



THE UNIVERSITY OF ARIZONA

College of Education

Student Guide to the Master's Program in Special Education

Department of Disability and Psychoeducational Studies
The University of Arizona
Tucson, AZ 85721

Created by:
Retina Bauschatz, M.A.
Carl Liaupsin, Ph.D.

Contributing staff:
Sandy Durazo
Linda Mancillas

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SECTION I

WELCOME TO THE UNIVERSITY OF ARIZONA

A. History of the Department of Disability and Psychoeducational Studies (DPS)

Welcome to the Master of Arts Degree Program in the Department of Disability and Psychoeducational Studies (DPS) at the University of Arizona. We are pleased to have you as part of our department and look forward to guiding and working with you as you pursue your Master's degree. The purpose of this guide is to provide you with information about the department and the processes, procedures, and forms you will use as you work toward your Master's degree. To orient you, the following provides some background about the department and its mission.

The Department of Disability and Psychoeducational Studies was first created as an independent departmental unit in 1955 when the College of Education recognized the need to prepare teachers with a specialized knowledge of - and abilities to teach to - the unique needs of students with exceptionalities. In 1962, the College established another new department, the Department of Rehabilitation, to develop academic programs that would prepare rehabilitation counselors to meet the needs of youth and adults with disabilities.

In 1987, the College of Education reorganized and the Departments of Special Education and Rehabilitation were combined; joint programs of study at the bachelor's, master's, and doctoral degree levels were developed. In the fall semester of 1995, courses and faculty in School Psychology joined the department, which was later named the Department of Special Education, Rehabilitation, and School Psychology (SERSP).

In 2009, School Counseling also joined the department, which was then renamed the Department of Disability and Psychoeducational Studies (DPS). Due to the integration of these four specialties into one department, DPS is uniquely positioned to attract funding for research, personnel preparation, and model-development. The department is recognized as one of few programs in the United States that prepares special education teachers, rehabilitation specialists, school psychologists, school counselors, administrators, researchers, and university faculty with expertise in all areas of exceptionality among children and adults.

B. Mission Statement

The goal of the University of Arizona as a land grant institution is to improve the quality of life for the people of Arizona and the nation. Evolving from this is the mission of DPS: to advance human and economic development through the empowerment and effective inclusion of culturally diverse individuals with disabilities across the age span. The department's teaching, research, and service reflect excellence in the pursuit of that mission. Professionals throughout this and many other countries recognize the quality of DPS and graduates readily refer students because of the department's international reputation.

Our mission is accomplished by research and development activities that advance the knowledge and understanding of disabilities and special abilities, and the systems serving those individuals; preparation of personnel to educate and facilitate the development of abilities and of individuals within global communities; and application and dissemination including technical assistance to educational and other human service agencies. The department's research, teaching, and service activities address the needs of individuals and

families who have physical and mental disabilities and special abilities in Arizona, the United States, and other developed and developing countries.

We are glad that you are joining us for your doctoral study and look forward to working with you as we pursue the mission of DPS. As you will see, the process of obtaining your Master's degree includes a number of steps, and you will be in touch with many individuals and units within the university. This guide has been developed to clarify the process and to answer many of the questions you might have. This guide is an initial resource for understanding the overall process. It is not meant to be comprehensive; there are questions and procedures that you will need to address with your major advisor and/or committee, particularly those related to the content of your program. In addition, other Master's students can serve as a valuable resource for information and support.

C. The Graduate College

While pursuing your degree, you are a student of the Graduate College at the University of Arizona. This can be confusing because your major is in special education, which is your professional discipline. However, all graduate students at the University of Arizona are administratively organized under the Graduate College. This administrative unit, located in room 316 of the Administration Building, establishes policies and standards for the completion of graduate degrees. The Graduate College needs to receive verification of your comprehensive exams and your dissertation progress. Early in your program, you will submit a Plan of Study to the Graduate College so that there will be a record of your strategy for completing the required coursework for your degree. The DPS Graduate Coordinator is our departmental liaison with the Graduate College, and he or she can usually answer questions about the documents that are required by the Graduate College.

D. Specializations in DPS

The Department of Disability and Psychoeducational Studies' Special Education Master's program offers six specializations. Of these, four lead to teacher certification and three are fully online. For clarity, these specializations appear in the table below.

MA specialization	Leads to AZ Teacher Certification	Courses are Fully Online
Behavior Support	No	Yes
Deaf and Hard of Hearing	Yes	Yes
Disabilities	No	Yes
Mild/Moderate Disabilities	Yes	No
Severe and Multiple Disabilities	Yes	No
Visual Impairment	Yes	No

The special education program for the M.A. degree permits graduates who have chosen to specialize in Mild Moderate Disabilities, Severe and Multiple Disabilities, Deaf and Hard of Hearing, or Visual Impairment to become certified teachers in the state of Arizona. The Behavior Support specialization program does not lead to teacher certification. Rather, it prepares students to meet those requirements established by the BACB (Behavior Analyst Certification Board). The Disabilities specialization offers five concentrations (See table

below). For detailed information of these specializations, refer to the description of M.A. programs offered in this guidebook.

Concentrations	Courses are Fully Online
Autism Spectrum Disorder Sequence	Yes
Challenging Behavior Sequence	Yes
Gifted Sequence	Yes
Sensory Sequence	Yes
Bilingual/Multicultural Sequence	Yes

E. Our Commitment to Diversity and Respect

We are fully committed to instilling the value of respect for special education and encouraging our graduate students to develop their knowledge and understanding of the provision of special education services to a society that is diverse in term of language, race, disability, gender, age, religion, cultural background, and sexual orientation. To accomplish this, we discuss current research related to diversity and provide opportunities for field experiences with diverse populations. Additionally, the composition of both our student body and faculty reflect a manifold of cultural backgrounds and ages.

F. Program Faculty in Special Education

The faculty in the M.A. Degree Program in Special Education is composed of nationally recognized and diverse faculty whose research reflects the variety of specialization areas within the field. The Special Education Department is comprised of varied categories of faculty members, including core faculty, professors of practice, adjunct faculty, and support faculty. Our core faculty consist of tenured or tenure-accruing traditional professors and professors of practice. Our adjunct faculty work outside of the department but contribute teaching and/or practicum supervision to the Special Education Program. Support faculty are tenured or tenure-track professors at the university who are associated with other programs or departments but who teach courses within the Special Education Department. The Special Education Program faculty are listed below.

Shirin Antia is a Professor of Special Education in the College of Education who earned her Ph.D. from the University of Pittsburg. She coordinates teacher preparation fir the education of children who are deaf and hard-of-hearing (D/HH). Her research focuses on the social and academic issues of D/HH students in public school programs and on the literacy learning of young deaf children.

Todd Fletcher is an Associate Professor of Special Education in the College of Education who earned his Ph.D. from Oregon State University. He coordinates the graduate program in bilingual/multicultural special education. His research focuses on culturally responsive educational practices for diverse learners, special education policy, and inclusive education practices in Latin America. He is the founder of Resplandor International, an educational and cultural center in Cajones, Mexico.

Sunggye Hong is an Associate Professor of Special Education in the College of Education who earned his Ph.D. from the University of Arizona. He coordinates the teacher preparation program in visual impairment. His research examines Braille reading, assistive technology, and expanded core curriculum for students with visual impairments. His research agenda is aimed at promoting equal access to educational opportunities including

curriculum materials, classroom activities, and other school programs for students who are blind or visually impaired, with or without additional disabilities.

Carl Liaupsin is an Associate Professor of Special Education in the College of Education who earned his Ph.D. from the University of Kentucky. He specializes in the area of emotional and behavior disorders and directs the graduate mild-moderate disabilities preparation program. His research addresses the validation of function-based behavior-intervention procedures and issues of treatment integrity in individualized interventions.

C. June Maker is a Professor of Special Education in the College of Education who earned her Ph.D. from the University of Virginia. She specializes in the education of children who are gifted and twice exceptional (e.g., gifted and LD). Her publications address teacher training, the talents in exceptional children, teaching students with learning disabilities, education of gifted minority students, and alternative assessment of gifted students. Her research focuses on the assessment and enhancement of multiple forms of ability from a problem-solving perspective and finding gifted students from underserved populations.

Stephanie MacFarland is a Professor of Practice in Special Education for the College of Education who earned her Ph.D. from the University of Arizona. She is currently the Director of the Teacher Preparation Program in Severe and Multiple Disabilities. She also specializes in preparing pre-service teachers and consulting in the fields of deaf-blind education with an emphasis in communication development as well as transition and inclusion in post-secondary education.

Nancy Mather is a Professor of Special Education in the College of Education who earned her Ph.D. from the University of Arizona. She specializes in learning disabilities with a strong emphasis on dyslexia, and has published numerous articles and books on assessment and instruction. She is co-author of the widely-used Woodcock-Johnson IV (Schrank, McGrew, & Mather, 2014).

Maria L. Nahmias is an Associate Professor of Practice for the Special Education Department in the College of Education. She earned her Ph.D. from Northwestern University and has taught at the University of Vermont, Goddard College and the University of Arizona. Her specialty is in learning disabilities and mild-moderate disabilities, including students with language disorders and attention deficit-hyperactivity disorders. Dr. Nahmias' current research involves mentoring early-career teachers and the recruitment of special educators.

Samuel J. Supalla is an Associate Professor of Special Education in the College of Education. His research primarily involves understanding and meeting the linguistic needs of deaf children. Additionally, his research includes the literacy issues that are involved when deaf children learn how to read and write in English without the support of sound. He teaches Deaf Studies courses and American Sign Language (ASL) as a foreign/second language and engaging students in different research endeavors. He is also an accomplished filmmaker and performer of ASL storytelling.

John Umbreit is a Professor of Special Education in the College of Education and a Professor of Family and Community Medicine in the College of Medicine. He earned his Ph.D. from the University of Southern California and specializes in severe disabilities,

behavior analysis, and positive behavior support. His research focuses on function-based intervention and PBIS (Positive Behavioral Intervention & Supports) in natural environments. In 2010, Dr. Umbreit received the *Most Outstanding Teaching/Mentoring Award* from the College of Education.

Cindy Volk is a Professor of Practice in Special Education for the College of Education. She earned her a Ph.D. in higher education from the University of Arizona. She is the project director of the Educational Interpreting Program and has been an interpreter educator for 20 years. She has national certification from the Registry of Interpreters for the Deaf (CI, CT) and is a CODA (Child of Deaf Adults).

SECTION II DESCRIPTION OF M.A. PROGRAMS OFFERED

A. Specializations

a) **Program Name:** Master of Arts in Special Education *with a specialization in mild/moderate disabilities*

Program Head: Carl Liaupsin

Degree Offered: M.A. with the opportunity for teacher certification

Program Description

Mild-moderate disabilities, also called high-incidence disabilities, make up the majority of students who receive special education services in the United States and includes students with learning disabilities, mild-intellectual disabilities, emotional disturbance, and ADHD. The College of Education's M.A. degree program in Mild-Moderate Disabilities consists of 38-units worth of courses designed to prepare future teachers of children with mild-to-moderate disabilities. Accredited by the Arizona Department of Education, students who complete the program will receive the M.A. degree. To earn the M.A. degree, students must pass their coursework in addition to a written comprehensive exam. Coursework during the program prepares students for this exam. There is not a thesis requirement. The Graduate Record Examination (GRE) is not required for admission. Students who complete the program *and* fulfill the program's student-teaching requirements are eligible to apply for the Provisional Mild Moderate (K-12) Special Education Teaching Certificate in the state of Arizona.

