# M.Ed. Special Education‐Deaf/Hard of Hearing Specialization

### **Program Description**

The purpose of the program is to prepare certified teachers to pass the TExES Deaf and Hard-of-Hearing (DHH) exam TExES 181 certification exam designed to add Deaf Education to their current teaching license.

***Non-Degree Professional Certification in Teacher of the Deaf or Hard of Hearing Program***. This 27-hour hybrid program allows persons with a bachelor’s complete academic coursework for certification as a teacher of the deaf or hard of hearing in Texas. \*Students must apply and be admitted to the program prior to seeking certification. \*\*Certification is contingent upon completion of the Texas certifying exam, not upon completion of the program coursework (Certifying exams are not offered by the Texas Tech University).

**Performance Skills** (alignment with the Council for Exceptional Children (CEC) Initial and Advanced Deaf and Hard of Hearing Knowledge and Skills and the Texas State Board for Educator Certification Standards for Teachers of the Deaf and Hard of Hearing.)

The teacher of deaf or hard of hearing students understands and applies knowledges:

* Understands philosophical, historical, and legal foundations of deaf education.
* Understands and applies knowledge of characteristics of learners.
* Understands and applies knowledge of assessment, diagnosis, evaluation, and program planning.
* Understands and applies knowledge of instructional content and practice.
* Understands and applies knowledge of how to plan and manage the teaching and learning environment.
* Understands and applies knowledge of how to manage student behavior and social interaction skills.
* Knows how to communicate and develop collaborative partnerships.
* Understands and demonstrates professionalism and ethical practice.
* Promotes students' performance in English language arts and reading.

**Scope and Sequence of Specialization Courses:**

* **EDSP 5350 - Foundations of Psychosocial Aspects of Students Who Are**

**Deaf or Hard of Hearing:** Thiscourse is designed to provide the basic historical, cultural, and legislative foundations of programs and services for students who are deaf or hard of hearing in the United States.

* **EDSP 5390 - Introduction to Audiology for Educators:** An introduction to hearing assessment techniques and auditory disorders. This course is designed to provide teachers with the background necessary to understand audiological reports and recommendations, along with understanding the implications of hearing loss based on hearing test results.
* **EDSP 5390 - Aural Habilitation in Educational Settings:** This course is designed to give teachers a basic overview of aural rehabilitation. It will begin with information about normal hearing and hearing loss. Information will be presented about hearing aids, assistive devices and classroom strategies designed for children with hearing loss.
* **EDSP 5300 - Exceptional Children and Youth:** Major categories of exceptional children and youth; psychological, sociological, and educational implications of exceptionality**.**

***or***

**EDSP 5307 - Collaborative Problem Solving in Special Education:** Prepares students to identify and address current problems and future trends in special education using collaborative skills and strategies.

* **EDSP 5351 - Emergent Language and Literacy for Students Who Are Deaf or Hard of Hearing:** The purpose this course is to provide individuals the knowledge, skills, and basis for making decisions in respect to teaching students who are deaf or hard of hearing.
* **EDSP 5352 - Oral Communication for Students Who Are Deaf or Hard of Hearing:** Theories and developmental stages of speech acquisition in students who are deaf or hard of hearing with an emphasis on effects of audition and cochlear implants.
* **EDSP 5353 - Educational Strategies for Advanced Language and Literacy for Students Who Are Deaf of Hard of Hearing:** The purpose of this course is to provide individuals the knowledge, skills, and basis for making decisions in respect to teaching students who are deaf or hard of hearing.Itis a required course for Deaf/Hard of Hearing Teacher Education certification or master’s candidates/students.
* **EDSP 5354 - Accessing the General Education Curriculum for Students**

**Who Are Deaf or Hard of Hearing:** This course focuses on the use of materials, technology, and visual strategies to help students who are deaf or hard of hearing learn to interpret, evaluate, and create visual images and messages in Mathematics, Social Studies, and Science. Placement options, peer interaction, behaviour management, IEP goals, objectives and measurement of progress will be addressed.

* **EDSP 5093 - Internship in Special Education (Part One)**
* **EDSP 5093 - Internship in Special Education (Part Two)**
* **Master’s Comprehensive Collaborative Paper**

## Program of Studies for Special Education Master’s Degree with Concentration in Hearing Impairment

| **Course Type in Program** | **Course Prefix & Number** | **Course Title** |
| --- | --- | --- |
| **Core Courses**  3 credit hours | EPSY 5379 | Introduction to Educational Research |
| **EPSY Elective Core**  Pick one (1) of the following:  3 credit hours | EDSP 5310 | Philosophy of Education |
| EPSY 5314 | History of Education |
| EPSY 5323 | Cultural Foundations of Education |
| EPSY 5331 | Human Development in Education |
| EPSY 5332 | Educational Psychology |
| **Special Education Elective Core** Pick one (1) of the following:  3 credit hours | EDSP 5300 | Exceptional Children and Youth |
| EDSP 5307 | Collaborative Problem Solving in Special Education |
| **Deaf/Hard of Hearing Specialization Courses**  27 credit hours | EDSP 5390\* | Introduction to Audiology for Educators |
| EDSP 5390\* | Aural Habilitation in Educational Settings |
| EDSP 5350\* | Foundations and Psychosocial Aspects of Students Who Are Deaf or Hard of Hearing |
| EDSP 5351\* | Emergent Language and Literacy for Students who Are Deaf or Hard of Hearing |
| EDSP 5352\* | Oral Communication for Students Who Are Deaf or Hard of Hearing |
| EDSP 5353\* | Educational Strategies for Advanced Language and Literacy for Students Who Are Deaf or Hard of Hearing |
| EDSP 5354\* | Accessing the General Education Curriculum for Students Who Are Deaf or Hard of Hearing |
| EDSP 5093\* | Internship in Special Education Part 1 - 3 hours |
| EDSP 5093\* | Internship in Special Education Part 2 - 3 hours |
| **Total of 36 credit hours\*\*** | \*Required for TEA Teacher of the Deaf and Hard-of-Hearing Certification (EC-12); TExES examination in Deaf and Hard of Hearing required | |

