



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:
M. Christina Rivera, Ph.D.
Kevin Prahar

In collaboration with:
Carl J. Liaupsin, Ed.D.
Rebecca Hartzell, Ph.D.
Sunggye Hong, Ph.D.
Stephanie MacFarland, Ph.D.
Toni Sparks, Ph.D.
Garrison Tsinijinie, Ph.D.

Special thanks to:
Adriana Fisk

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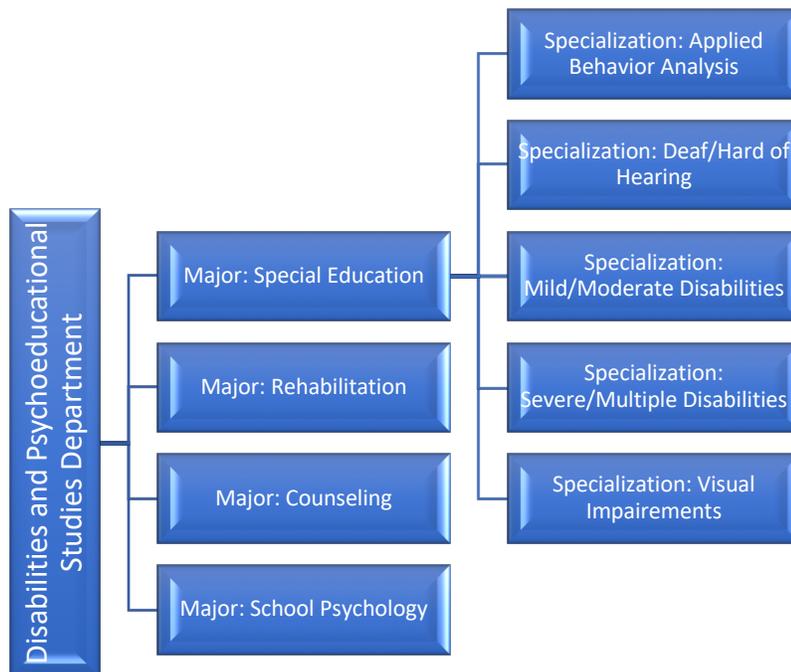
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INTRODUCTION

Welcome to the Master of Arts Degree Program in the Department of Disability and Psychoeducational Studies (DPS) at the University of Arizona (UA). 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 disabilities. 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 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). When School Counseling joined the department in 2009, the department was given its current name: Disability and Psychoeducational Studies (DPS). Below is a graphic description of the **Departmental Organization** and the Special Education specializations:



The integration of the four majors puts DPS in the unique position to attract funding for research, personnel preparation, and model-development across a variety of degree areas and career opportunities. The department is recognized as one of few 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 disability among children and adults. The department's research, teaching, and service activities address the needs of individuals and families who have disabilities in Arizona, the United States, and other developed and developing countries.

We are glad that you are joining us for your Master's in Special Education 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 as you progress through your program. This guide should be used as an initial resource for understanding departmental processes. It will clarify the overall process and answer many questions you may have. Specific questions should be addressed with your major advisor and/or committee, particularly those related to program content.

DPS Vision Statement

We are a community of faculty, staff, and students who identify and actively address issues, ask critical questions, and utilize teaching, research, practice, service, and advocacy to understand and support individuals and communities.

DPS Mission Statement

We offer undergraduate and graduate degrees in education, leadership, research, innovation, inclusivity, knowledge creation, mental health, and service delivery to prepare professionals who can support and empower individuals with diverse backgrounds throughout the lifespan.

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. Our core faculty consist of tenured or tenure-accruing traditional professors and professors of practice. Core faculty are supported by highly skilled adjunct and support faculty who work outside of the department but contribute teaching and/or practicum supervision to the Special Education Program. The Special Education Program core faculty are listed below.

Carl Liaupsin is Professor and Head of the Department of Disability and Psychoeducational Studies at the University of Arizona. He earned his degree at the University of Kentucky where he worked on the staffs of two national centers, (i.e., the National Center for PBIS; the National Center on Education, Disability, and Juvenile Justice). Dr. Liaupsin publishes research that addresses the development and refining of function-based intervention procedures.

Ashley Barkel is an Assistant Professor of Practice in the College of Education at the University of Arizona. She completed her Ph.D. in learning, literacies, and technologies with specializations in learning disabilities and English language learners at Arizona State University. Her research

interests include intervention research for students who struggle with learning, writing instruction, self-regulation, and professional development for teachers.

Taucia Gonzalez is an Assistant Professor of Special Education at the University of Arizona. She earned her Ph.D. at Arizona State University. Her research addresses issues of equity and inclusion for dual language learners with and without learning disabilities (LD). She is currently examining how Latinx and Hmong bilingual youth with and without LD use youth participatory action research to engage in critical literacies and to advance equity and inclusion in their schools and communities. Dr. González teaches undergraduate and graduate courses that prepare future practitioners and researchers to create more inclusive educational systems across intersecting markers of difference.