For more information about completing the certification process, refer to the Certification FAQ page of the DPS website:

https://www.coe.arizona.edu/current_students/certification_faqs. Teachers who apply for certification in another state will most likely find the process easier if they are already certified. If you plan to teach in another state after graduating from our program, we recommend you learn as early as possible about the teacher certification requirements of that state.

There are three different tracks to earning the M.A. degree in special education with a specialization in mild-moderate disabilities. These tracks are listed below briefly and then described in detail. Students will choose one track in which to concentrate. Each track requires the completion of at least 38 units of coursework. All courses are either online or meet in the evening.

Tracks to get to the M.A. degree in Special Education with a specialization in Mild-Moderate Disabilities:

- (1) Traditional program
- (2) One-year program option for undergrads ("UA undergrad + One")
- (3) One-year program option for applicants with a B.S. or B.A.

Traditional Program Track

The traditional track is for students who choose to take fewer than four classes each semester or who cannot commit to a one-year program option. Students in the traditional track can take classes either as a part-time or full-time graduate student. Full-time students often graduate in 18 to 24 months; part-time students will take longer to graduate. Like the other program options, the traditional track leads to an M.A. in special education with a specialization in Mild-Moderate Disabilities *and* an institutional recommendation for teacher certification in Arizona, which allows the option to pursue an Arizona teaching certificate. The traditional track offers courses that are either online or in-person. These courses take place during the fall, spring, and summer. Because the traditional track leads to certification, this track requires a supervised teaching internship – often completed during the last two semesters of your program – which you will arrange with your advisor.

Admission Requirements and Materials

- A bachelor’s degree from an accredited college or university.
- Official transcripts with a minimum GPA of 3.0 or “B.”
- A two-page personal statement describing your experience working with children/youth who have disabilities and how you expect the Mild-Moderate M.A. program to improve your impact with children/youth with disabilities.
- Three professional letters of recommendation. We prefer letters from persons who can attest to your ability to do graduate-level work and interact effectively with children and/or youth.
- Evidence of previous teaching experience. If you do not already hold a teaching certificate, we require evidence of experience working with children/youth with disabilities. This may be described in your personal statement or in your professional letters of recommendation.

Deadlines

For Domestic Applicants

Deadline for Fall Entry: April 15

Deadline for Spring Entry: September 15

For International Applicants

Deadline for Fall Entry: December 1 (for fall of the following year)

Deadline for Spring Entry: June 1 (for spring of the following year)

UA “Undergraduate + One” Track

If you are a current UA undergraduate in the College of Education, you can earn your Mild-Moderate M.A. degree and teacher certification in one year. This particular track to the M.A. in Mild-Moderate involves taking online graduate-level courses during the Fall and Spring semesters of the applicant’s senior year. Program requirements can then be completed through graduate-level online coursework during the summer and full-time Fall and Spring coursework. The program includes supervised teaching experiences during the Fall and Spring semesters. To earn the MA degree, students must pass a written comprehensive exam during the final semester of their program. Coursework during the program prepares students for this exam. There is not a thesis requirement. The Graduate Record Examination (GRE) is not required for admission to the MA or certification program.

Admission Requirements and Materials for the Undergrad + One Track

- Enrollment in any program within the College of Education as an undergraduate at the University of Arizona.
- Official transcript. (Must show a GPA of B [3.0] or better)
- Two-page personal statement describing your experience working with children or youth who have disabilities and how you expect the Mild-Moderate M.A. program to improve your impact with children or youth with disabilities.
- Three letters of recommendation. We prefer letters from persons who can attest to your ability to do graduate-level work and interact effectively with children and youth.

Deadline: Contact Dr. Carl Liaupsin during your **junior or senior year** to arrange coursework: liaupsin@email.arizona.edu or (520) 626-3810.

Interview: Once your admissions materials have been received, you will be contacted for an interview with a member of the admissions committee. Your interview will provide you with valuable information about the program and give you an opportunity to ask questions about the program. You may arrange for the interview to be conducted in person or over the phone.

One-Year Program Option for Applicants with a B.S. or B.A.

If you have a Bachelor's degree from the UA or another accredited university, you can complete the Mild-Moderate M.A. and earn your special-education teacher certification in one year. Students who pursue this option will complete a challenging summer of online coursework (5 summer courses). Program requirements are then completed during full-time online and on-campus Fall and Spring coursework. The program includes supervised teaching experiences during the Fall and Spring semesters.

Admission Requirements and Materials

- A bachelor's degree, in any field, from an accredited college or university.
- Official transcripts. Must show a GPA 3.0 or better.
- Two-page personal statement describing your experience working with children or youth who have disabilities and how you expect the Mild-Moderate M.A. program to improve your impact with children or youth with disabilities.
- Evidence of previous teaching experience. (If you do not hold a teaching certificate, we require evidence of experience working with children or youth with disabilities.)
- Three professional letters of recommendation. We prefer letters from persons who can attest to your ability to do graduate-level work and interact effectively with children and youth. Letters should include evidence of your ability to interact effectively with children.

Deadline:

Deadline for Summer Entry: May 1

Interview

Once your admissions materials have been received, you will be contacted for an interview with a member of the admissions committee. Your interview will provide you with valuable

information about the program and give you an opportunity to ask questions about the program. You may arrange for the interview to be conducted in person or over the phone.

COURSEWORK*

Core Coursework (all students must complete these courses)

- o SERP 500: Introduction to Special Education
- o SERP 502: Behavior Principles and Disability
- o SERP 503: Special Education Law and Policy
- o SERP 504: Cultural and Linguistic Diversity in Special Education
- o SERP 556: Research Methods in Education

Specialization Coursework (for the mild-moderate disabilities specialization)

- o SERP 507a: Academic Assessment: Mild-Moderate Disabilities
- o SERP 511a: Basic Academic Skills for Mild-Moderate Disabilities
- o SERP 534: Language Development for the Exceptional Child
- o SERP 593: Internship (Supervised Teaching in Tucson Area School Districts)
- o SERP 597E: Consultation and Collaboration in Special Education

Certification Requirements (for students who wish to apply for teacher certification)

- o LRC 516: Foundations of Structured English Immersion
- o Arizona and US Constitution

* You and your advisor will plan the order in which you take courses, any additional required or optional coursework, and the length of your program.

Transfer Students

No more than 20% of the minimum number of units required for a master's degree can be transferred from other accredited institutions (e.g., if a Master's degree requires 30 units, then no more than 6 units can be transferred from another university). Transfer of credit toward an advanced degree will not be made unless the grade earned was A or B, and unless it was awarded graduate credit at the institution where the work was completed. For more information, please visit the online [UA Graduate College page on transfer credits](#).

Contact Information

For more information about the Mild-Moderate MA Program, contact Dr. Carl Liaupsin liaupsin@email.arizona.edu / 520-626-3810).

b) Program Name: Master of Arts in Special Education *with a specialization in severe and multiple disabilities*

Program Head: Stephanie MacFarland

Degree Offered: M.A. with the opportunity for teacher certification

Program Description

Prospective teachers in this program will be taught to effectively program for and work with students who have a wide range of severe and multiple disabilities and who represent the spectrum from early childhood to adulthood. Persons who have been labeled multiply-disabled or severely/profoundly disabled usually have the following characteristics: severe to

profound mental retardation, severe physical disabilities, sensory impairments, learning disabilities, emotional disturbances, and health disorders. The program emphasizes inclusion practices and a functional versus developmental approach to the education of children and youth with severe multiple disabilities.

The program in Severe and Multiple Disabilities leads to a Master's degree and, with additional coursework and practicum experience, can lead to Arizona teacher certification in Severe/Profound Disabilities. The Graduate Record Examination (GRE) is not required for admission to the MA or certification program.

Graduate students in this program tend to be either full-time students who are working towards a master's degree and their first teacher certification or second-certificate graduate students who, with additional pre-service preparation from this project, will earn a second teaching certificate in severe/multiple disabilities. For full-time graduate students, this M.A. program requires 33 units of academic coursework and extensive practicum experiences through 19 units (more than 800 hours) of practicum coursework, for completion. For the second-certificate graduate students, the program requires five academic courses that can be completed during a single year. For these students, state certification practicum requirements are met through supervised work as part of their job.

Admission Requirements and Materials

- Bachelor's degree from an accredited college or university
- Grade point average of "B" or better (3.0 on a 4.0 scale)
- Experience working with individuals with severe and multiple disabilities preferred
- Submission of application to the Graduate College
- SER Personal Data Form
- 3 professional letters of recommendation
- Personal statement

Deadline:

Deadline for Fall Entry: February 15

Deadline for Spring Entry: September 15

Interview

Once your admissions materials have been received, you will be contacted for an interview with a member of the admissions committee. Your interview will provide you with valuable information about the program and give you an opportunity to ask questions about the program. You may arrange for the interview to be conducted in person or over the phone.

COURSEWORK

In the preparation program for teachers of students with severe and multiple disabilities, all trainees take 36 units of academic course work plus 19 units of practicum coursework. A detailed description of the recommended sequence in which courses are taken appears later in this section. Please note that SERSP 400: Survey of Special Education, Rehabilitation or equivalent (i.e., introduction/characteristics course in special education) must be taken prior to or during the first semester of the program.

[College of Education Core Courses](#)

SERP 400 (prerequisite)	Survey Special Education and Rehabilitation
EDP 560	Introduction to Educational Research
or	
SERP 556	Research Methods in Education

Department Core Courses

SERP 504	Cultural & Linguistic Diversity in Exceptional Learners
or	
LRC 516	Structured English Immersion
and	
SERP 503	Special Services in Schools

Area of Concentration

SERP 502	Behavior Principles & Disability
SERP 509	Introduction to High Incidence Disabilities
SERP 515	Foundations in Low Incidence Disabilities
SERP 521	Introduction to Visual Impairments & Deaf-Blindness
SERP 513	Educating Students with Mental Retardation & Severe Disabilities
SERP 518	Aug. Comm. For Learners with Severe & Multiple Disabilities
SERP 575	1 st Observation & Participation
SERP 575/591	2 nd Observation & Participation
SERP 568	Transition from School to Work
SERP 593	Internship (Student Teaching)
SERP xxx	American Sign Language for Educators

And an Approved Elective

SERP 599	Independent Study (Research or Evaluation)
or	Electives of special education and relevant interest

Transfer Students

No more than 20% of the minimum number of units required for a master's degree can be transferred from other accredited institutions (e.g., if a Master's degree requires 30 units, then no more than 6 units can be transferred from another university). Transfer of credit toward an advanced degree will not be made unless the grade earned was A or B, and unless it was awarded graduate credit at the institution where the work was completed. For more information, please visit the online [UA Graduate College page on transfer credits](#).

Contact Information

For more information about the Severe & Multiple Disabilities M.A. program, contact Dr. Stephanie MacFarland at szm@email.arizona.edu, (520) 621-5165

c) Program Name: Master of Arts in Special Education *with a specialization in visual impairments*

Program Head: Sunggye Hong

Degree offered: M.A. with teacher certificate

Program Description

The University of Arizona offers a graduate-level program leading to a specialization in teaching children who are visually impaired: TVI, or Teacher of Students with Visual Impairments.

Nationally recognized for excellence, this program prepares individuals to provide services in this challenging and rewarding profession. Our graduates are successfully employed in school districts, special schools, and agencies in Arizona as well as in other states across the country. Financial assistance is often available to students enrolled in this program.

