

University of Utah, College of Education

Master of Education in Special Education with
Elementary Licensure through the Urban Institute
for Teacher Education
2024-2025



Program information is subject to change without notice—Updated 8/2024

The Masters of Education in Special Education with Elementary Licensure program is designed to prepare teacher candidates to work with students across various age and ability levels and from diverse cultural, linguistic, and socioeconomic backgrounds. Students will work with both the Department of Special Education (SP ED) and the Urban Institute for Teacher Education (UITE) to complete this program.

Master's Degree Requirements

Students must successfully complete the entire outline of coursework, pass a comprehensive exam, and fulfill program and graduation requirements to complete the Masters of Education in Special Education.

Elementary Licensure Requirements

Upon successful completion of Years One, Two and Three coursework, Foundations of Reading Assessment and all licensure requirements, graduates are recommended to the Utah State Board of Education (USBE) through the UITE receive their K-8 Utah Professional Teaching License. The University of Utah's Elementary licensure program prepares teachers for grades K-6 as part of a K-8 licensure recommendation to the USBE. Individuals who complete endorsement specialization requirements such as advanced emphases in mathematics are able to teach in K-8 classrooms. Please contact the UITE advisor for information on endorsement course work

ESL Endorsement

Students will obtain an ESL endorsement, qualifying them to work with English language learners.

Admission to the Program

To apply for the Master of Education in Special Education with Elementary Licensure program, applicants must submit their Apply Yourself application by **March 1** for summer or fall admittance, **May 16** for fall admittance or **November 1** for spring admittance. Any application materials that are not uploaded on the Apply Yourself Application must be submitted to the Elementary Education Advisor, SAEC 2264 or the Urban Institute for Teacher Education Main Office, SAEC 2260.

Special Education Advising and Contact Information

Department of Special Education
1721 Campus Center Drive, # 2282
Salt Lake City, UT 84112
801-581-8121
<http://special-ed.utah.edu/>

Kaitlin Lindsey—Academic Advisor
801-581-4764
SAEC 2280
k.lindsey@utah.edu

Urban Institute for Teacher Education Advising and Contact Information

Urban Institute for Teacher Education
1721 Campus Center Drive, #2260
Salt Lake City, UT 84112
801-581-7158
<http://uite.utah.edu/>

Sara Hatch Southwick—UITE Advisor
801-581-6818
SAEC 2264
Sara.hatch@utah.edu
<https://uite.utah.edu/students/advising/>

Outline of Curriculum

Prerequisites – 12 Credit Hours (may be taken prior to admission into the program or during Year One and Two Program Courses)

- ECS 2150 Introduction to Multicultural Education (3) (this course has an Ethnic Studies prerequisite) OR ECS 5634/6634 Foundations of Dual Language Immersion Education (3)
- ED PS 2140/6141 Using Technology in Diverse Elementary Classrooms (2)
- FCS 2180 Home, School, and Community Relations (3) OR ECS 5709 Home, School and Community Relations (3)
- MATH 1050 College Algebra[‡] or MATH 2000 Algebraic Reasoning (4) (See Elementary Advisor for details)
- EDU 1010 Introduction to Teaching

Students are encouraged to take this course if they do not have prior experience working with students. However, the course is not required to complete the program. This course is designed to help students understand the teaching profession from an educator's point of view. Course does require a field component.