Rebecca Hartzell is an Assistant Professor of Practice in the Special Education Program and Program Director for the Masters-Applied Behavior Analysis. She earned her doctorate in special education with an emphasis in autism and applied behavior analysis from the University of Arizona. She teaches courses and supervises students pursuing board certification in applied behavior analysis and provides clinical support to parents and families of children with neurodevelopmental disabilities. She is the author and co-author of peer-reviewed journal articles focused on social-skills interventions and inclusion.

Sunggye Hong is an Associate Professor of Special Education in the College of Education who earned his Ph.D. from the University of Arizona. 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.

Stephanie MacFarland is an Assistant Professor of Practice in Special Education for the College of Education who earned her Ph.D. from the University of Arizona, and her Master's degree from Boston College. She has taught in the field of severe and multiple disabilities, including deafblindness while advocating for systems change and inclusive educational best practices for over 40 years. She is the Director of the Teacher Preparation Program in Severe and Multiple Disabilities, and Director of Project FOCUS, an inclusive post-secondary, college-based program designed to support accessibility for students with intellectual and developmental disabilities to academic courses, internships, and campus life to increase each student's self-determination and employability.

Christina Rivera is an Assistant Professor of Practice. She is the director of the Special Education-Deaf/Hard of Hearing (DHH) teacher preparation program and Accelerated Master's Program. She earned her Ph.D. from the University of Arizona. Her research interests include literacy development in DHH students, the itinerant model of service delivery, and the quality of instruction provided to students who are DHH.

Toni Sparks is an Assistant Professor of Practice and director of the Special Education-Mild/Moderate teacher preparation program. She earned her Ph.D. from the University of Arizona.

Adai Tefera is an Assistant Professor of Special Education in the College of Education who earned her Ph.D. from the University of California, Los Angeles. Adai specializes in special education policies, particularly related to how educational policies aimed at improving equity among students at the intersection of race/ethnicity, disability, language, and other sociocultural differences are enacted and experienced by educators, leaders, and students. She is also interested in strengthening research-policy-practice partnerships through knowledge mobilization to improve the opportunities of historically marginalized learners.

Garrison Tsinajinie is an Assistant Professor of Practice and director of the Special Education-Vision Impaired teacher preparation program. He earned his Ph.D. from the University of Arizona. His current research privileges Indigenous knowledge systems and asset-based pedagogies when working with Blind and low vision students. Garrison works to foreground culturally responsive, sustainable, and accessible education across communities learning, with particular interest in working with Indigenous communities.

Jennifer White is an Assistant Professor of Practice. She earned her Ph.D. in Special Education with an Emphasis in High Incidence Learning Disabilities from the University of Arizona. Her research interests focus on increasing the literacy success of K-8 students through understanding teacher knowledge and instruction of reading and disabilities, efficacy of professional development and coaching practices, and online instructional design and instructional technology to increase student success.

DEGREES AND PROGRAMS

Major and Subplans

While enrolled in the DPS Master’s program, your major is Special Education. Within DPS’s Special Education Master’s program five specializations (or subplans) are offered, each leads to professional certification. Of these, two are fully online. An overview of the Special Education degree programs offered through DPS are listed below:

Specialization	Faculty	Online or In-Person	Certification	Career opportunities
Applied Behavior Analysis	Rebecca Hartzell	online	Behavior Analysis Board Certification	Board Certified Behavior Analyst working in schools, clinics, homes, and via telehealth.
Deaf/Hard of Hearing	M. Christina Rivera	online	Arizona Hearing Impaired Special Education (birth-grade 12)	Early Interventionist, Teacher (Preschool-Grade 12; itinerant, resource

Specialization	Faculty	Online or In-Person	Certification	Career opportunities
			Council on Education of the Deaf	classroom, self-contained classroom/school), Educational Diagnostician
Mild to Moderate	Toni Sparks	in-person and online	Arizona Mild/Moderate Special Education (K-12)	Special Education Teacher
Severe/Multiple Disabilities	Stephanie MacFarland	in-person	Arizona Moderate/Severe Special Education (K-12)	Special education Teacher (mild-severe, autism, multiple disabilities, deafblind), Inclusion Specialist, Transition Specialist, Program Coordinator, Learning Specialist, State Deafblind Coordinator or Consultant, Assistive Technology Specialist, Curriculum Specialist, State IEP auditor
Visual Impairment	Sunggye Hong	in-person	Arizona Visually Impaired Special Education (birth-grade 12)	Teacher of the Visually Impaired

Accelerated MA Program

The Graduate College offers exceptional undergraduate students in selected majors the opportunity to earn both a bachelor's and master's degree in as few as 5 years. The Accelerated Master's Program (AMP) is for top undergraduates who plan to continue in a graduate program in the same discipline. The DPS Special Education Unit offers an AMP to students pursuing the Bachelor of Science in Mild/Moderate Disabilities. Students who qualify for the AMP may

specialize in one of the following areas during their 5th year: Deaf/Hard of Hearing, Severe/Multiple Disabilities, or Vision Impairment. Students apply for the AMP during their Junior year and, if accepted, will begin taking graduate-level course work during their Senior year.

