key assessments.

VII 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 or...

If you are upgrading an existing certificate you will need to fill out the Georgia PSC application and the Employer Assurance Form. GSU does not need to fill out an Approved Program Recommendation Form. You will need to submit the PSC App, the Employer Assurance Form and a GSU transcript that shows degree completion to your school system’s central office. From there the central office personnel director will sign the Emp Assurance form and submit your packet to the GA PSC. If you are not employed with a school system, you will need to submit you application directly to the PSC.

Graduation
You must apply for graduation, at least 2 semesters in advance. Contact the 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/oaa/.

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 Syle**
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 or extreme circumstances only and must be removed before the end of the next grading period. Failure to complete requirements on time is not a reason to request an incomplete. See a complete discussion in the Graduate Bulletin.

**Independent Study**
Independent study courses cannot be substituted for a course that is taught on a regular basis.

---

**VIII RESOURCES & FACULTY MEMBERS**

**Program Resources**
- GSU homepage: [http://www.gsu.edu](http://www.gsu.edu)
- College homepage: [http://education.gsu.edu](http://education.gsu.edu)
- Department homepage: [http://education.gsu.edu/epse](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*
*Ear & Hearing*

- [http://www.deafed.net](http://www.deafed.net)
- [http://www.gsu.edu/gatod](http://www.gsu.edu/gatod)
- [http://www.gallaudet.edu/clerc_center.html](http://www.gallaudet.edu/clerc_center.html)
Faculty Members

Paul A. Alberto, Interim Dean, COE; Research Professor, Ph.D., Georgia State University

Moderate, Severe, Profound Intellectual Disabilities 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 R. Easterbrooks, Professor, Ed.D., University of Georgia, CED certified, Deaf/Hard of Hearing

seasterbrooks@gsu.edu / 404-413-8307 (or leave a message at 404-413-8040)
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.

Judith Emerson, Clinical Instructor, PhD, University of So Mississippi
jemerson@gsu.edu Assists in coordination of the ASL program and participates in student teaching.

Peggy A. Gallagher, Professor, Ph.D., University of North Carolina, Early Childhood Special Education

pgallagher@gsu.edu / 404-413-8040
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.

L. 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 Intellectual Disabilities and is a licensed registered nurse. One of her primary research interest is providing effective educational instruction and health care for students with physical, sensory, and health impairments.

**Part-Time Instructors**

Ellen Estes - Ms. Estes teaches EXC 7430
Clare Sullivan - Mrs. Sullivan is the university supervisor for the EXC 7920 and EXC 7940 practicum and internships.
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

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Foundations</th>
</tr>
</thead>
<tbody>
<tr>
<td>DH1K1</td>
<td>Incidence and prevalence figures for individuals who are deaf and hard of hearing.</td>
</tr>
<tr>
<td>DH1K2</td>
<td>Sociocultural, historical, and political forces unique to deaf education.</td>
</tr>
<tr>
<td>DH1K3</td>
<td>Etiologies of hearing loss that can result in additional learning challenges.</td>
</tr>
<tr>
<td>DH1S1</td>
<td>Explain historical foundations and research evidence upon which educational practice is based.</td>
</tr>
<tr>
<td>DH1S2</td>
<td>Develop and enrich cultural competence relative to the Deaf community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 2</th>
<th>Development and characteristics of Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>DH2K1</td>
<td>Cognitive and language development of individuals who are deaf and hard of hearing.</td>
</tr>
<tr>
<td>DH2K2</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 3</th>
<th>Individual learning differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>DH3K1</td>
<td>Influence of experience and educational placement on all developmental domains</td>
</tr>
<tr>
<td>DH3K2</td>
<td>Influence of cultural identity and language on all developmental domains.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 4</th>
<th>Instructional strategies</th>
</tr>
</thead>
</table>
| DH4K1      | Visual tools and organizers that support content mastery and
<table>
<thead>
<tr>
<th>Standard 4</th>
<th>Language Proficiency and Access to Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>DH4S1</td>
<td>Develop proficiency in the languages used to teach individuals who are deaf or hard of hearing.</td>
</tr>
<tr>
<td>DH4S2</td>
<td>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.</td>
</tr>
<tr>
<td>DH4S3</td>
<td>Apply first and second language teaching strategies to the instruction of the individual.</td>
</tr>
<tr>
<td>DH4S4</td>
<td>Provide balance among explicit instruction, guided instruction, peer learning, and reflection.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 5</th>
<th>Learning Environments/Social Interactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>DH5K1</td>
<td>Influence of family communication and culture on all developmental domains</td>
</tr>
<tr>
<td>DH5S1</td>
<td>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.</td>
</tr>
<tr>
<td>DH5S2</td>
<td>Provide access to incidental language experiences.</td>
</tr>
<tr>
<td>DH5S3</td>
<td>Prepare individuals who are deaf or hard of hearing to use interpreters.</td>
</tr>
<tr>
<td>DH5S4</td>
<td>Manage assistive technology for individuals who are deaf or hard of hearing.</td>
</tr>
<tr>
<td>DH5S5</td>
<td>Design a classroom environment that maximizes opportunities for visual and/or auditory learning and meets developmental and learning needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 6</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>DH6K1</td>
<td>Components of linguistic and non-linguistic communication.</td>
</tr>
<tr>
<td>DH6K2</td>
<td>Importance of early intervention to language development.</td>
</tr>
<tr>
<td>DH6K3</td>
<td>Effects of sensory input on the development of language and learning.</td>
</tr>
<tr>
<td>DH6K4</td>
<td>Spoken and visual communication modes.</td>
</tr>
<tr>
<td>DH6K5</td>
<td>Current theories of the development of spoken language and signed languages.</td>
</tr>
<tr>
<td>DH6S1</td>
<td>Apply strategies to facilitate cognitive and communicative development.</td>
</tr>
<tr>
<td>DH6S2</td>
<td>Implement strategies for stimulating and using residual hearing.</td>
</tr>
<tr>
<td>DH6S3</td>
<td>Facilitate independent communication in all contexts.</td>
</tr>
<tr>
<td>DH6S4</td>
<td>Communicate proficiently in spoken language or the Sign Language indigenous to the Deaf community.</td>
</tr>
<tr>
<td>DH6S5</td>
<td>Implement strategies for developing spoken language in orally communicating students and sign language proficiency in signing students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 7</th>
<th>Instructional Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>DH7K1</td>
<td>Model programs for individuals who are deaf or hard of hearing.</td>
</tr>
<tr>
<td>DH7S1</td>
<td>Use specialized technologies, resources, and instructional strategies unique to students who are deaf or hard of hearing.</td>
</tr>
<tr>
<td>DH7S2</td>
<td>Plan and implement transitions across service continuums.</td>
</tr>
</tbody>
</table>
Integrate language instruction into academic areas.
Plan instruction to address academic content standards.
Develop successful inclusion experiences.

