

DEAF AND HARD OF HEARING MS

A Master of Science (MS) in Deaf and Hard of Hearing Education prepares educators to support students who are d/Deaf or hard of hearing in various educational settings. This program leads to certification in deaf education PK-12. Course topics include evidence-based instructional strategies in special education and deaf education, audiology, and serving d/DHH students who use spoken and/or visual communication modalities. Students must complete all coursework prior to student teaching. Student teaching occurs during the final semester of the program.

Candidates are expected to have basic sign language competency (ASL Levels I and II) prior to completion of the MS DHH program.

Learning Goals and Outcomes

Initial Preparation Standard 1: Learner Development and Individual Learning Differences

1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Key Elements

1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Initial Preparation Standard 2: Learning Environments

2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self-determination.

Key Elements

2.1 Beginning special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

Initial Preparation Standard 3: Curricular Content Knowledge

3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Key Elements

3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Initial Preparation Standard 4: Assessment

4.0 Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions

Key Elements

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.3 Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Initial Preparation Standard 5: Instructional Planning and Strategies

Key Elements

5.1 Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.

5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.

5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

Initial Preparation Standard 6: Professional Learning and Ethical Practice

6.0 Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Key Elements

6.1 Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.

6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

Initial Preparation Standard 7: Collaboration

7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Key Elements

7.1 Beginning special education professionals use the theory and elements of effective collaboration.

7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

7.3 Beginning special education professionals use collaboration to promote the well being of individuals with exceptionalities across a wide range of settings and collaborators.

Requirements

Code	Title	Hours
SPE 600	Found & Current Issues w/Field	3
SPE 608	Families Schls & Cmnty w/Field	3
SPE 613	Incl. Class Practices w/Field	3
SPE 626	Assess/ProgMonitorPK12 w/Field	3
SPE 729	Introduction to Audiology	3
SPE 730	Ed Found - Deaf & Hard of Hear	3
SPE 731	Lang, Lit & Comm Dev-Deaf & HH	3
SPE 732	Curr, Inst & Lrn Env-Deaf & HH	3
SPE 733	List & Spk Skills - Deaf & HH	3
SPE 734	Sign Comm in Instruct Settings	3
SPE 739	Student Teach & Prof Seminar	6
Total Hours		36

Code	Title	Hours
For those who do not have teaching certification, two additional courses are required:		
SPE 604	Research:Lit,Writ,Lang w/Field	3
SPE 605	RsrchBasedModel:MathSciencePro	3

Typical Course Sequence

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Course	Title	Hours																																																												
First Year																																																														
Fall																																																														
SPE 600	Found & Current Issues w/Field	3																																																												
SPE 729	Introduction to Audiology	3	Hours		6	Spring			SPE 608	Families Schls & Cmnty w/Field	3	SPE 730	Ed Found - Deaf & Hard of Hear	3	Hours		6	Summer			SPE 613	Incl. Class Practices w/Field	3	SPE 731	Lang, Lit & Comm Dev-Deaf & HH	3	SPE 732	Curr, Inst & Lrn Env-Deaf & HH	3	Hours		9	Second Year			Fall			SPE 626	Assess/ProgMonitorPK12 w/Field	3	SPE 733	List & Spk Skills - Deaf & HH	3	SPE 734	Sign Comm in Instruct Settings	3	Hours		9	Spring			SPE 739	Student Teach & Prof Seminar	6	Hours		6	Total Hours		36
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SPE 730	Ed Found - Deaf & Hard of Hear	3	Hours		6	Summer			SPE 613	Incl. Class Practices w/Field	3	SPE 731	Lang, Lit & Comm Dev-Deaf & HH	3	SPE 732	Curr, Inst & Lrn Env-Deaf & HH	3	Hours		9	Second Year			Fall			SPE 626	Assess/ProgMonitorPK12 w/Field	3	SPE 733	List & Spk Skills - Deaf & HH	3	SPE 734	Sign Comm in Instruct Settings	3	Hours		9	Spring			SPE 739	Student Teach & Prof Seminar	6	Hours		6	Total Hours		36												
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¹ If you do not hold an initial teaching certification, you must take 2 additional courses: SPE 604 and SPE 605. The total program hours for individuals who do not hold initial certification is 42 hours.

² Course sequence may vary depending on semester matriculation, course offerings, and number of courses taken per semester.