Year One Courses – 26 Credit Hours

- EDU 6200 Teacher Language Awareness (3) (Fall/Spring)
 - Course has a 16 hour field practicum component; course is prerequisite to ECS 6645) Online only.
- ED PS 6315 Reading Methods I: K-6 Foundational Skills, Phonics, Word Study & Fluency (3) (Fall/Spring/Summer)
- EDU 6316 Reading Practicum K-3: Next Steps (1) (Fall/Spring/Summer)
 - ED PS 6315 and EDU 5316 should be taken concurrently; EDU 5316 has a 25 hour field practicum component
- ED PS 6321 Reading Methods II: K-6 Vocabulary and Comprehension Instruction (3) (Spring/Summer)
- EDU 6321 Reading Practicum 4-6: Higher Steps (1) (Fall/Spring/Summer)
 - ED PS 6321 and EDU 5321 should be taken concurrently; EDU 5321 has a 25 hour field practicum component and has a pre-requisite of EDU 5316
- SP ED 5011 Inclusive Early Childhood and Elementary Classrooms (3) (Fall/Spring)
- SP ED 6021 Principles of Assessment and Data-Based Decision Making (3) (Fall/Spring/Summer)
- SP ED 6054 Professional Writing in Education (1) (Fall/Spring/Summer)
- MATH 4010 Mathematics for Elementary School Teachers I (4) (Fall/Spring)
 - Course has a 6 hour field component; has a pre-requisite of MATH 1050 with a grade of C or better
- MATH 4020 Mathematics for Elementary School Teachers II (4) (Fall/Spring/Summer)
 - Course has a 6 hour field component; has a pre-requisite of MATH 4010

Year Two Courses – 24 Credit Hours

- ECS 6645 Assessment of Linguistically Diverse Populations (3) (Fall/Spring/Summer)
 - Course has pre-requisites of ECS 3150 or ECS 5/6634, EDU 6200 and SP ED 6021
- ED PS 6050 Life Span Development (3) (semester varies) OR ED PS 6720 Child Development and Learning: Understanding Children Birth to Grade 6 (Fall/Summer)
- ED PS 6005 Writing Instruction and Assessment K-6 (3) (Fall/Spring/Summer)
- EDU 6375 Elementary Science Methods (3) (Fall/Spring/Summer)
- SP ED 6022 Principles of Instruction and Behavior Support (3) (Fall/Spring/Summer)
- SP ED 6040 Legal and Policy Foundations of Special Education (3) (Spring)
- SP ED 6610 Introduction to Research Design (3) (Summer)
- ECS 6647 Instructional Methods for Linguistically Diverse Populations (3) (Fall/Spring/Summer)
 - Course has same prerequisites as ECS 6645

[‡] Math courses used as prerequisites expire after two years. Students have one year to take Math 4020 after they have taken Math 4010. Math 1050/2000 is a prerequisite for Math 4010. Students should see the Math Placement videos to help them determine what Math course they should first enroll in.
<http://www.math.utah.edu/undergraduate/placement.php> For more information regarding Math Sequence Options, please see the Elementary Education Academic Advisor. To register for Math courses, go to www.math.utah.edu and complete the Permission Code Request form..

End of Year One:

- Form Supervisory Committee and take the Special Education Qualifying Exam

Year 3:

- Take the Foundations of Reading Exam

Last Semester:

- Take the Special Education Comprehensive Exam

See page 3 for more information regarding testing

Outline of Curriculum

Year Three (Licensure Year) Courses – 28 Credit Hours

Fall Semester:

- EDU 6310 Theories of Classroom Management (3)
- EDU 6360 Elementary Math Methods in Diverse Classrooms (3)
- EDU 6380 Elementary Social Studies Methods (3)
- EDU 6390 Field Practicum: Elementary (3)
- EDU 6201 Teaching Practices, Ethics, and Professional Development (1)

Spring Semester:

- EDU 6391 Professional Development Seminar (3)
- EDU 6395 Student Teaching: Elementary (9)
- SP ED 6xxx Elective course approved by Supervisory Committee (3)

Course Availability

Please note that not all courses will be available every semester. Courses may not be offered at the same time as years past. Please check with the academic advisor if you have questions concerning the availability of courses.

Taking Courses as a Non-Matriculated Student

Those interested in taking courses prior to being admitted to the program may do so as a non-degree seeking, or non-matriculated, student. To apply for non-matriculated status, please go to <http://admissions.utah.edu/apply/nondegree/> and follow the application process. Please meet with the Elementary Education advisor to discuss which courses can be taken prior to program admission.

Testing and Exams

Foundations of Reading Assessment

Early Childhood and Elementary Teacher Candidates at the University of Utah are expected to comply with the Utah State Board of Education's literacy preparation requirements. The USBE will require all students to pass the Foundations of Reading Assessment to be eligible for licensure recommendation. Teacher Candidates will receive an email from the USBE with testing information including registration, dates and test result information. It is encouraged that Teacher Candidates complete the Assessment in fall semester of the licensure year. Teacher Candidates must ensure that the UITE receives their full test results to be recommended for licensure. More information about the Foundations of Reading Assessment can be found online here: <https://www.ut.nesinc.com/Home.aspx>.