**\*\* Adjustments to course requirements can be made with advisor approval on an individual basis.**

**Students can transfer in up to 6 credit hours at the graduate level for the Master’s program.**

**Important: You must file an Intent to Graduate with the Graduate School and an application to take the Master’s Comprehensive Exam with the College of Education early in your last semester.**

**You will receive an email notice from the COE Graduate School Coordinator containing instructions pertaining to graduation requirements prior to your final semester.**

## Admission Requirements

Students applying to any Special Education Graduate programs must complete their application online through the Graduate School’s admission site: <https://www.depts.ttu.edu/gradschool/admissions/howtoapply.php>There is a $75 application fee to apply to the University, and it can be completed online. (Additional applications to add programs are $25 each). You do not need GRE scores to apply for a certification program or for a Master's Degree in Special Education. You will need to have all of your other official college transcripts sent to the Graduate School Admissions office ([transcripts.gradschool@ttu.edu](mailto:transcripts.gradschool@ttu.edu)**).**

When applying for certification only program, select **Teaching Certificate in College of Education** for the first question, **“Select your major.”** *(Even if you already have your teacher's certification).* Then on question #3 when you are asked “major area of interest” you can write in D/HH. **Contact Dr. L.J. Gould (**[**lj.gould@ttu.edu**](mailto:lj.gould@ttu.edu) **or 806-834-4224) for admissions information regarding Special Education programs.**

## Registration & Academic Standards

## Academic Quality

Students must maintain a level of academic integrity and progress in line with Texas Tech and the College of Education’s standards of excellence. Students whose GPA is below 2.5 for 3 consecutive semesters will be placed under Academic probation, after 4 semesters the student will be placed under a suspension and dropped from the program. A new, complete application to the University with essay and references must be submitted for readmission after suspension period is over. Readmission to the program is conditional and up to the discretion of the program’s respective coordinator.

## Academic Integrity

Students who break academic integrity by cheating or plagiarism are liable to be dropped or suspended from the program at the discretion of the instructor of record and respective program coordinator. Repeat offenses are eligible for permanent suspension from the program with no readmission allowed. Please the review the TTU handbook on Academic Integrity for standards and definitions: <https://www.depts.ttu.edu/tlpdc/Resources/NewFacultyResources/Student_Handbook_Academic_Integrity_Procedures.pdf>

**Specializations and Certifications:**

[TEA Certification](https://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=5994)

[TExES Examination](http://www.tx.nesinc.com/Home.aspx)

[TEA Standards](https://tea.texas.gov/texas-educators/preparation-and-continuing-education/approved-educator-standards)

[CEC Standards](https://www.esc17.net/page/sped.deafed)

**Additional Information:**

[Graduate Admissions Help Center](https://ttugradschool.force.com/admhelp/s/)

[Master’s Degree Plan](https://www.depts.ttu.edu/education/graduate/special-education/special_education_deaf_and_hard_of_hearing.php)

[CEC Code of Ethics](https://exceptionalchildren.org/sites/default/files/2020-07/Code%20of%20Ethics.pdf)

[Graduate School Website](https://www.depts.ttu.edu/gradschool/)

[College of Education Website](https://www.depts.ttu.edu/education/)

[Sowell Center Website](https://www.depts.ttu.edu/education/outreach-and-research/sowell/)

# Graduate Faculty

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| Effie Laman, Ph.D.  [effie.laman@ttu.edu](mailto:effie.laman@ttu.edu)  505-515-7985 | Teacher of Students with Deafblindness Program Coordinator, Assistant Professor |
| Cynthia Sturkie, Ph.D.  [cynthia.sturkie@ttu.edu](mailto:cynthia.sturkie@ttu.edu) | Adjunct Professor of Non-Traditional Deaf Education Program |
| Rona Pogrund, Ph.D.  [rona.pogrund@ttu.edu](mailto:rona.pogrund@ttu.edu)  806-252-8026 | Teacher of Students with Visual Impairments Program Coordinator, Professor |
| Nora Griffin-Shirley, Ph.D.  [n.griffin-shirley@ttu.edu](mailto:n.griffin-shirley@ttu.edu)  806-834-0225 | Orientation and Mobility Program Coordinator, Professor |
| Phoebe Aoko Okungu, Ph.D.  [phoebe.okungu@ttu.edu](mailto:phoebe.okungu@ttu.edu)  806-834-0286 | Deafblind Program Coordinator, Assistant Professor |