The following are available to non-degree seeking students.:

- **Applied Behavior Analysis Certification:** This program delivers a flexible but rigorous fully online [Verified Course Sequence](#) approved by the BACB addressing all of the information required to take the Board Certified Behavior Analyst (BCBA) exam. This program is comprised of 21 units (a seven-course sequence). This means that the certificate program can be completed in a period of 15 months, which includes three consecutive semesters and one summer session. Students with a BCBA can work in clinics, schools, or the home of children/adults with behavior problems.
- **Deaf/Hard of Hearing Endorsement:** The state of Arizona offers this endorsement to individuals who hold a valid Arizona Standard Professional Early Childhood, Elementary, Middle Grades, Secondary, Mild/Moderate Disabilities, Moderate/Severe Disabilities, Early Childhood Special Education, Specialized Special Education, Cross-Categorical Special Education, or Visually Impaired teaching certificate. The endorsement requires six (6) semester hours of special education courses, fifteen (15) semester hours of courses in deaf/hard of hearing education, and 90 clock hours of supervised practicum, all of which can be completed within the UA Special Education-Deaf/Hard of Hearing program. In addition the individual must verify three years of full-time teaching experience and American Sign Language proficiency.
- **Visual Impairment Endorsement:** The state of Arizona offers this endorsement to individuals who hold a valid Arizona Standard Professional Early Childhood, Elementary, Middle Grades, Secondary, Mild/Moderate Disabilities, Moderate/Severe Disabilities, Early Childhood Special Education, Specialized Special Education, Cross-Categorical Special Education, or Hearing Impaired teaching certificate. The endorsement requires six (6) semester hours of special education courses, fifteen (15) semester hours of courses in visually impaired courses, and 90 clock hours of supervised practicum, all of which can be completed within the UA Special Education-Vision Impaired program. In addition the individual must verify three years of full-time teaching experience and Braille competency.

Special Education Minor

DPS does not offer a special education minor at the MA level.

Progress to Ph.D.

Students who have completed their MA in Special Education may pursue the Ph.D. program through the Graduate College doctoral program admission process. Potential doctoral students should apply through GradApp.

STUDENT RESPONSIBILITIES AND PROFESSIONAL CONDUCT

Students admitted to a Special Education Master's degree program at the UA should follow the requirements and procedures described below. Please refer to your specialization program for specific information about degree requirements (starting on page 14). What follows is a general overview of the required procedures and expectations for successful completion of the Special Education MA degree.

Advising

Prior to completion of 12 units and in consultation with your advisor, you will develop an initial plan of study. You will submit this plan of study to the Graduate College through GradPath from the UAccess Student Center (<https://uaccess.arizona.edu/>). This official plan of study identifies courses you intend to transfer from other institutions, courses already completed at the UA that you intend to apply toward your graduate degree, and the additional courses you will complete as part of your degree requirements. Once your plan of study is submitted, it will be reviewed and approved by your program advisor, the DPS Graduate Coordinator, and the DPS Director of Graduate Studies. The following link will provide you with helpful information about navigating GradPath: <https://grad.arizona.edu/gsas/gradpath/gradpath-user-guides>.

If you seek to obtain credit for graduate courses taken at other institutes of higher education, 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 credits. Your advisor may require course syllabi to make a decision about approving transfer credits. After you get approval for transferring credits from your advisor, you must submit a Transfer Credit form in GradPath before the end of your first year of study. Transfer of credit toward your MA degree will not be approved unless a grade of "A" or "B" was earned for graduate credit at the previous institution. You may not transfer undergraduate credits. Transfer grades will not be used to calculate your grade point average.

Register for Courses

After submitting a plan of study, you may register for courses through the UAccess Student Center. Make sure you follow the sequence of courses agreed upon by you and your advisor. Not all courses are offered every semester; failure to register for a course during the proper semester may result in a delay in your graduation. Contact your advisor or program coordinator if you cannot register for a course, need to change your initial plan of study, or experience difficulty registering for a course. You can access information about registration deadlines and other important dates from the UA General Catalog (<https://catalog.arizona.edu/>).

UA Email

Monitor your UA email account for messages pertaining to course registration from your advisor, instructors, and/or administrators. From this point forward, they will only communicate with you using your UA email account. Your personal contact information will only be used should we be unable to reach you through your UA email.

Fingerprint Clearance Card

If you are in a program leading to Arizona teacher certification, you are required to obtain an identity-verifying fingerprint (IVP) clearance card. You must obtain an IVP clearance to

participate in field experiences and to apply for Arizona teacher certification upon program completion. Your advisor will make a copy of your original IVP card to keep on file. You can find additional information about the IVP clearance card here: <https://coe.arizona.edu/academic-advising/fingerprint-clearance-requirement>.