The M.A. program with a specialization in Visual Impairments is accredited by the Arizona Department of Education and by the Association for Education and Rehabilitation for people with Visual Impairments (AERBVI). Our program is comprised of 45 to 48 graduate-level course units. Students who complete the required coursework will receive the M.A. degree. To earn the M.A. degree, students pass a written comprehensive exam during the final semester of their program. Coursework during the program prepares students for this exam. There is not a thesis requirement. Students who complete the required coursework *and* fulfill the program's student-teaching requirements will be eligible to apply for the Provisional Visual Impairments (K-12) Special Education Teaching Certificate in the state of Arizona.

The M.A. program with a specialization in Visual Impairments is designed to meet the requirements for Arizona teacher certification in the area of Visual Impairments Specialization. In addition to receiving a Master's Degree in Special Education, graduates are eligible for an "institutional recommendation" from the UA; receipt of the IR will facilitate the process of receiving an Arizona teaching certificate. For more information about completing the certification process, refer to the Certification FAQ page of the DPS website.

Admission requirements

- A bachelor's degree from an accredited college or university
- Grade point average of "B" or better (3.0 on a 4.0 scale)
- Three letters of recommendation
- Experience in the field of special education is desirable but not required

Application Deadlines

Deadline for Fall Entry: February 15

Deadline for Spring Entry: September 15

Interview

Once your admissions materials have been received, you will be contacted for an interview with a member of the admissions committee. Your interview will provide you with valuable information about the program and give you an opportunity to ask questions about the program. You may arrange for the interview to be conducted in person or over the phone.

Coursework*

Core Coursework (all students must complete these courses)

- SERP 500: Introduction to Special Education
- SERP 502: Behavior Principles and Disability
- SERP 503: Special Education Law and Policy

- SERP 504: Cultural and Linguistic Diversity in Special Education
- SERP 556: Research Methods in Education

Specialization Coursework (for the visual impairment specialization)

- SERP 520: Low Vision and Visual Functioning
- SERP 521: Introduction to Visual Impairments and Deaf-Blindness
- SERP 522: Orientation & Mobility for Teachers of Individuals with Visual Impairments
- SERP 523a: Braille I
- SERP 523b: Braille II
- SERP 524: Methods of Teaching the Visually Impaired
- SERP 593: Internship

Certification Requirements (for students who wish to apply for teacher certification)

- LRC 516 or LCEV 508: Foundations of Structured English Immersion
- Arizona and US Constitution completion

Additional courses (upon advisement only)

- SERP 400 Survey of Exceptionality (if not taken previously)
- LRC 505 or an equivalent course in reading
- Two additional courses in area of emphasis (if selected)

You and your advisor will plan the order in which you take courses, any additional required or optional coursework, and the length of your program.

Transfer Students

No more than 20% of the minimum number of units required for a master's degree can be transferred from other accredited institutions (e.g., if a Master's degree requires 30 units, then no more than 6 units can be transferred from another university). Transfer of credit toward an advanced degree will not be made unless the grade earned was A or B, and unless it was awarded graduate credit at the institution where the work was completed. For more information, please visit the online [UA Graduate College page on transfer credits](#).

Contact Information

For more information about the M.A. program with a specialization in Visual Impairments, contact Dr. Sunggye Hong (sghong@email.arizona.edu / 520-621-0945).

d) Program Name: *Master of Arts in Special Education with a specialization in deaf and hard of hearing*

Program Head: Shirin Antia

Degree Offered

- M.A.
- M.A. with eligibility for teacher certification
- A certification-only option is available to qualified applicants

Program Description

The M.A. program in Special Education *with a specialization in deaf and hard of hearing* is a completely online graduate-level program designed to prepare teachers of children who are deaf and hard of hearing (DHH). The population that this program is designed to help serve, the Deaf or Hard of Hearing (DHH), include individuals with varying degrees of hearing loss from mild to profound. The primary means of communication used by this population includes sign language, spoken language or both. The aim of the Graduate Program in DHH is to prepare highly-skilled teachers to work with children who have varying degrees of hearing loss across multiple educational settings. The program does not advocate a single type of placement or communication approach for all children with hearing loss. The program is accredited by the Council on Education of the Deaf (CED) and recognized by the Arizona Department of Education.

M.A.-only Option

The M.A. degree program in special education with a specialization in Deaf/Hard of Hearing consists of 46 to 49 units designed to prepare future teachers of children who are deaf or hard of hearing. Students who complete the full program receive the M.A. degree in Special Education. To earn the MA degree, students complete all core courses with a minimum grade of “B” complete a comprehensive exam based on presentation of a program portfolio composed of designated benchmark assignments from selected core courses. There is not a thesis requirement. Students completing the certification-only option complete all core courses with a minimum grade of “B” and fulfill the programs internship requirements.

M.A. + Teacher Certification Option

Students who complete the M.A. program (see above) *and* fulfill the program’s internship requirements and as well as students completing the certification-only option are eligible to apply for the Provisional Hearing Impaired Special Education Teaching Certificate in the state of Arizona and Provisional CED teacher certification at the national level. Graduates are eligible for an “institutional recommendation” from the UA College of Education that facilitates the process of receiving an Arizona teaching certificate. Teachers who apply for certification in another state will most likely find the process easier if they are already certified. Students who plan to teach outside of Arizona should determine the teacher certification requirements of that state prior to beginning the program to confirm that the program will fulfill requirements.

Certification-Only Option: Individuals who already hold a teaching certificate and a master’s degree in a related field can elect to complete the certification-only option, which includes only core-program courses and the required internship(s). The certification-only option also may be available to individuals residing in states that do not currently accept online master’s degrees from programs in Arizona. The certification-only option consists of 37 to 40 graduate-level course units. All courses are completed online and there are no requirements to come to the physical campus of the University of Arizona.

Coursework

Core Courses (completed by all students)

- o SERP 530: Educational Issues: Deaf and Hard of Hearing Children
- o SERP 532: Principles of Listening and Spoken Language in Hard-of-Hearing or Deaf Students

- o SERP 534: Language Development for the Exceptional Child
- o SERP 537: Language and Literacy Assessment and Instruction: Deaf and Hard of Hearing Children
- o SERP 594: Practicum in Language and Literacy
- o SERP 567: Audiology Practices in Education
- o SERP 594: Practicum in Audiology
- o *SERP 538: Assessment and Development: Listening/Spoken Language, Deaf/Hard of Hearing Students
- o *SERP 594: Practicum in Listening/Spoken Language
- o SERP 597N: Issues in DHH: Supporting DHH Students in Public Schools
- o SERP 593: Internship

* SERP 538 and the accompanying SERP 594 practicum may be waived for some D/HH students.

Additional Required Courses (completed by all students)

- o **SERP 503: Special Education Law and Policy
- o LCEV 508: Methods of Teaching English to English Language Learners

** SERP 503 is waived for those entering the program with a degree in special education.

M.A. Courses (required by students completing the M.A. degree)

- o SERP 556: Research Methods in Education
- o SERP 599: Independent Study (completion of the comprehensive exam – portfolio presentation)

*Ideally, students will have completed four semesters worth of sign-language courses as well as a course overviewing special education during their undergraduate program. However, we will allow students with deficiencies in these courses to take them while they are enrolled in the M.A. degree program in Special Education with a specialization in Deaf/Hard of Hearing.

Contact Information

For more information about the fully online M.A. degree program in special education with a specialization in Deaf/Hard of Hearing, contact Dr. Shirin Antia: santia@email.arizona.edu or (520) 621-0944.

e) Program Name: Master of Arts in Special Education *with a specialization in disabilities*

Program Coordinator: Maria L. Nahmias

Degree Offered: M.A. only. (This degree does *not* lead to teacher certification)

Program Description

This program offers a comprehensive exploration of the latest learning, teaching, and collaboration techniques to support students with disabilities. This program is a fully online Master of Arts degree program in Special Education with an emphasis in Disabilities. In addition to the core coursework (36 units), which is required, students in this program have

the option of choosing an area in which to concentrate (see below). To complete the program, students must complete 36 hours of core coursework and a Master's project. Students who want to a "concentration," must choose among one of the four offered (see below, under "coursework") and take at least 6 units worth of courses in their chosen concentration.

Admission Requirements and Materials

- A bachelor's degree from an accredited college or university in education or a related field.
- Official transcripts.
- Grade point average of "B" or better (3.0 on a 4.0 scale)
- Two-page personal statement describing your experience working with children or youth who have disabilities and how you expect the Mild-Moderate MA program to improve your impact with children or youth with disabilities.
- Evidence of previous teaching experience. If you do not hold a teaching certificate, we require evidence of experience working with children or youth with disabilities.
- Three professional letters of recommendation. We prefer letters from persons who can attest to your ability to do graduate-level work and interact effectively with children and youth.
- SERP 500 (or equivalent) – Foundations of Special Education and Rehabilitation

Deadlines:

Deadline for Fall Entry: February 15

Deadline for Spring Entry: September 1

Interview: Once your admissions materials have been received, an interview may be requested in person or over the phone. Your interview would provide you with valuable information about the program and give you an opportunity to ask questions about the program.

COURSEWORK*

Core Coursework (all students must complete these courses)

- SERP 502 – Behavior Principles and Disability: Assessment and Intervention (3 units)
- SERP 503 – Special Services in the Schools (3 units)
- SERP 504 – Cultural and Linguistic Diversity in Exceptional Learners (3 units)
- SERP 509 – Foundations of High Incidence Disabilities (3 units)
- SERP 515 – Assessment & Instruction: Learners with Low Incidence Disabilities (3 units)
- SERP 534 – Language Development for the Exceptional Child (3 units)
- SERP 556 – Research Methods in Education (3 units)
- SERP 597E – Consultation and Collaboration for Special Needs Students (3 units)
- SERP 909 – Master's Report (6 units)

4 Concentrations (choose one & complete a min. of 6 units in that concentration)

Challenging Behavior

- SERP 529A – Advanced Positive Behavioral Support I (3 units)
- SERP 529B – Advanced Positive Behavioral Support II (3 units)

Sensory Impairments

- SERP 521 – Introduction to Visual Impairments and Deaf-Blindness (3 units)
- SERP 530 – Education and Rehabilitation of Deaf and Hard of Hearing Individuals (3 units)

Autism Spectrum Disorder

- SERP 564 – Introduction to Learners with Autism Spectrum Disorder (ASD) (3 units)
- SERP 595A – Assessing and Educating Students with Autism Spectrum Disorder (3 units)

Gifted Students

- SERP 597A – Creativity and Giftedness (6 units)

Certification Requirements (for students who wish to apply for teacher certification)

- o LRC 516: Foundations of Structured English Immersion
- o Arizona and US Constitution

* Note: You and your advisor will plan the order in which you take courses, any additional required or optional coursework, and the length of your program.

Transfer Students

No more than 20% of the minimum number of units required for a master's degree can be transferred from other accredited institutions (e.g., if a Master's degree requires 30 units, then no more than 6 units can be transferred from another university). Transfer of credit toward an advanced degree will not be made unless the grade earned was A or B, and unless it was awarded graduate credit at the institution where the work was completed. For more information, please visit the online [UA Graduate College page on transfer credits](#).

Contact Information

For more information about the Mild-Moderate MA Program, contact Dr. Maria L. Nahmias, mnahmias@email.arizona.edu.

f) Program Name: Master of Arts in Special Education *with a specialization in behavioral support*

Program Head: John Umbreit

Degree Offered: M.A. (This degree does *not* lead to teacher certification)

Program Description

This program is a fully online Master of Arts degree program in Special Education with an emphasis in Behavior Support. This program is comprised of 36 unit degrees and includes all

6 courses (18 units) required to qualify for the Board Certified Behavioral Analyst (BCBA) exam. Those needing to meet both the coursework and Master's degree requirements established by the Behavior Analysis Certification Board (BACB) will also find this program a good fit. This fully online program leads to an MA in Special Education. Successful completion of this program does not lead to teacher certification, but provides a path to certification as a Board Certified Behavior Analyst.

