



## Master of Education (M.Ed.) Preschool Special Education with Teaching Endorsement in Deaf and Hard of Hearing (Birth-5)

<i>Teacher Endorsement Requirements <sup>Ⓝ</sup></i>	Credit Hours
<b>Teacher Education Core</b>	<b>23</b>
<b>Specialization in Deaf and Hard of Hearing</b>	<b>36</b>
<b>Specialization in Preschool Special Education</b>	<b>33.5</b>
<i>Master of Education Graduate Study Requirements</i>	Credit Hours
<b>Advanced Graduate Core</b>	<b>9</b>
<b>Total credit hours for the Master of Education Preschool Special Education with Teaching Endorsement in Deaf and Hard of Hearing (Birth-5)</b>	<b>101.5</b>

Teacher Education Core <sup>Ⓞ</sup> (23 Credit Hours)		Credit Hours	Term Offered*
SP ED 5010	Human Exceptionality	3	F,S,U
SP ED 6011	Inclusive Early Childhood and Elementary Classrooms	3	F,S,U
SP ED 6021	Principles of Assessment and Data-Based Decision Making	3	F,S,U
SP ED 6022	Principles of Instruction & Behavior Support	3	F,S,U
SP ED 6030	Functional Communication and Language Development	3	U
SP ED 6040	Legal & Policy Foundations of Special Education	3	S,U
SP ED 6054	Professional Writing in Education	2	F,S,U
SP ED 5960	<b>Choose one:</b> Culturally Diverse Families	3	U <sup>x</sup>
SP ED 5020	Special Education Globalization and International Perspectives	3	F,S,U
	Other approved upper division course on Cultural or Linguistic Diversity	3	#

Specialization in Deaf and Hard of Hearing (36 Credit Hours)		Credit Hours	Term Offered*
SP ED 6510	Orientation to Teaching Students who Are Deaf and Hard of Hearing	2	U
SP ED 6520	Audiology and Listening Technology for Teachers of Students Who are Deaf or Hard of Hearing	3	U
SP ED 6521	Speech Acoustics for Teachers of Children who Are Deaf and Hard of Hearing	3	U
SP ED 6522	Linguistics of American Sign Language	1	U
SP ED 6508	Descriptive Grammar for Teachers of Students who are Deaf and Hard of Hearing	1	U
ASL 2010	Intermediate American Sign Language I <i>Pre-requisite ASL 1010 and ASL 1020</i>	4	#
SP ED 6530	Teaching Speech and Listening Using Auditory Verbal Strategies	4	F
SP ED 6540	Teaching Spoken Language to Deaf and Hard of Hearing Children: Birth - School Age	4	F
SP ED 6550	ASL/English Instructional Strategies	4	F
SP ED 6560	Effective Practices: Programming & Instruction for Students who are Deaf and Hard of Hearing	4	S
SP ED 6800	Student Teaching: Students who Are Deaf and Hard of Hearing (Birth-5) <i>May possibly be concurrent with SP ED 6390 and/or 6400 if all coursework is complete</i>	6	F,S,U

Specialization in Preschool Special Education (33.5 Credit Hours)		Credit Hours	Term Offered*
SP ED 6380	Developmental Constructs: Birth to Five Years	2	F
SP ED 6260	Transdisciplinary Approaches for Students with Severe Disabilities	3	S
SP ED 6310	Curriculum and Programming for Preschool Children with Developmental Delays	3	F
SP ED 6320	Communication, Social and Play Development and Intervention in Early Childhood	3	F
SP ED 6330	Field Studies I: Early Childhood	4	F,S
SP ED 6340	Individualizing for Diverse Learning Needs	3	F
SP ED 6350	Collaborative Early Intervention for Infants and Toddlers with Developmental Delays	3	S
SP ED 6360	Supporting Young Children with Developmental Delays in Natural Environments	3	S
SP ED 6370	Early Childhood Seminar	1.5	S
SP ED 6390	Student Teaching: Early Intervention <i>May possibly be concurrent with SP ED 6800 if all coursework is complete</i>	4	F,S
SP ED 6400	Student Teaching: Preschool <i>May possibly be concurrent with SP ED 6800 if all coursework is complete</i>	4	F,S