**Standard 8 Assessment**

<table>
<thead>
<tr>
<th>DH8K1</th>
<th>Specialized terminology used in assessing individuals who are deaf or hard of hearing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DH8S1</td>
<td>Administer assessment tools using the students preferred mode and language of communication.</td>
</tr>
<tr>
<td>DH8S2</td>
<td>Develop specialized assessment procedures that allow for alternative forms of expression.</td>
</tr>
<tr>
<td>DH8S3</td>
<td>Collect and analyze spoken, signed, or written communication samples.</td>
</tr>
</tbody>
</table>

**Standard 9 Professional and ethical practice**

<table>
<thead>
<tr>
<th>DH9K1</th>
<th>Roles and responsibilities of teachers and support personnel in educational practice for individuals who are deaf or hard of hearing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DH9K2</td>
<td>Professional resources relevant to the field of education of individuals who are deaf or hard of hearing.</td>
</tr>
<tr>
<td>DH9S1</td>
<td>Participate in activities of professional organizations in the field of deaf education.</td>
</tr>
<tr>
<td>DH9S2</td>
<td>Increase proficiency and sustain a life-long commitment to maintaining instructional language competence.</td>
</tr>
</tbody>
</table>

**Standard 10 Collaboration**

<table>
<thead>
<tr>
<th>DH10K1</th>
<th>Services, organizations, and networks that support individuals who are deaf or hard of hearing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DH10S1</td>
<td>Provide families with support to make informed choices regarding communication modes, philosophies, and educational options.</td>
</tr>
</tbody>
</table>

**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;
- 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/unauthorized drugs to any student or allowing a student to consume alcohol, or illegal/unauthorized 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.);
Disciplinary Action

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

APPLICATION FOR CERTIFICATION BY THE COUNCIL ON EDUCATION OF THE DEAF

An application is available on this website: http://councilondeafed.org/

CED Individual Teacher Certification

The Council on Education of the Deaf is a national organization sponsored by five major national organizations devoted to quality education for all deaf and hard of hearing individuals. CED maintains high standards for certifying teachers working with deaf and hard of hearing students in all educational settings and CED standards are linked to Council for Exceptional Children (CEC) standards as well. Individuals who have successfully completed an accredited CED teacher preparation program are eligible to apply for this certification.

Provisional Certificate (Initial): For first-time applicants who have completed a CED Accredited Teacher Preparation Program.

Professional Certificate: Minimum 3-years experience teaching deaf or hard of hearing students).

To obtain or renew your Provisional or Professional certification, fill out the CED Teacher Certification application:

FEE:
$50.00: Provisional (Initial)*
$75.00: Professional and Renewal
*Group rate: for applicants who, upon graduation from a CED Accredited Teacher Preparation Program, apply as part of a group, the fee is $40.00 per individual. Checks must be submitted together or by one check from the program.

Print out and mail your completed application, with the required fee, to:
Council on Education of the Deaf
Gallaudet University
PO Box 2074
800 Florida Avenue, N.E.
Washington, D.C. 20002