Graduate Program Orientation

Your advisor or program coordinator will notify you about the date and time of the Graduate Program Orientation. Orientation will provide you with the opportunity to learn more about the program and meet program faculty. The orientation is a good opportunity for you to ask questions and meet others in your program.

Academic Expectations

Check your program's degree requirements for program-specific expectations. The Graduate College requires that graduate students maintain a grade point average of at least 3.0 to remain in good standing. If your cumulative GPA falls below this level, the Graduate College will place you on academic probation. In this event, you should meet with your advisor immediately to create an action plan for improvement. Students who are placed on academic probation will be allowed to register for one additional semester. Should they meet the GPA requirement by the end of the additional semester, probation will be lifted. Failure to reach the required GPA within the additional semester will disqualify the student from their program and they will no longer be eligible to register for courses. You can find additional information about Graduate College Academic Policies here: <https://grad.arizona.edu/policies/academic-policies>.

Student Conduct

Graduate students in the Special Education MA program are expected to exhibit appropriate professional and ethical dispositions throughout their program. You will be expected to maintain high professional and ethical standards in your academic work, field experiences, and research practices. You are expected to follow the University, Graduate College, and College of Education academic and behavioral policies, as well as the standards noted on course syllabi. Your interactions with children, youth, parents, caregivers, and other professionals should be guided by the standards set forth by the Council on Exceptional Children (<https://exceptionalchildren.org/standards/ethical-principles-and-practice-standards>). If you are involved in research, you will need to follow the UA standards for the ethical conduct of research (<https://research.arizona.edu/research-compliance/rcr>). Students should refer to information on the College of Education Academic Affairs website for additional information about conduct and standards (<https://coe.arizona.edu/office-dean/academic-affairs>).

Procedures for Student Appeals

If a student wishes to appeal any program or departmental decision, a written appeal should be submitted to the director of their specialization program (e.g., Applied Behavior Analysis). The appeal will be reviewed by the program faculty. If needed, a meeting will be arranged with the student. Program faculty will make a final decision in consultation with the department head. Students who wish to appeal the decision of the program may submit an additional written appeal to the office of the Dean. Additional information about grievance policies can be found here: <https://grad.arizona.edu/policies/academic-policies/summary-grievance-types-and-responsible-parties>.

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. It may also involve a committee appointed by the Dean to review and make recommendations. The Dean of the College has the final authority to make a decision regarding the grade appeal. The student should detail the reasons for their appeal in a formal letter/email. The Graduate College does not process or get involved in grade appeals. You can get more information about the grade appeal process here:

<https://catalog.arizona.edu/policy/grade-appeal>.

Departmental Governance

Special Education MA students may have the opportunity to serve on specific departmental or college committees. They may also be asked for input on departmental programs or issues via surveys or meetings.

Program Completion

Students should refer to their respective program degree requirements and/or program policies, as well as consult with their advisor, about the following requirements prior to program completion:

- Registering for Master's Project or Thesis
- Registering for Comprehensive Exam
- Capstone Requirements
- Submitting a Master's/Specialist Committee Appointment Form
- Teacher Certification Paperwork and Institutional Recommendation

RESOURCES AND FACILITIES

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.

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.

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 email or mail documents to students upon request.

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.

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 AHS, 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.

IMPORTANT LINKS

Graduate Students are expected to follow the policies and procedures for both the UArizona Graduate College and for the Department of Disabilities & Psychoeducational Studies Department. Policies are updated frequently and it is the student's responsibility to comply with current policies. Links to important websites with policy information are provided below.

The **Graduate College** (<https://grad.arizona.edu/>)

While pursuing your degree, you are a student of the Graduate College at the University of Arizona. Your major is Special Education; however, all graduate students at the UA are administratively organized under the Graduate College. This administrative unit, located in room 316 of the Administration Building, along with the Graduate Council and the Faculty Senate establishes policies and standards for the completion of graduate degrees. From this website, students can explore the programs offered here at UArizona, find out about the services the Graduate College offers, and read the various policies and procedures that are important for

students to know. Take time to view the links under the “Essential Information” tile as well as the “Resources For” tile on this website.

Resources for New and Current Students (<https://grad.arizona.edu/new-and-current-students>) presents a host of information that is applicable to both new and current students, as well as information that will assist students who are balancing being a student and a parent. Items such as GA Parental Leave, Extension of Time to Degree Policy, along with Childcare and Eldercare resources can be found at this website. Professional Development, Personal Health and Wellness, Veterans resources, and other student support topics are covered on this valuable page.

The **General Catalog** (<https://catalog.arizona.edu/>) provides the comprehensive catalog of all Degree Programs, Majors and Minors, and classes offered at UArizona. Additionally, you will find general UArizona history, Mission Statements, and Graduate College Policy information here. Finally, you will find important information relating to Advising, Tutoring, Disability Resources, and the location of computer labs for free access to technology.