Advanced Graduate Core (9 Credit Hours)		Credit Hours	Term Offered*
SP ED 6610	Introduction to Research Design	3	F,U
SP ED 6620	Parent/Professional Collaboration	3	U
SP ED 6450	Teaching Children Who Are Deafblind	3	U
<b><i>If any of the above 3 courses have been completed previously and you are unable to use them toward your M.Ed. degree, choose from the following:</i></b>			
SP ED 6382	Social Emotional Teaching Strategies in Early Childhood	3	U
SP ED 6613	Augmentative and Alternative Communication Instructional Strategies (Assistive Technology Course)	3	U
LING 6000	Graduate Survey of Linguistics for Educators	3	#
ED PS 6315	Reading Methods I: K-6 (Upper Division Communication and Writing) <i>May be taken prior to or concurrently with EDU 6314 or EDU 6316</i>	3	#
EDU 6314	Reading Practicum K-3: Early Steps <i>May be taken after or concurrently with ED PS 6315</i>	1	#
EDU 6316	Reading Practicum K-3: Next Steps <i>May be taken after or concurrently with ED PS 6315</i>	1	#

\* Offered on Even years

<sup>2</sup> Offered on odd years

## ***Other Study Requirements ^***

### ***Establish a Supervisory Committee***

A student must establish a three-member supervisory committee to advise him or her in completing all study requirements. Upon admission to the Department of Special Education, the student must meet with his/her appointed advisor to establish a timeline for completion of study requirements, including a timeline for establishing the supervisory committee and identifying the committee chair. Master's supervisory committees consist of three faculty members (including tenure-line, career-line, visiting, and emeritus). Unless prior approval has been obtained from the Graduate School, the chair of the supervisory committee and the majority of committee members must be tenured/tenure track faculty in the Department of Special Education. The student may choose to appoint one member of the committee from another department or college at the University of Utah; however, a committee member from another department or college at the University of Utah cannot serve as committee chair. Exceptions to these guidelines must be recommended and justified by the Chair of the Department of Special Education, and approved by the Dean of The Graduate School. Generally, a faculty member from outside of the Department of Special Education should have knowledge and expertise in the student's area of study. All committee members must hold a master's (M.A./M.S./M.Ed.) or doctoral (Ph.D./Ed.D.) degree. For more information, click here: <https://gradschool.utah.edu/catalog/degree.php>

### ***Qualifying and Comprehensive Examinations***

The qualifying exam and the comprehensive exam focus on a single topic area identified by the chair of the supervisory committee. The qualifying exam and the comprehensive exam are designed to assess the breadth and depth of the student's knowledge of the research base in his or her specialization area, the ability to synthesize and integrate the knowledge and skills developed in the specialization area, and the ability to communicate ideas in written and oral form.

Successful completion of the qualifying and comprehensive exams requires the student to demonstrate competency in both written and oral communication. The supervisory committee will advise the student with regard to whether the qualifying exam will be a written response or oral response. If the qualifying exam will be a written response, then the comprehensive exam will be an oral response. Conversely, if the qualifying exam will be an oral response, then the comprehensive examination will be a written response. The written and oral responses are described in the following sections.

The qualifying examination must be successfully completed in order to advance to candidacy for the M.Ed. degree. Students must be registered for a minimum of one (1) credit hour during the semester that they complete the qualifying exam. Further, students must be registered for a minimum of one (1) credit hour during the semester that they complete the comprehensive exam.

### ***Continuous Enrollment***

All graduate students must be registered for at least one course from the time of formal admissions through completion of all requirements for the degree they are seeking, unless granted an official leave of absence. Students not on campus and not using University facilities are not expected to register for summer term.

### ***Master Degree Residency Requirement***

At least 24 credit hours must be in resident study at the University of Utah. Students are expected to complete their master's program within **four years** from the time they are matriculated. Previous graduate work may be applied to the requirements of the program if (a) approved by the student's supervisory committee, and (b) consistent with University Graduate School Policy.

¶ Students may be recommended for licensure to the Utah State Board of Education following completion of the Teacher License Requirements, Praxis II examination and successful completion of background check.

\*Semesters, dates and times of courses offered are subject to change.

# Contact the department offering the course.

° Students who hold a valid Utah teaching license in Special Education may not need to complete the following courses. Please check with your faculty advisor.

^ Consult the Department of Special Education Graduate Student Handbook for the requirements for completing these study requirements.

11/3/17