Special Education Exams

Students will work with the Special Education advisor to find out more information regarding the required exams:

1. Qualifying Exam

Students must form a Supervisory Committee in the Special Education, who will administer a qualifying exam. Students are encouraged to take their qualifying exam after two semesters in the program. Students must take SPED 6064 Professional Writing in Education (1 credit) and take the exam the same semester.

2. Comprehensive Final Exam

During the last semester, students take their last Special Education course and students must also complete a final comprehensive exam. The exam is administered by the student's Supervisory Committee in Special Education.

Completing the Teaching License

Once students have successfully completed all pre-licensure and licensure year courses, have taken and passed all exams, and have completed all other licensure requirements, they will be recommended to the Utah State Board of Education (USBE) by the UITE for a Utah Professional Elementary K-8 Teaching License. Students will work with the elementary education advisor during Spring semester of the licensure program to submit appropriate paperwork and complete requirements for recommendation.

Completing the Master's Degree

After completing all licensure requirements in Elementary Education, students must complete advanced graduate work in Special

Education and pass the final comprehensive exam to be awarded the Masters of Education degree. Students must complete all of the program requirements to qualify. Students will work with the Department of Special Education faculty and academic advisor to complete the advanced graduate coursework, testing, and all other graduation and master's degree requirements.

Program Admission Process

Eligibility

To be eligible for the program, you must have:

- A valid Bachelor's degree from an accredited college or university
- A 3.0 GPA in previous undergraduate work on a 4.0 scale

Admission Application and Procedures

University Graduate School and the Department of Special Education Application:

Apply Yourself Deadlines: March 1st for Spring/Fall; May 16th for Fall and November 1st for Spring

1. Steps to complete the Apply Yourself application:

- Go to: <https://futureu.admissions.utah.edu/apply/>
- Set up an account
- Begin an application for admission
- On the "Academic Program" tab, please choose "Special Education MED". Under "Area of Interest", please choose "Elementary Licensure". If Elementary Licensure is not an option, leave it blank.
- Upload the required departmental materials to the application (see below for more information regarding required materials):
 - Statement of Professional Purpose
 - Letters of Recommendation
 - Transcripts
 - Background Check Confirmation

Fill in all other necessary information and submit application. Pay application fee.

International students whose first language is not English are required to submit either TOEFL or IELTS scores. Official scores should be sent directly to the International Admission Office from the testing center. Scores must be less than 2 years old at the time of admission. Passing scores are: 90 on the TOEFL iBT (internet based), 600 on the TOEFL pBT (paper-based), or 7 on the IELTS test.

2. Urban Institute for Teacher Education Application Materials

These documents must be uploaded directly to the Apply Yourself application.

- a). **Statement of Professional Purpose:** Submit a statement informing the Admissions Committee of your strengths as a candidate in the teacher education program in the Urban Institute for Teacher Education at the University of Utah. Essays should be approximately two pages in length and may be double-spaced. Your essay will be evaluated on its content as well as your ability to convey your ideas in formal academic language using standard writing conventions. Use the following rubric to assist in writing your statement.

Criteria	INADEQUATE	ADEQUATE
Illustrate your commitment and passion to the teaching profession	The writer does not provide an illustration of a commitment to teaching based on <i>relevant</i> past experiences working with youth and future goals for teaching in K-12 schools. The statement does not convey the writer's passion to the teaching profession.	The writer provides an illustration of a commitment to teaching based on <i>relevant</i> past experiences working with youth and future goals for teaching in K- 12 schools. The statement adequately conveys the writer's passion to the teaching profession.

