EDUCATION OF THE DEAF AND HARD OF HEARING PROGRAM

Learning Goals and Objectives

Initial Preparation Standard 1: Learner Development and Individual Learning Differences

Knowledge

DHH.1.K1 Cognitive and language development of individuals who are deaf or hard of hearing

DHH.1.K2 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

DHH.1.K3 Influence of experience and educational placement on all developmental domains

DHH.1.K4 Influence of cultural identity and language on all developmental domains

DHH.1.K5 Components of linguistic and nonlinguistic communication

DHH.1.K6 Importance of early intervention to language development

DHH.1.K7 Effects of sensory input on the development of language and learning

DHH.1.K8 Spoken and visual communication modes

DHH.1.K9 Current theories of the development of spoken language and signed languages

Initial Preparation Standard 2: Learning Environments

Knowledge

DHH.2.K1 Influence of family communication and culture on all developmental domains

Skills

DHH.2.S1 Provide ongoing opportunities for interactions between individuals who are deaf or hard of hearing and peers and role models who are deaf or hard of hearing

DHH.2.S2 Provide access to incidental language experiences

DHH.2.S3 Prepare individuals who are deaf or hard of hearing to use interpreters

DHH.2.S4 Manage assistive technology for individuals who are deaf or hard of hearing

DHH.2.S5 Design a classroom environment that maximizes opportunities for visual and auditory learning and meets developmental and learning needs

Initial Preparation Standard 3: Curricular Content Knowledge

Skills

DHH.3.S1 Plan and implement transitions across service continuums

DHH.3.S2 Integrate language instruction into academic areas

Initial Preparation Standard 4: Assessment

Knowledge

DHH.4.K1 Specialized terminology used in assessing individuals who are deaf or hard of hearing

Skills

DHH.4.S1 Administer assessment tools using the individual's preferred mode and language of communication

DHH.4.S2 Develop specialized assessment procedures that allow for alternate forms of expression

DHH.4.S3 Collect and analyze spoken, signed, or written communication samples

Initial Preparation Standard 5: Instructional Planning and Strategies

Knowledge

DHH.5.K1 Visual tools and organizers that support content mastery and retention by individuals who are deaf or hard of hearing

Skills

DHH.5.S1 Apply strategies to facilitate cognitive and communicative development

DHH.5.S2 Implement strategies for stimulating and using residual hearing

DHH.5.S3 Facilitate independent communication in all contexts

DHH.5.S4 Implement strategies for developing spoken language in orally communicating individuals and sign-language proficiency in signing individuals

DHH.5.S5 Use specialized technologies, resources, and instructional strategies unique to individuals who are deaf or hard of hearing

DHH.5.S6 Develop successful inclusion experiences

DHH.5.S7 Develop proficiency in the languages used to teach individuals who are deaf or hard of hearing

DHH.5.S8 Provide activities to promote print literacy and content-area reading and writing through instruction via spoken language or the signed language indigenous to the Deaf community

DHH.5.S9 Apply first- and second-language-teaching strategies to the instruction of the individual

DHH.5.S10 Provide balance among explicit instruction, guided instruction, peer learning, and reflection

Initial Preparation Standard 6: Professional Learning and Ethical Practice

Knowledge

DHH.6.K1 Model programs for individuals who are deaf or hard of hearing

DHH.6.K2 Roles and responsibilities of teachers and support personnel in educational practice for individuals who are deaf or hard of hearing

DHH.6.K3 Professional resources relevant to the field of education of individuals who are deaf or hard of hearing
DHH.6.K4 Knowledge of professional organizations in the field of deaf education

DHH.6.K5 Incidence and prevalence figures for individuals who are deaf or hard of hearing

DHH.6.K6 Sociocultural, historical, and political forces unique to deaf education

DHH.6.K7 Etiologies of hearing loss that can result in additional learning challenges

**Skills**

DHH.6.S1 Communicate proficiently in spoken language or the sign language indigenous to the Deaf community

DHH.6.S2 Increase proficiency and sustain a life-long commitment to maintaining instructional language competence

DHH.6.S3 Explain historical foundations and research evidence upon which educational practice is based

DHH.6.S4 Develop and enrich cultural competence relative to the Deaf community

**Initial Preparation Standard 7: Collaboration**

**Knowledge**

DHH.7.K1 Services, organizations, and networks that support individuals who are deaf or hard of hearing

**Skills**

DHH.7.S1 Provide families with support to make informed choices regarding communication modes, philosophies, and educational options

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F courses are those that have a field assignment