Academic Integrity/Dean of Students Office (<https://deanofstudents.arizona.edu/student-rights-responsibilities/academic-integrity>) is where students can find information on what is expected of them while engaging in campus and classroom life. You will find links to the Code of Academic Integrity and Student Resources on this site. The responsibilities expected of both the student as well as faculty are located here as well. You will also find the procedures that will be followed should an infraction be alleged, as well as the appeal rights for the student.

Responsible Conduct of Research (<https://research.arizona.edu/research-compliance/rcr>). UArizona is a leading research institution and takes very seriously that research is conducted ethically, safely, and within applicable regulations and policies. If students plan to engage in research as part of their studies, including working with human subjects, they will need to familiarize themselves with the information presented on this page prior to beginning their research project.

Disability Resource Center (<https://drc.arizona.edu/>). The University of Arizona and the department of Disabilities and Psychoeducational Studies is committed to equal educational opportunities for students with disabilities 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.

Nondiscrimination and Anti-harassment

The University of Arizona and the DPS Special Education Unit are committed to creating and maintaining an environment free of discrimination. The University prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. Anyone who believes they have been the subject of discrimination should report the matter immediately as described here: <https://equity.arizona.edu/>.

FUNDING

You should begin your search for funding sources by speaking with your advisor and contacting UA Financial Aid (<https://financialaid.arizona.edu/>). Support for your graduate studies can come from your program, the department, the college, or the Graduate College depending on availability. You should speak with your advisor about program-specific and departmental funding opportunities. You can search for college-level funding through Scholarship Universe (<https://financialaid.arizona.edu/scholarshipuniverse>). The Graduate College (<https://grad.arizona.edu/funding>) offers a variety of funding sources as well.

Some funding sources specify if the funds are available to on-campus or online students. Be mindful of your status as you apply for funds. You should also pay close attention to the eligibility requirements (e.g., GPA, full- or part-time status, etc.).

Some programs may have Graduate Assistantships (<https://grad.arizona.edu/funding/ga>) available. These positions are designed to provide grad students valuable university experience by giving them hands-on learning opportunities. Contact your advisor if you are interested in an assistantship.

You can find additional information about funding and the costs associated with your MA degree by clicking on the links under “Costs & Funding” from this link: <https://grad.arizona.edu/new-and-current-students>.

DEGREE REQUIREMENTS

What follows is a list of the Specialization Programs offered for the MA in Special Education, along with a description of each program and requirements for degree completion.

Applied Behavior Analysis Specialization

Program Director: Rebecca Hartzell

Program Description: This program delivers a flexible but rigorous fully online education to prepare students interested in working with people with problem behavior, and/or delays in communication, social, and adaptive skills. Our program prepares students to provide evidence-based services in applied behavior analysis in clinical, school, and home setting. This program is composed of 36 units and includes the seven courses (21 units) verified by the Behavior Analyst Certification Board (BACB) that provides the didactic requirements to take the Board Certified Behavior Analyst (BCBA) examination. This program does not lead to teacher certification but provides a path to Board Certification as a Behavior Analyst (BCBA).

Expected Outcomes: The Special Education-Applied Behavior Analysis (ABA) program aims to prepare future Board Certified Behavior Analysts (BCBA) with the requisite knowledge, skills, and collaborative disposition to deliver high-quality services to families and educators interacting with children with severe problem behavior. The primary goal is to prepare behavior analysts to understand and implement the principles of behavior analysis.

- Outcome 1: Prepare graduates to effectively identify and describe philosophical underpinnings of behavior analysis as a science.
- Outcome 2: Prepare graduates to define and provide examples of the concepts and principles of behavior analysis.
- Outcome 3: Prepare graduates to execute measurement, create data display and interpret behavioral data..
- Outcome 4: Prepare graduates to identify defining features of experimental design and describe rationale for conducting experimental analysis.
- Outcome 5: Prepare responsible and ethical graduates to conduct behavior analysis with clients, supervisors, and supervisees.
- Outcome 6: Prepare graduates to conduct functional analyses of problem behavior.
- Outcome 7: Prepare graduates to prepare and use behavior-change procedures.
- Outcome 8: Prepare graduates to select and implement appropriate behavior interventions.
- Outcome 8: Prepare graduates to provide functionally designed supervision and management.

Program Requirements: Program students must complete these seven 3-unit courses. 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. The Verified Course Sequence in the BCBA Certificate Program address competencies in the following areas:

Core Course Requirements

SERP 500 Foundations of Special Education and Rehabilitation

Units: 3

Available Terms: Main Campus: Summer

Online Campus: Fall, Summer

Course Description: Provides beginning graduate students with a knowledge of issues surrounding the fields of special education and rehabilitation. Issues include legal; principles and concepts of assessment; principles of teaching and counseling. Students will examine and develop their personal philosophies regarding assessment of, services to and intervention with individuals with exceptionalities.