Admissions Requirements

- A B.A. or B.S. from an accredited institution
- Experience with and access to persons with disabilities

Admissions Materials

- 3 letters of recommendation. (Applicant may use employers and/or professors as references.)
- A Statement of Purpose / Autobiographical Essay (1-2 pages, double spaced).
- Official transcripts from all previous college work at each college or university previously attended.
- English proficiency. International applicants whose native language is not English must submit a minimum TOEFL (Test of English as a Foreign Language) score of 79 internet based (IBT), 550 paper based (PB), or IELTS (International English Language Testing System) composite score of 7 (no subject area below a 6).
- GRE scores are *not* required. However, should you choose to include them in your application, the GRE Institution Code for The University of Arizona is 4832.

Deadlines

- For domestic applicants:
 - Fall admission deadline is February 15
 - Spring admission deadline is September 1
- For international applicants:
 - Fall admission deadline is December 1
 - Spring admission deadline is June 1

Interview

Once your admissions materials have been received, you may be contacted for an interview with a member of the Admissions Committee. You may arrange for the interview to be conducted in person or over the phone.

COURSEWORK*

Core Coursework (all students must complete these 3-unit courses)

- SERP 500: Foundations of Special Education and Rehabilitation
- SERP 502: Behavior Principles and Disability: Assessment and Intervention
- SERP 503: Special Services in the Schools
- SERP 504: Cultural and Linguistic Diversity in Exceptional Learners
- SERP 529a: Advanced Positive Behavior Support
- SERP 529b: Advanced Positive Behavior Support
- SERP 552: Issues in Applied Behavior Analysis

- SERP 553: Ethical Issues in Behavior Analysis
- SERP 556: Research Methods in Education
- SERP 590: Single Subject Research Design
- SERP 597E: Consultation and Collaboration for Special Needs Students,
- SERP 909: Master's Project

* Note: You and your advisor will plan the order in which you take courses, any additional required or optional coursework, and the length of your program.

Transfer Students

No more than 20% of the minimum number of units required for a master's degree can be transferred from other accredited institutions (e.g., if a Master's degree requires 30 units, then no more than 6 units can be transferred from another university). Transfer of credit toward an advanced degree will not be made unless the grade earned was A or B, and unless it was awarded graduate credit at the institution where the work was completed. For more information, please visit the online UA Graduate College page on transfer credits:

<https://www.youtube.com/watch?v=LfgSEwjAeno>

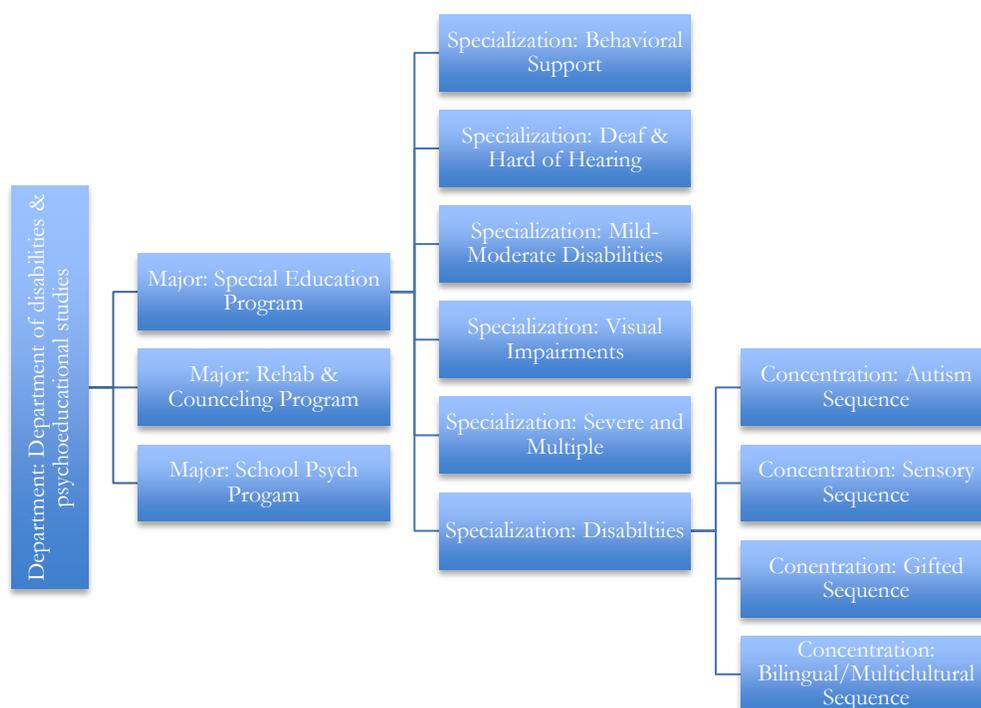
Contact Information

For more information about the Master of Arts in Special Education with a concentration in behavioral-support, contact Dr. John Umbreit at jumbreit@email.arizona.edu or (520) 621-0946.

SECTION III MATRICULATION

Students who wish to participate in the Special Education Master's degree program at the University of Arizona should follow the summary of requirements that are described below. Because some specializations have additional admission requirements, please refer to the admission requirements for the specific specialization in which you are interested. What follows is a general overview of the steps, requirements, and expectations for applying to, entering, and being successful in the Special Education M.A. program. These are preceded by a visual overview of the Special Education Master's degree program.

Visual overview of the Special Education Master's Degree Program



A. Prior to Acceptance into a Program

a) Apply to a Program

The Special Education program in the Department of Disabilities and Psychoeducational Studies offers a variety of specializations that have been designed to help you meet your educational and career goals. For a comprehensive list of specializations within the M.A. program, please see section two of this handbook. Applications may be found on the Special Education website under “student forms.” Once you complete the initial application, you will be prompted to choose a specialization program to which to apply. Review the descriptions of each specialization carefully before choosing one and submitting your application. Descriptions of each specialization are found on the departmental website as well as within this guidebook. Should you need more information or have specific questions about one of the specializations, contact the Director of the Special Education Master's program.

b) Admission requirements. Your application will be scrutinized to ensure that its content meets our admission requirements. Basic admission requirements include a bachelor's degree from an accredited college or university, official transcripts showing a grade-point average of "B" or better (3.0 on a 4.0 scale), a two page personal statement regarding your interest in teaching students with disabilities; and evidence of previous teaching experience. Although we prefer applicants who already hold a valid teaching certificate, all students are encouraged to apply. If you do not hold a teaching certificate, we request evidence of experience working with children or youth with disabilities. Additionally, you must submit three professional letters of recommendation, preferably from persons who can attest to your ability to do graduate level work.

If you do not meet the grade point average requirement, it may be possible for you to demonstrate your ability to do graduate level work through successful completion of 12 units of non-degree graduate credit with a grade point average of 3.0 or above. Your non-degree graduate credit can be applied toward program requirements if you take the appropriate courses. However, taking non-degree graduate credit courses does not guarantee your acceptance into a program; be sure to talk with a Program Advisor prior to undertaking this option.

c) Submit application materials. Applying to the Special Education Master's Degree Program requires that you submit materials to the Special Education Department's Graduate Coordinator. Contact the Graduate Program Coordinator for assistance with the application process; contact information for the Graduate Program Coordinator is listed on the Special Education website.

d) Interview. We require an interview of most applicants. Your interview will provide you with valuable information about the program and give you an opportunity to ask questions about the program. Your interview may be conducted in person, by phone, or via teleconferencing.

B. Upon Acceptance into the Program

a) Obtaining a NetID, password, and email account. Upon Acceptance into the program, you will obtain a NetID, password, and University of Arizona email account. You will need these three items to register for courses, to engage in online coursework, and to contact your advisor, among many other activities. To create your NetID, you will need the Student ID number and Personal Identification Number provided to you upon your acceptance by the Graduate School. You can create your NetID by going to the following weblink: <https://netid.arizona.edu>.

b) Submit Plan of Study (POS)
In conjunction with your advisor, you are responsible for developing an initial plan of study as early as possible during your first few months in residence, prior to the completion of 12 units of course credit, and submit the official plan of study online to the Graduate College. The official plan of study identifies courses you intend to transfer from other institutions, courses already completed at the University of Arizona that you intend to apply toward your graduate degree, and additional course work to be completed to fulfill degree requirements.

The official plan of study must have the tentative approval of your advisor before it is submitted to the Graduate College. The creation of the plan of study is an online GradPath procedure that can be accessed through the Graduate College website. Once your plan of study is submitted to the Graduate College through GradPath, it will be officially reviewed and approved by your advisor and Department Chair.

c) Register for courses. After developing a POS with your advisor, you may register for courses. This is an online process. Be sure to register for courses that are identified in your initial plan of study. It is important to follow the sequence of courses as they are presented in your plan of study. Not all courses are offered every semester; failure to register for a course during the designated semester may result in a delay in your graduation. Contact your advisor if you cannot register for a course, if you need to change your initial plan of study, or if you experience difficulty registering for a course.

Monitor your University of Arizona email account for messages from advisors, instructors, and administrators. You will receive information about important updates and deadlines through your UA email account. Be sure to monitor the account daily. If you regularly use another service for email, it is possible to have your UA email forwarded to that account. However, it is recommended that you use your UA email account as your primary account while you are a student. Contact your advisor with questions, concerns, and updates. Stay in contact with your advisor each semester.

If you are in a program leading to Arizona teacher certification, you will be required to obtain an identity-verified fingerprint (IVP) clearance card upon entry into the program. You must obtain an IVP clearance to participate in school-based experiences and to receive eventual teacher certification in Arizona. You are also required to present the original document (not a copy) to your advisor; your advisor will make a copy and keep it on file. Failure to receive IVP clearance will prevent you from participating in courses and you will not be eligible for teacher certification. You can find out about opportunities to apply for your IVP clearance card at the following link.
https://www.coe.arizona.edu/aass/fingerprint_clearance.

d) Attend a graduate program orientation

You will be notified through your UA email account of the date and time of the Graduate Program Orientation. This meeting will provide you with the opportunity to learn about new or changing requirements. The Graduate Program Orientation is also an excellent opportunity for you to ask questions and learn from other students who are already in a DPS graduate program. Notify your advisor if you will be unable to attend the Graduate Program Orientation.

e) Transfer Credits

Prior to completion of more than 12 units of course credit, discuss approval of transfer credit with your advisor. If you are seeking to obtain credit for graduate courses taken at other colleges or universities, notify your advisor as soon as possible. No more than 20% of the total number of units in your Master's Plan of Study can consist of transfer credit. In most cases, you are limited to the transfer of 7 units. Your advisor may require course syllabi to make a decision about whether or not to approve your request for transfer of credit. After approval by your advisor, you must submit a Transfer Credit form in GradPath before the end of your first year of study. Transfer of credit toward an advanced degree will not be

made unless the grade earned was A or B, and unless it was awarded as graduate credit at the institution where the work was completed. You may not transfer undergraduate credits. Grades of transfer work will not be used in computing the student's grade-point average. Credit for correspondence courses or extension work from other institutions will not be accepted for graduate credit.

C. Throughout your Coursework

a) Academic Expectations

Our graduate programs have high expectations of our students. During each semester, you must maintain a grade point average of at least 3.0. According to the requirements of the Graduate College, you will be placed on academic probation if you have a cumulative grade-point average of less than 3.0 at the end of a given semester. If you are placed on academic probation, meet with your advisor immediately to discuss the steps to be taken to remediate the problems that led to the probationary status and devise a written plan of action.