Discuss your commitment to the mission of the Urban Institute for Teacher Education (UITE)	The writer does not provide sufficient evidence of a commitment to the mission of the UITE and does not address why the writer is committed to this mission.	The writer provides sufficient evidence of a clear commitment to the mission of the Urban Institute of Teacher Education and addresses why the writer is committed to this mission.
Demonstrate your ability to think deeply about and analyze contemporary educational issues	The writer does not provide evidence that the writer can think deeply about contemporary educational issues that affect youth in today's society.	The writer provides clear evidence that the writer can think deeply about contemporary educational issues that affect youth in today's society.
Attend to the overall organization and flow of your statement and clarity of your writing	The writer's statement is generally unclear and/or not succinct and/or may be rambling and/or meaning is hidden and/or paragraphs poorly structured. No structure is used to convey ideas.	The writer's statement is clear and succinct, and paragraphs are well organized. Meaning is clear to readers. The writer uses an appropriate structure to convey ideas.
Attend to standard conventions of writing, including spelling, usage, punctuation and grammar	The writer does not use standard conventions of writing or makes many errors in spelling, usage, punctuation or grammar. The writing piece does not look presentable.	The writer uses all standard conventions or writing with few or no errors in spelling, usage, punctuation and grammar. The writing piece looks presentable.
Use formal academic language rather than colloquial or informal conversation	The writer uses conversational and/or colloquial language—use of contractions (isn't, doesn't, shouldn't); and informal vocabulary terms such as "and so," "like," "get," "very," "of course," "a lot," "lots," "good," "really," "kind of."	The writer addresses the Admissions Committee and uses formal academic language throughout the statement.

b). **Letters of Recommendation:** Three (3) letters of recommendation are required to be included in the admission applications. Letters should be written by individuals who know the applicant on a professional and/or academic level, and who have insight into the educational experiences, intellectual abilities, and professional temperament of the applicant. Letters should be dated from within (1) one year of application. Applicants should include one (1) letter of recommendation from each of the following areas with their application:

- **Teaching and Working with the Youth:** This letter is to be written by a professional educator who has supervised and/or observed the applicant while interacting with children in an academic setting (e.g., a cooperating public school teacher in whose classroom the applicant has volunteered or observed during a field placement assignment).
- **Academic Performance:** This letter should be written by a university or college instructor who can write knowledgeably about the applicant's intellectual performance and ability as a scholar. University of Utah instructors are preferred as writers for students who have completed at least one semester at the University of Utah.
- **Professional Attributes:** This letter is a character reference that speaks to the applicant's reliability, initiative, organization, communication skills, and contributions to a group working situation. The letter may be written by a past or current employer or any additional university or college instructor.

Please note that the letters of recommendation must be submitted electronically through the Graduate School application system

c). **Transcripts:** Students should request transcripts from every school from which they have received credit, including foreign or correspondence schools, no matter how long ago the credit was earned, to include in their application.

- **For Application:** Unofficial transcripts from the University of Utah and all other universities and colleges previously attended are required for the application. Transcripts must be uploaded in the Apply Yourself system as part of the application process.

- **Once Admitted:** Official Transcripts from the University of Utah and all other universities and colleges previously attended must be sent to the Graduate School and the Urban Institute for Teacher Education Elementary Advisor. All transcripts need to be current, stamped, and unopened.
- d) **Proof of Background Check and Fingerprinting Completion:** A background check and fingerprinting must be completed and cleared through the Utah State Board of Education. Applicants need to include proof that they have initiated and completed this process ([USBE USIMS Screenshot](#)), with their application. The screen shot should include License Information, Home and Checklist information. See Background Check Coordinator for questions.

To initiate the background check and fingerprinting process, please complete the following steps found at our website: <https://uite.utah.edu/students/background-check/>. To ensure that the background check is completed fully and completely, it is strongly encouraged that applicants follow the steps listed on the website.

Steps include:

1. Follow the directions found at: <https://uite.utah.edu/students/background-check/>.
2. Select the “Live Scan” method for fingerprinting when scheduling your appointment after completing your Step One requirements.
3. Print off the Fingerprint Instructions on your USIMS account.

Your Unique Prints Fingerprinting (YUP) locations. YUP locations can be found here: <https://www.yupfingerprinting.com/>. YUP is the recommended location for physical fingerprinting. We strongly encourage students to complete this at YUP. School District offices do not always complete the full USBE check and may not forward the check to the USBE.