SERP 502 Behavior Principles and Disability

Units: 3

Available Terms: Main Campus: Fall, Spring

Online Campus: Fall, Spring

Course Description: Use of behavior principles to positively support individuals with disabilities, especially those with moderate and severe disabilities. Graduate-level requirements include indepth paper(s) on aspects of current issues in the field.

SERP 503 Special Service in the Schools

Units: 3

Available Terms: Main Campus: Fall, Summer

Online Campus: Fall, Summer

Distance Campus: Summer

Course Description: Provides a theoretical base and practical approach to the study of special needs of students with language and cultural differences; basic premises of bilingual special education and the interface of the two fields. Graduate-level requirements include in-depth paper(s) on aspects of current issues in the field.

SERP 504 Cultural and Linguistic Diversity in Exceptional Learners

Units: 3

Available Terms: Main Campus: Fall

Online Campus: Fall

Course Description: Provides a theoretical base and practical approach to the study of special needs of students with language and cultural differences; basic premises of bilingual special education and the interface of the two fields. Graduate-level requirements include in-depth paper(s) on aspects of current issues in the field.

SERP 529a Advanced Positive Behavioral Support

Units: 3

Available Terms: Main Campus: Fall, Spring

Online Campus: Fall, Spring

Course Description: Advanced knowledge and skills in applied behavior analysis and the factors that affect the application of behavior principles within school settings. Grading basis: Regular Grades

SERP 529B Advanced Positive Behavioral Support

Units: 3

Available Terms: Main Campus: Fall, Spring

Online Campus: Fall, Spring

Course Description: Advanced knowledge and skills in applied behavior analysis with emphasis on independent application in natural settings.

SERP 552 Issues in Applied Behavior Analysis

Units: 3

Available Terms: Main Campus: Fall

Online Campus: Fall

Course Description: Foundations and principles of applied behavior analysis including history, verbal behavior, stimulus control, functional analysis, generalization and maintenance, self management, the processes of punishment, and ethics.

SERP 553 Ethical Issues in Behavior Analysis

Units: 3

Available Terms: Main Campus: Summer

Online Campus: Summer

Course Description: Enables students to explain the need for ethical guidelines, identify appropriate ethical standards and guidelines of behavior analysis and their own profession, if different, and apply the ethical guidelines to real-life situations.

SERP 555 Applied Behavior Analysis

Units: 3

Available Terms: Main Campus: Spring

Online Campus: Spring

Distance Campus: Spring

Course Description: Provide students with skills and information to assist students in training personnel and providing appropriate supervision as board certified behavior analysts.

SERP 556 Research Methods in Education

Units: 3

Available Terms: Main Campus: Spring, Summer

Online Campus: Spring, Summer

Course Description: Basic concepts essential to the comprehension of research in education, including measurement principles and descriptive statistics.

SERP 590 Single Subject Research

Units: 3

Available Terms: Main Campus: Spring

Online Campus: Spring

Course Description: Review of principles and practices underlying single subject research designs; practice in preparation of research proposals; conduct of research emphasized.

SERP 909 Master's Report

Units: 1-6

Available Terms: Main Campus: Fall, Spring, Summer

Online Campus: Fall, Spring, Summer

Course Description: Individual study or special project or formal report thereof submitted in lieu of thesis for certain masters' degrees.

Certificate Non-Degree Program Required Coursework

SERP 502 Behavior Principles and Disability

Units: 3

Available Terms: Main Campus: Fall, Spring

Online Campus: Fall, Spring

Course Description: Use of behavior principles to positively support individuals with disabilities, especially those with moderate and severe disabilities. Graduate-level requirements include in-depth paper(s) on aspects of current issues in the field.

SERP 529a Advanced Positive Behavioral Support

Units: 3

Available Terms: Main Campus: Fall, Spring

Online Campus: Fall, Spring

Course Description: Advanced knowledge and skills in applied behavior analysis and the factors that affect the application of behavior principles within school settings. Grading basis: Regular Grades

SERP 529B Advanced Positive Behavioral Support

Units: 3

Available Terms: Main Campus: Fall, Spring

Online Campus: Fall, Spring

Course Description: Advanced knowledge and skills in applied behavior analysis with emphasis on independent application in natural settings.

SERP 552 Issues in Applied Behavior Analysis

Units: 3

Available Terms: Main Campus: Fall

Online Campus: Fall

Course Description: Foundations and principles of applied behavior analysis including history, verbal behavior, stimulus control, functional analysis, generalization and maintenance, self-management, the processes of punishment, and ethics.

SERP 553 Ethical Issues in Behavior Analysis

Units: 3

Available Terms: Main Campus: Summer

Online Campus: Summer

Course Description: Enables students to explain the need for ethical guidelines, identify appropriate ethical standards and guidelines of behavior analysis and their own profession, if different, and apply the ethical guidelines to real-life situations.

SERP 555 Applied Behavior Analysis

Units: 3

Available Terms: Main Campus: Spring

Online Campus: Spring

Distance Campus: Spring

Course Description: Provide students with skills and information to assist students in training personnel and providing appropriate supervision as board certified behavior analysts.