After the first semester that a student completes with a cumulative GPA less than 3.0, they will be placed on probation but will be allowed to register for one additional semester. The student will be blocked from registering after that unless their cumulative GPA reaches 3.0 at the end of the second consecutive semester of probation. Students whose GPA is below 3.0 for two consecutive semesters will be disqualified from their program. Disqualification results in the student being blocked from registration.

If a grade changes or completion of an Incomplete causes a prior semester's cumulative GPA to drop below 3.0, the student will retroactively be placed on probation and that semester will count as the student's first semester below 3.0.

Disqualified students may: (1) Apply as non-degree seeking and continue to take graduate courses in non-degree status OR (2) apply for academic renewal if they wish to apply to a different major and the other major has agreed to accept them. The graduate GPA will NOT be changed until the student has been admitted to the new program.

Students can apply for readmission to a degree program as early as the semester after their disqualification if they achieve a cumulative grade point average of at least 3.0 through additional graduate course work. A re-admission request must be supported Head of the Department and approved by the Graduate College. There is no guarantee of re-admission.

b) Ethical Expectations

You are expected, throughout each semester, to exhibit ethical conduct that meets academic, professional, practice, and research standards. You will be expected to maintain high ethical standards as you engage in coursework and interact with faculty and peers. Be sure to abide by the academic and behavioral policies of the University, Graduate College and College of Education. Also adhere to any additional academic and behavioral standards noted in the syllabi of your courses. Additionally, you will be expected to maintain high ethical standards in your interactions with children, youth, parents, caregivers and other professionals. The Special Education programs in DPS expect students to adhere to the professional ethical principles and practice standards set forth by the Council for Exceptional Children <http://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>. Students conducting research should also be aware of and abide by University of Arizona standards

for the ethical conduct of research. Consult your advisor and become familiar with the materials available through the Office for the Responsible Conduct of Research <http://orcr.arizona.edu>.

D. Prior to your Final Semester of Coursework

a) Register for your Master's Project or Thesis (if applicable). If you are in a program that *does not lead to teacher certification*, you will also need to register for a Master's Project or Thesis. You will not be required to take the comprehensive exam. The Master's Project is often a research project the topic and scope of which will be determined by you and your advisor. Your final product will be assessed by your M.A. committee, which will be comprised of three faculty members. A passing grade requires agreement by at least two of the three faculty members. You will be notified of your results on the project or thesis as soon as possible, usually within three weeks.

If you do not pass the Master's Project or Thesis, you will be asked to meet with your advisor, who will review your options with you. Your options will include, but are not limited to: rewriting the thesis; completing an alternate format of the project; taking the comprehensive exam. All options for alternative completion of your MA Project or Thesis are likely to require at least one additional semester of coursework.

If you are in a program that does lead to teacher certification, register for the required Comprehensive Examination: <https://www.coe.arizona.edu/dps/newcomps>

b) Register for the Comprehensive Exam (if applicable). The Comprehensive Examination is a requirement for completion of your Master's Degree Program. The Comprehensive Examination is a 3-hour written test of the knowledge and skills gained during your coursework in and experiences in the Program. The Comprehensive Examination is taken during your final semester your Master's Degree Program. You should register for the comprehensive exam immediately prior to your last semester of coursework and when you meet all of the following requirements: (1) You are registered for at least 3 units of coursework. (2) Your Plan of Study has been approved by the Graduate College. (3) All courses listed on your Plan of Study have been taken or will be completed during the semester when you will be taking the Comprehensive Examination.

Your advisor will provide you with a study guide for the Comprehensive Examination. You are encouraged to arrange study groups with fellow graduate students to prepare for the Comprehensive Examination. Be sure to contact your advisor early in the process if you require reasonable accommodations to your testing experience.

c) Perform a Student-Teaching Experience. If your program leads to certification, you must successfully complete the required "student-teaching experience" (formerly known as the student internship) in addition to passing your comprehensive exam. Your Student Teaching Supervisor (at the University of Arizona) will arrange this experience for you. Your Supervising Practitioner (aka the cooperating teacher at your host school who will serve as your mentor) and Student Teaching Supervisor will evaluate your performance in the student-teaching experience. For more information about the student-teaching experience, see the appropriate section of this handbook.

E. During your Final Semester of Coursework

a) Submit a Master's/Specialist Committee Appointment Form. The UA Graduate School requires that all graduate students submit a Master's/Specialist Committee Appointment Form: <https://www.coe.arizona.edu/dps/students>. The form is required regardless of whether you are in a program leading to teacher certification or a program that does not lead to teacher certification. You should submit this form through the GradPath system. For more information, see <https://grad.arizona.edu/gsas/degree-requirements>.

b) Take the Comprehensive Exam. If you are in a program that leads to teacher certification, you must pass the required Comprehensive Examination. This written exam takes approximately 3 hours to complete and will be graded by 3 faculty members. A passing grade requires agreement by at least two of the three faculty members. You will be notified of your comprehensive examination results as soon as possible, usually within 3 weeks.

If you do not receive a passing grade on your Comprehensive Examination, you will be asked to meet with your advisor, who will review your options with you. Your options will include, but are not limited to: retaking the exam; completing an alternate format for the exam; completing a thesis project. All options for alternative completion of your Comprehensive Examination requirement following a failed attempt are likely to require at least one additional semester of coursework.

c) Initiate Teacher-Certification Paperwork (Institutional Recommendation). Once you have passed both your student-teaching experience and your comprehensive exam, you must initiate your teacher-certification paperwork by applying for an Institutional Recommendation letter: <https://www.coe.arizona.edu/ir/4>.

To request an Institutional Recommendation (IR) Letter: You should begin your application for a teaching certificate during your final semester of coursework. One key piece of paperwork to submit is the request for an Institutional Recommendation letter. This letter confirms to the Arizona Department of Education that you completed an approved graduate program leading to teacher certification in the state of Arizona. You can find out more about the issues of teacher certification and submitting an application for an Institutional Recommendation letter at the following College of Education website https://www.coe.arizona.edu/current_students/certification_faqs.

F. In Order to Graduate

a) Important Dates and Deadlines from the Graduate College. During your final semester of coursework, you must register to participate in the College of Education Convocation or graduation events. You are not required to participate in graduation events, but you are required to register if you do want to participate. The convocation registration information will be sent to you in an email from the College of Education; said email will require your reply. In addition to registering for convocation, there are a series of steps that you must follow by their stated deadlines in order for the Graduate College to successfully process your request to graduate. These important steps – and their deadlines for completion – are found on the Graduate College website: <https://grad.arizona.edu/gsas/degree-requirements/important-degree-dates-and-deadlines>

G. Upon Graduation

a) Submit teacher certification forms to the Arizona Department of Education. If you are in a program that leads to teacher certification, you must submit the required forms and documents to the Arizona Department of Education to receive Provisional Teacher Certification. (If you're not earning a teacher certification from your program, disregard this step.)

Your academic advisor and the College of Education Certification Officer can answer your questions regarding submission of documents to obtain your Provisional Teacher Certificate in Arizona. However, it is your responsibility to complete and submit the proper documents or paperwork to obtain your Provisional Teacher Certificate. You can find out more about Certification requirements at the following webpage
https://www.coe.arizona.edu/current_students/certification_faqs

b) Complete Graduate Student Exit Survey

Please complete the optional Graduate Student Exit Survey, which you will receive via email upon graduation. Your valuable input will lead to the improvement of policies and programs within the College of Education. However, completing this survey is not a requirement. You may take the survey at any time near to – or after – graduation by going to www.grad.arizona.edu/forms.

SECTION IV THE STUDENT-TEACHING EXPERIENCE

The Arizona Administrative Code defines “field experience as the scheduled, directed, structured, supervised, frequent experience in a preK-12 setting that occurs prior to the capstone experience. Field experiences must assist educator candidates in developing the knowledge, skills, and dispositions necessary to ensure all students learn, and provide evidence in meeting standards described in the Board approved professional teaching standards or professional administrative standards, and relevant Board approved academic standards” (Article R7-2-604.7). These standards are set forth by the CEC and appear below.

CEC Initial Level Special Educator Preparation Standards*

Standard	Area	Description
CEC Initial Preparation Standard 1	Learner Development and Individual Learning Differences	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.
CEC Initial Preparation Standard 2	Learning Environments	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.
CEC Initial Preparation Standard 3	Curricular Content Knowledge	Beginning special education professionals use knowledge of general ³ and specialized curricula ⁴ to individualize learning for individuals with exceptionalities.
CEC Initial Preparation Standard 4	Assessment	Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
CEC Initial Preparation Standard 5	Instructional Planning and Strategies	Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies ⁶ to advance learning of individuals with exceptionalities.
CEC Initial Preparation Standard 6	Professional Learning and Ethical Practice	Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
CEC Initial Preparation Standard 6	Collaboration	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.

*NCATE approved November 2012

A. Eligibility Requirements

To participate in the student-teaching field experience, student-teachers must be enrolled in an M.A. program that leads to teacher-certification, be in good academic standing, and have a valid Arizona Department of Public Safety IVP fingerprint clearance card. A copy of the clearance card must be on file with your program advisor prior to your student-teaching. To register for an AZ fingerprint clearance card, go to www.azdps.gov/services/fingerprint.

B. School Placement Policy

The Student Teaching Supervisor or Program Supervisor will work with the school district administrators to place student-teachers with Supervising Practitioners who hold a valid Arizona teaching certificate, have a minimum of three years of teaching experience in the content area, have a minimum of one year of teaching experience at their current school, and meet all other school or district requirements for Supervising Practitioners. Student-teachers do not coordinate their own placements. It is a College of Education policy that student teachers not be placed in schools where their child or relatives attend or work.

C. Disability Accommodations

Student-teachers with disabilities who, with or without reasonable accommodations, can complete the essential requirements of the program will not be discriminated against because of their disabilities. If you require reasonable accommodations, please contact the Head of your department and the UA's Disability Resource Center (DRC).

D. Non-discrimination and Anti-harassment Policy

The College of Education joins in the University of Arizona's commitment to an environment free of discrimination, harassment and retaliation based on race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or other protected characteristics. If you have questions or concerns about possible discrimination or harassment, including in a field experience or any University-sponsored activity, please contact the University's Office of Institutional Equity, 520-621-9449, www.equity.arizona.edu.

E. Which Academic Calendar to Follow

You may notice that the University of Arizona's academic calendar and the academic calendar of the school district at which you will conduct your student-teaching have conflicting start/end dates, holidays, and/or seasonal breaks. In tandem with your Student Teaching Supervisor and Supervising Practitioner, you will determine which holidays/breaks to follow. This decision must be made carefully so that you meet the requirements for both your coursework and your student-teaching obligations. You may locate the University of Arizona's academic calendar here: <http://catalog.arizona.edu/calendar/2016-2017-academic-calendar>. You will find the academic calendar for the school at which you will perform your student-teaching by searching that school's district website.

F. Professionalism

Student teachers are expected to conduct themselves with the professionalism of a regular school faculty member. Dress and behavior should be aligned with the professional standards and climate of the school. To ensure the safety of teachers and students, schools

have procedures regarding visitors. Student-teachers should adhere to policies regarding visitors on campus, and obtain appropriate faculty ID cards and parking passes.

During the first few weeks of their student teaching field experience, student teachers should take field notes and observations of their new school environment. The learning time of the classroom-students is the first priority, so student-teachers should be careful not to disrupt instructional time. Also, the privacy of teachers and classroom-students must be protected. Full names of classroom students and teachers should not be used in field notes; additionally, such notes should be kept secure at all times. District policies must be adhered to when gathering data for the purposes of classroom inquiry.