BCI – Bureau of Criminal Identification 3888 West 5400 South, Salt Lake City, Utah 84118, 801-965-4445. Hours: Monday – Friday 8 am to 5pm.

Your results will not be sent to USBE if you do not take your fingerprint instructions pages with you to BCI or YUP locations.

A fee will be paid at the BCI or YUP to complete your Live Scan fingerprinting. Please save your receipt. You will be able to log into your USIMS account to check on your background status. You must submit the USIMS screen shot for your background check verification. You must clear the background check in order to complete the licensure program.

Please be aware that background checks and fingerprints are valid for five years. If a student's clearance has expired prior to completion of the program and licensure recommendation, they will need to renew their background check and fingerprints. Also, if anything occurs during the course of the program to render a student's background check invalid, the student will be pulled from the program and will not be allowed to continue.

Admission Policies

Admission Files: Admission files and all application materials become the property of the Department of Special Education and the Urban Institute for Teacher Education. No part of the admission files will be returned to the applicant at any time.

Incomplete Applications: The Urban Institute for Teacher Education and the Department of Special Education are not responsible for any materials missing from the application files. Complete files will be reviewed by the admissions committee.

Notification of Acceptance: Applicants will be notified by email of acceptance or denial into the program. Letters of notification will be sent to students approximately six to eight weeks after the application deadline.

Program Policies

Satisfactory Performance and Academic Progress: Students' overall quality of work and performance, as well as progress toward completing the program, will be monitored each semester.

Minimum GPA and Grades: Students must maintain a 3.0 cumulative GPA. All courses that are required for the Elementary Education License must be completed with a grade of “B-“ or higher. Should students fall below the GPA requirement, they will be asked to meet with the Elementary Advisor and their Faculty Advisor in SP ED. Courses may be repeated only once.

Minimum Continuous Registration: All graduate students must be registered for at least one course from the time of formal admission through completion of all requirements for the degree they are seeking, unless granted an official leave of absence (see Leaves of Absence in University Student Handbook). Students not on campus and not using University facilities are not expected to register for summer term.

Time Limit: All work toward the master's degree must be completed within four consecutive calendar years.

Transfer/Equivalent Courses: A limit of 6 semester credit hours of transfer or equivalent courses will be allowed, approval subject to the Director of Graduate Programs. Courses must be graduate level and must have a grade of "B" or better.

Sequence of Courses: All pre-licensure courses must be completed prior to starting the licensure year of the program. All licensure courses must be completed prior to take the last advanced graduate elective. Students are encouraged to meet with their academic advisors for the most current course offering schedule.

Substitute Courses: The Department of Special Education and the Urban Institute for Teacher Education reserve the right to substitute courses to fulfill program requirements.

Student Code: Letters indicating possible violations of the student code, and appropriate student responses, will be placed in the student's file.

Nondiscrimination Policy: The University of Utah is fully committed to policies of nondiscrimination and equal opportunity, and vigorously pursues affirmative action in all programs, activities, and employment with regard to race, color, national origin, sex, age, and status as a person with disability. Religion, sexual orientation, and status as a disabled veteran or veteran of the Vietnam era also are protected under nondiscrimination and equal opportunity employment policies. The University seeks to provide equal access to its programs, services, and activities for people with disabilities. Reasonable prior notice is needed to arrange accommodations. Evidence of practices not consistent with these policies should be reported to the Office of Equal Opportunity and Affirmative Actions, 801-581-8365. Upon request, this information is available in alternative formats, such as cassette, Braille, or large print.

Utah Legal Policies

Background Check for Initial Licensure: By legislative mandate, applicants for teaching licenses in Utah are required to have completed and passed a background check, including fingerprinting. Background check clearance expires after 5 years, and may need to be renewed during the program in order to be recommended for a teaching license.

Criminal Conviction: Teacher licensure may be denied by the state of Utah because of previous criminal conviction. You must contact the Associate Dean for Professional Education of the College of Education before proceeding with your program in teacher licensure if you have any questions about your status. The Utah Professional Practices Advisory Commission, c/o Executive Secretary, State Board of Education, 250 East 500 South, Salt Lake City, Utah 84111, reviews all such cases.