SERP 590 Single Subject Research

Units: 3

Available Terms: Main Campus: Spring

Online Campus: Spring

Course Description: Review of principles and practices underlying single subject research designs; practice in preparation of research proposals; conduct of research emphasized.

Incomplete Policy: The grade of “I” (for Incomplete) may be awarded with the instructor’s concurrence only near the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The incomplete grade will not be awarded in place of a failing grade or when the student is expected to repeated the course; in such a case, a grade other than

incomplete must be assigned. Students must make arrangements with the instructor to receive an incomplete grade before the end of the term and will not automatically receive an incomplete simply because all course requirements were not met. The course instructor will determine the conditions of the incomplete grade and set a date for completion of all required assignments at any point within the year following the end of the course. Those conditions will be outlined on a Report of Incomplete Grade form, which serves as a contract between the student and the instructor. The Report of Incomplete Grade form will be kept on file until the conditions for completion have been met. When the work has been completed, a Change of Grade form will be submitted for the course. If the assignments are not completed, incomplete grades convert to “E” (Failure) on the last day of classes of the same semester, one year after the incomplete was awarded. Student will not be permitted to graduate until all incomplete grades are cleared. An Incomplete grade cannot be awarded for 909 (Master’s Report) units.

Comprehensive Exam Requirement: There is no comprehensive exam in this program

Standard Time to Degree: 2 years

Academic Progress Rules: Students in the Special Education Master’s Degree Program at the University of Arizona are evaluated on a regular basis on both academic and non-academic standards.

Remediation: Remediation plans must be determined on an individual basis with your academic advisor.

Annual Review Process: Members of the faculty evaluate student fitness and performance at the end of each semester. The faculty make judgements 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 code 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 in the education profession even though the student may be evidencing satisfactory performance in academic course work. An effort will be made to identify the problem and 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:

1. Professor initiates a meeting with the student to discuss their concern(s).
2. Faculty member presents in writing their concern to the Program Director.
3. The concern(s) of the faculty member are discussed in a faculty meeting.
4. The advisor will arrange an advisor-student conference in which the concern(s) of the Program Faculty are shared with the student and an agreement of remedial steps is contracted.
5. The advisor presents the contract to the other faculty members.

6. The advisor will monitor subsequent progress in carrying out the recommendations of the Program Faculty.
7. The advisor presents an evaluation to the Program Faculty.
8. The advisor provides feedback to the Program on progress.
9. If it is deemed that a student's professional fitness is in question, the faculty may recommend the following actions:
 - a. A formal reprimand,
 - b. Additional practicum and/or clinical work,
 - c. Additional assignments,
 - d. Personal mental health counseling (individual or group),
 - e. Temporary leave of absence from the program,
 - f. Additional academic course work,
 - g. Additional supervision,
 - h. Formal probation,
 - i. Encouragement to withdraw from the program, and/or
 - j. Formal dismissal from the program.

Students have the right to appeal any program or department decision; please see policy on page 10 of this document.

Deaf/Hard of Hearing Specialization

Program Director: M. Christina Rivera

Program Description: The MA program in Special Education-Deaf/Hard of Hearing is fully-online and prepares teachers of students who are deaf or hard of hearing (DHH). The DHH population includes individuals who have varying hearing levels (mild to profound) and who use signed or spoken language. The aim of the Special Education-DHH program is to prepare highly-skilled teachers to work with DHH children and their families within various learning environments. The program does not advocate for a specific communication modality or educational placement for DHH students. The program is accredited by the Council on Education of the Deaf and recognized by the Arizona Department of Education.

Expected Outcomes: The Special Education-Deaf/Hard of Hearing program aims to prepare future teachers of the deaf/hard of hearing (TODHH) with the requisite knowledge, skills, and dispositions to deliver high-quality educational services to DHH children/students and their families. The primary goal is to prepare beginning TODHH with foundational understandings of the needs of DHH students, effective pedagogy, culturally-responsive teaching, evidence-based assessment and instructional practices, and special education law and policy as they relate to the DHH population.

- Outcome 1: Prepare graduates to effectively communicate the needs of DHH children/students and their families from birth to transition from high school.
- Outcome 2: Prepare graduates to provide effective instruction and services to DHH children/students across the continuum of linguistic modalities and educational placements.

- Outcome 3: Prepare graduates to demonstrate cultural competence and be responsive to the cultural needs of children/students and families, including Deaf Culture.
- Outcome 4: Prepare graduates to comply with special education law and policy.
- Outcome 5: Prepare graduates to demonstrate appropriate educator dispositions, including
 - a commitment to students and their learning,
 - the ability to accept and act upon professional feedback,
 - the ability to demonstrate professional practices and demeanor,
 - the ability to communicate effectively and professionally, and
 - the ability to collaborate positively and effectively within a learning community.