G. Clarification of Titles

While the positions themselves have not changed over the years, their titles have. Please see below for current titles of the people involved in the student-teaching experience. Also included is the title by which they used to be referred.

<u>Current Title</u>	<u>Previous Title</u>	<u>Description</u>
<i>Supervising Practitioner</i>	Cooperating Teacher or Mentor Teacher	The lead teacher at your school site with whom you will be paired during your student-teaching experience.
<i>Student Teaching Supervisor</i>	University Supervisor	Leads the field-experience program at the University of Arizona
<i>Student-teacher</i>	Intern	M.A. student in a teacher preparation program

H. Supervising Practitioners

a) Compensation. The University of Arizona will financially compensate Supervising Practitioners for their mentorship. Supervising Practitioners will receive a “Cooperating Teaching Compensation Record” form from the Student Teaching Supervisor. Supervising Practitioners should fill out the entire form and return it to the Student Teaching Supervisor via mail, scan, or fax.

In the past, when completing their “Cooperating Teaching Compensation Record,” teachers have posed these frequently asked questions:

- *What address should I use?* Under “address,” please write the address you would like the compensation check to arrive at (e.g. your home address).
- *Where does my signature go?* Write your signature directly under the large box that appears in the form.
- *What do I check-off?* Under the section entitled, “conditions determining amount of payment,” check-off the first option: “100% time (\$500 payment).”

b) Roles and Responsibilities

Supervising Practitioners must remain in the classroom with the student-teacher. The first two to four weeks of the field experience is a time of team-teaching rather than student-teaching. At this stage, student-teachers cannot be left in sole charge of classroom students for any length of time. The only exception to this is if the student-teacher has a valid substitute certificate and has been officially designated by the school district as a substitute teacher for that class period/day.

Supervising Practitioners may leave the classroom for short periods of time if it is appropriate, in their professional opinion, and if district policy allows that. Needless to say, the Supervising Practitioner should be present in the classroom a great deal of the time to formally and informally observe the student-teacher and to provide the feedback that furthers his/her development. If the Supervising Practitioner determines that the student-teacher has adequate professional skills to be alone in the classroom, then the Supervising Practitioner must adhere to these rules when they leave the classroom:

1. Supervising Practitioner must always tell the student-teacher specifically where he/she will be on campus so that the student-teacher can reach the Supervising Practitioner quickly in an emergency.
2. Supervising Practitioner cannot leave the school campus.
3. Supervising Practitioners cannot provide class coverage for another teacher or in any way supervise another group of students while the student-teacher is teaching. The Supervising Practitioner is still legally in charge of the classroom students.

If the Supervising Practitioner is absent and an official substitute teacher is in the classroom, then the substitute teacher must never leave the student-teacher alone with the classroom students (even if the student-teacher is teaching the lesson that period.). Supervising Practitioners should explain in their instructions to the substitute teacher that the substitute, not the student-teacher, is legally liable for the welfare of the classroom students and that the substitute is expected to remain in the classroom at all times.

Supervising Practitioners are encouraged and expected to contact their assigned Student Teaching Supervisor as soon as possible if issues arise, particularly concerns regarding the placement and the student's fitness to teach. Policies for Student Teacher Dismissal/Reassignment are delineated below, under Dismissal Policy.

Throughout the year, Student Teaching Supervisors will be available to assist both student-teachers and Supervising Practitioners regarding issues with the student-teacher experience. Please view the Student Teaching Supervisor as a resource, and do not hesitate to contact him/her with questions or concerns.

c) Supervision Tips and Guidelines

Take notes as you observe your student-teacher. This written record of the lesson will help to focus the post-conference and refresh everyone's memory of the lesson.

Make notes as objective as possible. For example, the number of students who are on

task during a lesson taught by the student-teacher, the number and names of students responding to questions, the approximate length of activities, wait time, etc.

Write down exact quotes spoken by the student-teacher whenever possible. This will help the student-teacher examine his/her clarity when giving instructions, presenting material, and disciplining classroom students.

Note the positive things that occurred during the lesson. These are often hard for you and the student-teacher to remember later on.

Give the lesson notes to the student-teacher after the post-conference.

Avoid the temptation to give instant feedback. Having time to digest the lesson may give you the opportunity to prioritize a few key things that you want to mention in the post-conference.

Focus on only one or two areas of refinement at a time. It can be demoralizing for interns to get a long list of things to work on. Plus, it is difficult for anyone to concentrate on too many refinements simultaneously.

Include feedback about what went well during the lesson. Make sure that you also focus on one or two things that went well in the lesson. Interns tend to be very hard on themselves.

Have the student-teacher identify areas that he/she wants to work on. You can gently steer them toward an area if you think it is a major area of concern, but otherwise it is best to allow the intern input in this process. It develops their self-reflection skills and gives them ownership of the process.

Have established times during each day or week when you will conference. Post-conferencing should not be hit-or-miss. If you have pre-arranged your conferences, then they are more likely to occur. This conferencing time is crucial for the student-teacher's development and will allow you to establish your relationship with him/her. Try to meet in a place that is private. Leave yourself enough uninterrupted time for the conference to run its natural course.

When you make suggestions for improvement, be specific. Student-teachers need to know exactly what it is that you want them to do (or not do) the next time they teach a lesson. You should also write these suggestions down, with each of you keeping a copy.

Supervising Practitioners are also expected to follow, at a minimum, the guidelines that appear below.

- Review the Student Guide to the M.A. in Special Education
- Acquaint the student-teacher with the school, staff, students, teachers and community
- Create an atmosphere of acceptance of the student teacher on the part of students, parents, faculty, and school community
- Orient the student teacher to the school policies, regulations and practices, classroom rules, organization and management.

- Review your school's faculty handbook and the M.A. student guidebook.
- Provide a desk or work place, necessary instructional materials, resources, supplies and equipment
- Guide lesson planning and material development. Provide timely feedback to student teachers on their lesson plans prior to the teaching of the lesson
- Explain goals and objectives in relation to curriculum scope and sequence
- Provide for positive learning experiences
- Model assessment of student performance through appropriate diagnostic testing, record keeping and grading
- Acquaint the student teacher with routine tasks and activities
- Provide continuous support, conferences and feedback opportunities
- Afford opportunities for observation and participation in experiences beyond the immediate classroom
- Promote personal/professional growth

I. Student Teaching Supervisor

a) Roles and Responsibilities

During the first two weeks of the student-teaching experience, the Student Teaching Supervisor will:

- Attend a meeting of all supervisors to review policies and procedures for clinical supervision of student-teachers
- Assist student-teachers and Supervising Practitioners with developing the student-teacher's phase-in plan for that semester
- Observe the student-teacher and Supervising Practitioner a minimum of once a month and preferably every two weeks. Meet with both student teacher and Supervising Practitioner to:
 - Verify that the relationship between the student-teacher and the Supervising Practitioner is sound and appropriate.
 - Verify that the student-teacher is in compliance with the Phase-in Plan.
- Conference with the student-teacher and Supervising Practitioner at the end of the semester.

Throughout the student-teaching experience

- Conduct formal observations and post-conferences approximately every two weeks. These observations will be announced and scheduled in advance.
- During the post-conferences, provide feedback on the written lesson plan, instruction and classroom management
- Provide student-teachers and Supervising Practitioners with a written summary of what was discussed during the post-conference
- Conduct one mid-term and one final evaluation conference with the student-teacher and Supervising Practitioner, and complete requisite evaluation forms
- Recommend a "pass" or "fail" grade to the Program Director at the conclusion of the final evaluation conference

b) Site Visits

Student Teaching Supervisors will make a number of site visits throughout your student-teacher experience. The purpose of these visits is to verify that the student-teacher is on track to successfully student teach. During site visits, the Student Teaching Supervisor will also conference with the Supervising Practitioner and the student-teacher. Student Teaching Supervisors will make brief, informal observations of the student-teacher interacting with his or her Supervising Practitioner and with the student in the classroom. The Student Teaching Supervisor will ascertain either through these observations or through conversation with the student-teacher and Supervising Practitioner that the following are occurring:

- The student-teacher is assuming an appropriate amount of responsibility
- The student-teacher is spending an appropriate amount of time at the field site each day
- The Supervising Practitioner and the student-teacher have set a consistent schedule for conferencing and are adhering to it
- The Supervising Practitioner and student-teacher have open lines of communication and are receptive to each other's comments

Any concerns related to the student-teaching experience should promptly be brought to the attention of the Student Teaching Supervisor. This includes seemingly small concerns as they, if left unattended, tend to develop into significant problems.

J. Professional Growth Plan

During the field internship, Student Teaching Supervisors or Supervising Practitioners who have concerns about a student may initiate the referral form for "*Identification of Students with Performance Concerns.*" These referrals are to be submitted to the Program Director.

The Program Director will determine how to respond to the referral. For minor concerns, the Program Director and Student Teaching Supervisor will meet with the student to discuss the concerns and the steps that need to be followed to address them. The Program Director and Student Teaching Supervisor will then prepare a *Response to Referral* to summarize that meeting.

When major or repeated concerns have been raised, the Program Director and Student Teaching Supervisor may decide to convene a Professional Growth Team to meet with the student and initiate a signed *Professional Growth Plan* that specifies the expectations that must be met, as well as the options for the student should it be deemed at a later date that the expectations still have not been met. Completion of the certification program is dependent on successful adherence to the *Professional Growth Plan*.

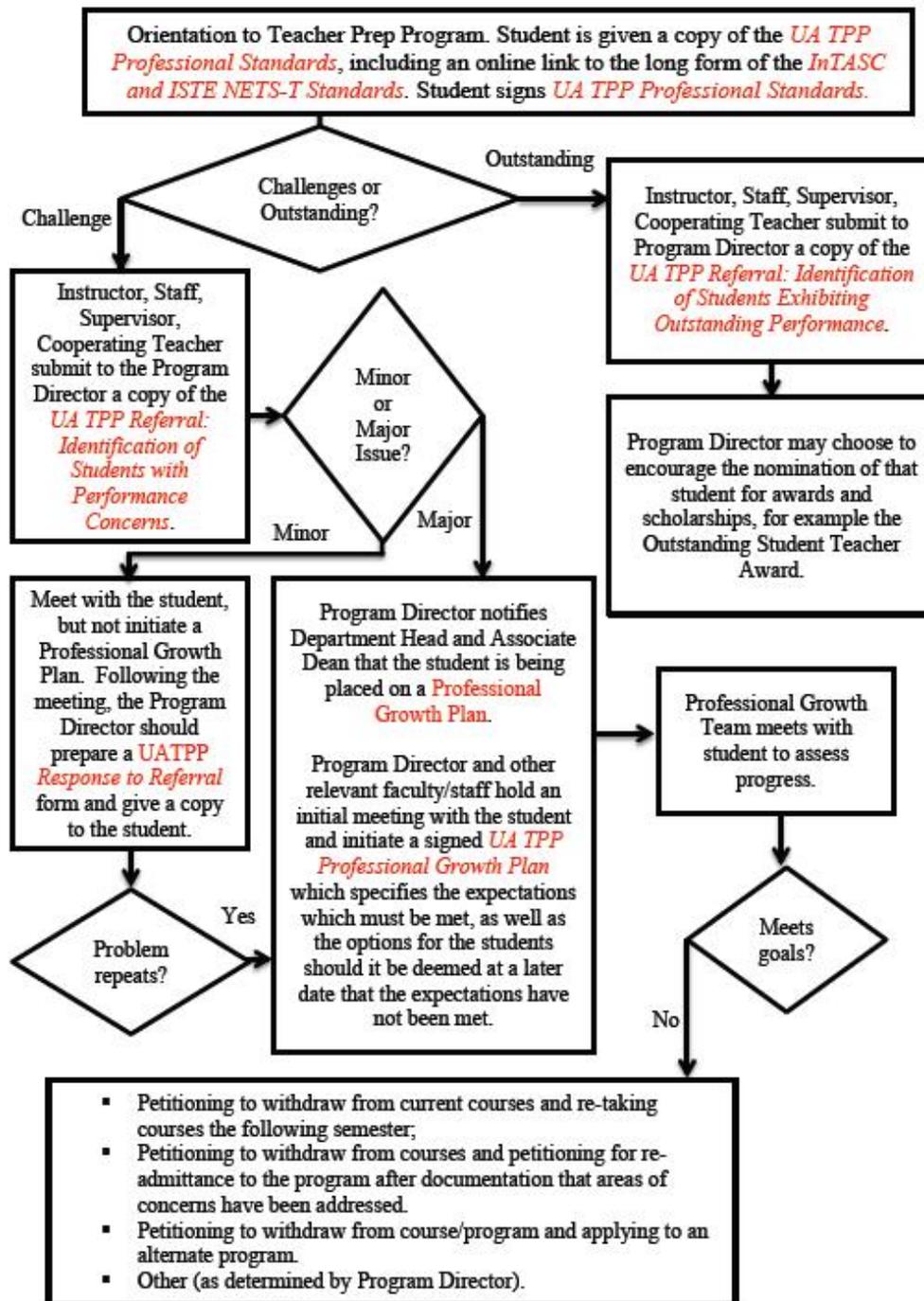
In certain circumstances, a student may be moved to a second student-teaching assignment. If that student is reassigned, any existing *Professional Growth Plan* will be shared with the potential new Supervising Practitioner, and the second assignment is considered a final assignment.

Student appeals of this process must follow university policy.

The following forms that have been included in the subsequent pages of this Program Guidebook (below) may also be found on the College of Education Professional Preparation website: http://www.coe.arizona.edu/du_e_process

- Due Process Flow Chart
- Referral: Indication of Students with Performance Concerns
- Response to Referral
- Professional Growth Plan

UA TPP Due Process Flow Chart





UA Teacher Preparation Programs

Referral

Identification of Students with Performance Concerns

(Both UA and field-based professional educators may initiate this form)

College of Education

- _____ Elementary Education Teacher Preparation Program
- _____ Early Childhood Education Teacher Preparation Program
- _____ Severe and Multiple Disabilities Master's Program
- _____ Cross-Categorical Special Education Program
- _____ Cross-Categorical Special Education Master's Program
- _____ Deaf and Hard of Hearing Education
- _____ Teach Arizona Master's Program

College of Fine Arts

- _____ Music Education Program
- _____ Art and Visual Culture Education Program
- _____ Theatre Education Program

College of Science

- _____ Secondary Mathematics Education Program
- _____ Science Teacher Preparation Program

College of Agriculture and Life Sciences

- _____ Agricultural Education Program

College of Humanities

- _____ MA in Classics with Sec School Latin Certification
- _____ MA in German Studies with Sec. School Certif.

University of Arizona South

- _____ Elementary Education Teacher Preparation Program
- _____ M.Ed. in Secondary Education

Concern(s) (may be more than one area):

- | | |
|--|-----------------------------------|
| _____ Learner and Learning | _____ Instructional Practice |
| _____ Content | _____ Professional Responsibility |
| _____ University of Arizona Standards for Teacher Candidates | |

Describe the steps you have already taken to address this concern with the student.

Submitted by:

Date:

Position/Title:

Please return form to the Director of the program for which you are referring.

Persons with disabilities, who, with or without reasonable accommodations, are able to complete the essential requirements of the program, will not be discriminated against on account of their disabilities. Information concerning the accommodation policy can be obtained in the University of Arizona Disability Resources Center.



UA Teacher Preparation Programs

Response to Referral

Student name:

College of Education

- _____ Elementary Education Teacher Preparation Program
- _____ Early Childhood Education Teacher Preparation Program
- _____ Severe and Multiple Disabilities Master's Program
- _____ Cross-Categorical Special Education Program
- _____ Cross-Categorical Special Education Master's Program
- _____ Deaf and Hard of Hearing Education
- _____ Teach Arizona Master's Program

College of Fine Arts

- _____ Music Education Program
- _____ Art and Visual Culture Education Program
- _____ Theatre Education Program

College of Science

- _____ Secondary Mathematics Education Program
- _____ Science Teacher Preparation Program

College of Agriculture and Life Sciences

- _____ Agricultural Education Program

College of Humanities

- _____ MA in Classics with Sec School Latin Certification
- _____ MA in German Studies with Sec School Certif.

University of Arizona South

- _____ Elementary Education Teacher Preparation Program
- _____ M.Ed. in Secondary Education

Relevant area (may be more than one area):

- _____ Learner and Learning
- _____ Content
- _____ University of Arizona Standards for Teacher Candidates
- _____ Instructional Practice
- _____ Professional Responsibility

Met with student on:

Next steps:

Director:

Date:

Student signature if needed:

Date:

Please return form to the Director of the program for which you are referring.

Persons with disabilities, who, with or without reasonable accommodations, are able to complete the essential requirements of the program, will not be discriminated against on account of their disabilities. Information concerning the accommodation policy can be obtained in the University of Arizona Disability Resources Center.



UA Teacher Preparation Programs

PROFESSIONAL GROWTH PLAN

Student Name

Date

_____ College of Education
 _____ College of Science
 _____ College of Fine Arts

_____ College of Agriculture & Life Science
 _____ College of Humanities
 _____ UA South College of Education

Professional Growth Team Members:

STRENGTHS

CONCERNS AND EXPECTATIONS

In order for _____ to successfully complete _____, she/he must meet all of the following expectations by _____.

The following expectations will be implemented immediately, beginning on the date of this conference between the Professional Growth Team and the student.

Standards of Concern	Changes & Expectations
<i>Learner & Learning</i>	
<i>Content Knowledge</i>	
<i>Instructional Practice</i>	
<i>Professional Responsibility</i>	
<i>Educational Technology</i>	
<i>University of Arizona Standards for Teacher Candidates</i>	

On _____ a meeting will be scheduled with the student and Professional Growth Team Members. The progress with regard to the expectations listed in this document will be discussed and a decision will be made about whether the student will continue in the program.

At any time prior to or after the second scheduled meeting, if any of the members of the Professional Growth Team feel that the student is not fulfilling all of her/his responsibilities, or s/he is unable to meet the expectations required by this document, a meeting will be called to inform the student that she/he will not be able to continue in the program.

If the student is unable to complete the course, field experience, internship, or student teaching per the changes and expectations outlined in the Professional Growth Plan, the student must meet with the Program Director and schedule an advising appointment to discuss options for the future. The options may include but are not limited to:

- Petitioning to withdraw from current courses and re-taking courses the following semester;
- Petitioning to withdraw from courses and petitioning for re-admittance to the program after documentation that areas of concerns have been addressed.
- Petitioning to withdraw from course/program and applying to an alternate program.
- Other

If a petition is not submitted or is denied, the student will not pass the current course(s), will not continue in the program, may not be allowed to petition for re-admittance to the program, and as a result will not be recommended for certification.

SIGNATURES

_____	_____
Professional growth team member name & role	Professional growth team member name & role
_____	_____
Professional growth team member name & role	Professional growth team member name & role
_____	_____
Professional growth team member name & role	Professional growth team member name & role

I have read and been given a copy of this document. Any comments I have are attached.

_____	_____
Student	Date

As of _____, the student has successfully met the expectations delineated in this Professional Growth Plan.

SIGNATURES

SECTION V STUDENT RESOURCES

The University of Arizona offers a number of different support services to our graduate and undergraduate students, including mental health support, academic support, technology support, and financial support. A list of useful resources appears below.

A. Student Support Services

Counseling and Psychological Services (CAPS)

Counseling and Psychological Services (CAPS), located in the Campus Health Service building offers psychological counseling to students to help them cope with personal problems so that they can successfully achieve their educational goals. Licensed professionals are available to provide brief treatment for anxiety, depression, difficulties with relationships, family problems, food/body image concerns, alcohol and drug (ADD) concerns, life crises and other issues. Other available services include consultative services by phone, online screenings for depression, eating disorders, suicide, alcohol, and anxiety, and support groups for eating and body image. There are also classes specifically for graduate students on strategies for success.

The Strategic Alternative Learning Techniques (SALT) Center

The Strategic Alternative Learning Techniques (SALT) Center is a freestanding, fee-based (<http://www.salt.arizona.edu/admissions/fees.shtml>) department within the Division of Campus Life that serves the needs of many students diagnosed with Learning Disabilities or Attention Deficit Hyperactivity Disorder (ADHD). SALT students receive individualized educational planning and monitoring, assistance from trained tutors with course work, and an array of workshops geared toward the individual academic needs of these students. Additionally, students have the opportunity to use the SALT computer lab (complete with an array of assistive technology) and/or "drop-in" to either the SALT Writers Lab or the SALT Math Lab, both staffed with highly trained tutors.

Upon requesting SALT services, each student is assigned to a Learning Specialist. These individuals assist students as they navigate through the University of Arizona. Each Learning Specialist is an individual who demonstrates encouraging, accepting, and nonjudgmental behaviors creating a secure environment for students to prosper. This safe atmosphere also enables students to successfully collaborate with Learning Specialists to create a unique learning plan, entitled Individualized Learning Plans (ILP). Each specially designed ILP is created to meet the postsecondary environmental needs of the student. The SALT Center also provides students with the opportunity to learn about other available resources.

Disability Resource Center

The Disability Resource Center collaborates with students, faculty and staff to create educational environments that are usable, equitable, sustainable and inclusive of all members of the university community. However, if you encounter academic or physical barriers on campus, DRC staff is available to partner with you in finding good solutions or to implement reasonable accommodations. DRC works proactively with instructors in re-imagining the design of their courses. Our goal is to encourage faculty to think broadly about all the different characteristics students may bring to the classroom and to create educational experiences that will be meaningful to each of them. When we are successful in this partnership, you may not need to use the individual classroom accommodations you have used before. An example is

note-taking. When an instructor posts class notes on an open Website for all students, the individual accommodation of 'note-taking' may not be required. Additional information is available at <http://drc.arizona.edu/students>.

Financial Assistance

In terms of financial assistance, the university maintains the Office of Financial Aid in the Administration Building that is available to students for applying for such loans as federal Stafford loans, university scholarships, and scholarship and loans from various private foundations. In addition, scholarship funds and tuition waiver funds are available through the Office of the Associate Dean of the Graduate College for students who are from diverse backgrounds.

In the past, the DPS department has been able to offer some financial assistance to students in the form of tuition remissions, scholarships/fellowships, and assistantships. When opportunities arise, the program faculty make every effort to inform eligible students of all potentially available funding sources. Students are encouraged to contact their adviser or the program director for information on other sources of possible funding. Student funding is not guaranteed. Students are also urged to contact the Graduate College and the Psychology Department for possible funding opportunities. In addition, students should discuss their financial needs with personnel at the Office of Financial Aid, Administration Building – Room 203, Tucson, AZ 85721. (520) 621-1858 or email at askaid@arizona.edu.

B. Research and Study Resources

University Information and Technology Services (UITS)

The University Information and Technology Services (UITS) Lab is located on the subfloor of the College of Education building, and is available for use as an electronic classroom equipped with 20 student machines containing the latest software. Also on the same floor is a room for distance education and videotape editing rooms. Computer equipment from the UITS can be borrowed both by faculty and students for making presentations in classes. For further information, please visit the UITS website at: <http://oscr.arizona.edu> or 520-621-6727.

Center for Computing Information Technology (CCIT)

The Center for Computing and Information Technology (CCIT/UITS) houses the University's mainframe computers. The mainframe machines are linked to personal computers in the College of Education. Educational and informational facilities are also available in the Center and a technical reference room contains reference manuals, various technical books and periodicals. Many Computer Center publications are available. The Center provides programming consulting services and conducts non-credit short courses open to the public. For further information about their services visit the UITS website at <http://uits.web.arizona.edu/> or 520-621-2248.

Main Library

The University of Arizona Library contains more than 1.5 million books, bound periodicals, microforms, maps, government publications and other materials. The library is committed to providing all possible support services to students to facilitate their learning and obtaining scholarly documents either within the library system, through inter-library loan, or via online

computer database searches by visiting <http://www.library.arizona.edu>. The library even emails documents to students upon request.

Library (College of Law)

The College of Law Library is one of the best legal research facilities in the Southwest, with a collection of over 300,000 volumes. The latest in computer-based legal research is available through LEXIS and WESTLAW, and there is a computer lab for word processing, computer assisted legal instruction, and research.

Library (University Medical Center)

The Arizona Health Sciences Library (AHS) is a member of the [National Network of Libraries of Medicine](#) founded by the National Library of Medicine (NLM) and serves as the designated resource library for Arizona through the Pacific Southwest Regional Medical Library Service (PSRMLS). The Arizona Health Sciences Library is a founding member of the [Arizona Health Information Network \(AZHIN\)](#). In addition to AHSL, the AZHIN consortium is made up of the University of Arizona, the major teaching hospitals in Arizona, and a growing number of other Arizona health-related organizations.

The University of Arizona Medical Center Library's primary purpose is to serve the students, faculty, and staff of the University of Arizona Colleges of Medicine, Nursing, and Pharmacy, as well as University Medical Center. A strong secondary purpose is to serve as an informational resource for licensed health-related personnel throughout the state. Library collections are also accessible for other members of the University of Arizona community who have need of material found only in this library. The library maintains a state-of-the-art information retrieval system enabling students to locate references by computer from their homes or from University offices. The AHS library collection contains 225,195 cataloged volumes, 95,357 monographs, 129,838 journals, micro fiche/files/cards 1799, and 90 computer software(s)/CD-ROM.

Office of the Vice President for Research

The Office of the Vice President for Research processes all sponsored research proposals submitted by the faculty, students, and staff, maintains records of all sponsored research, assists the faculty and staff in certain aspects of proposal preparation, and helps in locating sponsors for research projects.

A computerized information system maintained by this office can produce various reports on many aspects of the University's total research program. Information contained in reports generated by this office is available to the general public and may be of value to local and state government agencies. For further information about the services this office provides, please visit <http://vpr.arizona.edu/>

A collection of books and periodicals that provide information on the research programs of many federal agencies and foundations is available in this office. Copies of monthly publications that provide information on research programs that have recently been announced also are on file.

SECTION VI ADDITIONAL STUDENT INFORMATION

A. Coursework & Grades

a) Course Syllabi

At the beginning of each semester, professors are required to provide students with a course syllabus. The syllabus specifies particular requirements that must be completed by students in order to receive a grade in the course. A syllabus may be changed by a professor during the semester if all students in the course are in agreement. Students should retain their syllabi after completing their courses as they may be asked to produce them many months or years later when applying for licensure or other credentials.

b) Grades

At the end of each semester, students will receive their course grades. Grades received for the courses taken in this department are an A, B, C, D, or E. Other grades for courses include Pass (P) and Superior (S). According to the University of Arizona grading policies (as described in the latest edition of the Graduate Catalog), a “C” grade is a passing grade but does not show adequate competence.

Grades of “I” (Incomplete). The grade of "I" for "Incomplete" may be awarded only at the end of the semester when all but a minor portion of the student’s course work has been satisfactorily completed. Students should make arrangements with the instructor to receive an incomplete grade before the last day of classes in a semester. Students have a maximum of one calendar year to remove an Incomplete. Incomplete grades are not included in the calculation of the grade-point average until one year from the date of the award. An Incomplete not removed within one year is replaced by a failing grade of "E" and counted as an "E" in determining the grade-point average. If there is a possibility that the student's cumulative grade-point average will fall below 3.00 through the conversion of Incomplete grades to failing grades, a student will not be permitted to graduate. Note: in rare situations, an instructor may grant an Incomplete in a Practicum course. It is up to the instructor to determine whether the student needs to do all 100 hours the next semester. That decision will depend on the specific situation. If a student fails practicum, the student will need the advisor’s permission to enroll in a subsequent semester.

Withdrawal from Class. Withdrawal from a course within the first four weeks after registration will result in the deletion of the course from the student’s academic record. After the fourth week and through the end of the tenth week of classes, the grade of "W" may be awarded to students earning a passing grade at the time of the official withdrawal. After the 10th week, students will receive a failing grade of “E”. Consult <http://grad.arizona.edu/academics/policies/grading-policies> to obtain detailed information about withdrawal from courses.

Grade Appeal Policy. A student may appeal a grade during the first regular semester after the semester or summer term in which the grade was awarded. Grade appeals are not processed during the summer sessions unless the Dean of the College determines that the case warrants immediate review. Appeals involve a stepwise and formal process, progressively involving the instructor, the department head, and the Dean of the College

which offers the course. It may also involve a committee appointed by the Dean to review and make recommendations. Written verification of each step as well as close adherence to a timetable is indispensable. The dean of the college offering the course has the final authority to make a decision regarding the grade appeal. There is no special form for appeals. The student should detail the reasons for their appeal in a formal letter. The Graduate College does not process or become involved in such appeals. The Grade Appeal Policy and timetable can be found in The University of Arizona's website.

B. Student Grievance Procedure

The Graduate College has a student grievance procedure to ensure that students who feel they have been treated unfairly have access to a standard procedure for resolving that grievance. Consult the University of Arizona Student Handbook at <http://grad.arizona.edu/academics/policies/grading-policies> for more information about this procedure. Students with disabilities who would like information on University policies with regard to the Americans with Disabilities Act (ADA) should contact the Disability Resource Center at 621-3268 <http://drc.arizona.edu>.

C. Discrimination and Sexual Harassment Policy

A student who believes that he or she has experienced discrimination or sexual harassment should call the Affirmative Action Office at 621-9449. The student will be referred to an individual with expertise in these areas for confidential advice on handling the situation or filing a written complaint. In cases of discrimination, including sexual harassment, case summaries are sent to the University Affirmative Action Officer. For more information, please visit <http://equity.arizona.edu/>. Students are also encouraged to access the Affirmative Action homepage <http://equity.arizona.edu> for information on discrimination, including sexual harassment, and the ADA.

D. Code of Academic Integrity

Integrity is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students engaging in academic dishonesty diminish their education and bring discredit to the academic community. Students shall not violate the Code of Academic Integrity and shall avoid situations likely to compromise academic integrity. Students shall observe the provisions of the Code whether or not faculty members establish special rules of academic integrity for particular classes. Failure of faculty to prevent cheating does not excuse students from compliance with the Code. Any attempt to commit an act prohibited by these rules will be subject to sanctions to the same extent as completed acts. The procedures for reviewing a suspected violation are found in the complete Code of Academic Integrity available in the Dean of Students Office, Old Main, Room 203, or visit <http://deanofstudents.arizona.edu/codeofacademicintegrity>.

E. Rights and Responsibilities Regarding Disability Access

The University of Arizona is committed to equal educational opportunities for disabled students and recognizes that reasonable accommodations or modifications may be necessary to ensure access to campus courses, services, activities, and facilities. The Disability Resource Center (DRC) is the office designated by the University to review disability documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations. An equally important part of the DRC is serving faculty in designing

educational environments that are inclusive. For more information, visit the DRC website at <http://drc.arizona.edu>.

F. Student Review and Retention

Students in the Special Education Master's Degree Program at The University of Arizona are evaluated on a regular basis on both academic and nonacademic standards.

Academic Standards & Grounds for Dismissal

- A minimum grade of C must be achieved on all course work to obtain graduate credit.
- A cumulative B average must be maintained in all graduate level courses.
- Students unable to meet these requirements become ineligible for graduation and are placed on academic probation.
- Students will remain on probation until an additional 9 credit hours have been completed with a B average. Those unable to remove the probationary status are subject to academic dismissal.
- Withdrawal from a course while on probation will not be allowed.

Nonacademic Standards

In addition to maintaining high scholastic standards, students enrolled in the program must develop skills necessary to work with people with diverse needs. The faculty expects students to:

- Be committed to personal growth and professional development;
- Demonstrate appropriate social skills;
- Be concerned about people;
- Demonstrate emotional and mental fitness in their interactions with other students and faculty;
- Be able to receive and give constructive feedback; and
- Use the skills and techniques that are generally accepted by others in the profession.

Further, students are expected to adhere to the code of ethics of their professional associations (CEC, BCBA, etc.) and the relevant regulatory boards of the state of Arizona. A student's acceptance in the program does not guarantee his or her fitness to remain in the program. The faculty is responsible for assuring that only those students who continue to meet program standards are allowed to continue in the program.

G. Evaluating Student Fitness & Performance

Members of the faculty evaluate student fitness and performance at the end of each semester. The faculty make judgments as to the student's professional fitness and performance based on observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practicum and internship, and their adherence to their discipline's codes of ethics. Faculty will identify additional help students may need to be successful, and to recognize outstanding achievements of students in their work.

On rare occasions, faculty may become concerned about a student's suitability for entry into the education profession even though the student may be evidencing satisfactory performance in academic course work.

Examples of behaviors that may be evidence of professional impairment include, but are not limited to, the following:

- Violation of professional standards of ethical codes;
- Inability or unwillingness to demonstrate appropriate professional skills at an acceptable level of competency;
- Behaviors that can reasonably be predictive of poor future professional functioning, such as extensive lateness in client record-keeping or poor compliance with supervisory requirements;
- Interpersonal behaviors and interpersonal functioning that impairs one's professional functioning; and
- Inability to exercise sound clinical judgment, exhibiting poor interpersonal skills, and pervasive interpersonal problems.

An effort will be made to identify the problem and to work out a solution with the student and the program. When student difficulty is noted by the individual professor, the following procedures will be used:

- Professor initiates a meeting with the student to discuss his/her concerns;
- Faculty member presents in writing his/her concern to the Program Director;
- The concerns of the faculty member are discussed in a faculty meeting;
- The advisor will arrange an advisor-student conference in which the concerns of the Program Faculty are shared with the student and an agreement of remedial steps is contracted;
- The advisor presents the contract to the other faculty members;
- The advisor will monitor subsequent progress in carrying out the recommendations of the Program Faculty;
- The advisor presents an evaluation to the Program Faculty;
- The advisor provides feedback to the Program on progress; and
- A student not satisfied with the decision can follow the Graduate College Grievance Policy, available at: <http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy>.
- If it is deemed that a student's professional fitness is in question, the faculty may recommend the following actions:
 - A formal reprimand;
 - Additional practicum and/or clinical work;
 - Additional Assignments
 - Personal mental health counseling (individual or group);
 - Temporary leave of absence from the program;
 - Additional academic course work;
 - Additional supervision;
 - Formal probation;
 - Encouragement to withdraw from the program; and/or
 - Formal dismissal from the program.