Program Requirements: Graduate students in the Special Education-Deaf/Hard of Hearing program will complete 49-55 units of course work, which includes 12 units of field experiences. Program-specific courses are listed below, followed by the required field experiences:

SERP 502 Behavior Principles and Disability

Units: 3

Available term: (Spring, Fall)

Description: Assessment and Intervention: Grounds participants in the basic behavioral principles and techniques needed to successfully complete effective Functional Behavior Assessments (FBA), function-based interventions, and Behavior Intervention Plans (BIP). Participants complete an FBA, develop an intervention based on the results, and design a BIP.

SERP 503 Special Services in the Schools

Units: 3

Available term: (Spring, Summer)

Description: Information to aid teachers in dealing with responsibilities and concerns in school settings with regard to P.L. 94-142. Education for All Handicapped Children Act, Section 504 of the Rehabilitation Act, Family Education Rights and Privacy Act, and other legal issues.

SERP 504 Cultural and Linguistic Diversity in Exceptional Learners

Units: 3

Available term: (Spring, Summer, Fall)

Description: Provides a theoretical base and practical approach to the study of special needs of students with language and cultural differences; basic premises of bilingual special education and the interface of the two fields.

SERP 556 Research Methods in Education

Units: 3

Available term: (Spring, Summer)

Description: Basic concepts essential to the comprehension of research in education, including measurement principles and descriptive statistics.

SERP 534 Language Development of the Exceptional Child

Units: 3

Available term: Summer, Fall

Description: Pragmatic, syntactic and semantic aspects of pre-linguistic and linguistic development in exceptional children and youth; cognitive and social bases of communication and language development.

SERP 530 Educational Issues: Deaf and Hard of Hearing Children

Units: 3

Available term: Summer

Description: This course addresses current issues in the education of deaf and hard-of-hearing children, specifically the communication, educational, social-emotional, and cognitive implications of childhood hearing loss. Course content serves as a foundation for further study in the area of education of DHH children and youth.

SERP 567 Audiology Practice in Education

Units: 3

Available term: Fall

Description: Audiology concepts and practices necessary to support communication and access to learning for DHH children and youth.

SERP 538 Language Assessment and Intervention for Deaf and Hard of Hearing Students

Units: 3

Available term: Fall

Description: Methods of assessing, developing, and facilitating spoken and signed language in DHH children and youth.

SERP 537 Literacy Assessment and Intervention for Deaf and Hard of Hearing Students

Units: 3

Available term: Spring

Description: Methods of assessing, developing, and teaching reading and writing in DHH children and youth.

SERP 532 Principles of Listening and Spoken Language in Deaf or Hard of Hearing Students

Units: 3

Available term: Summer

Description: This course addresses the principles and foundation for developing spoken language in children with hearing loss, including evaluating potential for outcomes, family centered intervention practices, and strategies for speech, language and auditory skill development.

SERP 597N Issues in Education of Deaf/Hard of Hearing Students

Units: 3

Available term: Spring

Description: In-depth study of relevant topics including supporting Deaf/HH students in general education; developing social competence in DHH students; advanced study in language and literacy; DHH students with disabilities.

SERP 594 Language and Literacy Practicum

Units: 3

Available term: Fall, Spring (as appropriate)

Description: The purpose of the language and literacy practicum is to give students the opportunity to apply and practice the assessment and instructional skills learned in SERP 537 *Literacy Assessment and Intervention for Deaf and Hard of Hearing Students* and SERP 538 *Language Assessment and Intervention for Deaf and Hard of Hearing Students*. During this practicum students will assess language, reading, and writing development of a D/HH child. Students will use the assessment information obtained to create an instructional plan that they will then implement during practicum sessions. Graduate students are responsible for making their own arrangements for the Language and Literacy Practicum and may complete the requirements on-the-job with school/district approval.

SERP 594 Audiology Practicum

Units: 1

Available term: Fall, Spring (as appropriate)

Description: This course is the companion lab for SERP 567, Audiology Practices in Education. SERP 567 must be taken prior to or at the same time as this lab. The lab consists of field assignments that complement the coursework of SERP 567. Graduate students are responsible for making their own arrangements for the Audiology Practicum and may complete the requirements on-the-job with school/district approval.

SERP 593 Internship (student teaching capstone)

Units: 8

Available term: Fall, Spring (as appropriate)

Description: Specialized work on an individual basis, consisting of training and practice in actual service in a technical, business, or governmental establishment. During the final internship you will refine your ability to utilize the IEP process as a basis for determining instructional goals and objectives for students who are deaf or hard of hearing (DHH), design lessons and develop techniques for teaching communication skills, study skills and academic content, and evaluate student progress as well as your own effectiveness in planning and providing instruction. Graduate students are responsible for making their own arrangements for the Internship and may complete the requirements on-the-job with school/district approval. Students must meet the ASL proficiency requirement (see below) before enrolling in the internship/capstone.

SERP 909 Master's Report

Units: 1

Available term: Fall, Spring (as appropriate)

Description: On this course site you will find guidance on how to create your portfolio, comprehensive exam presentation, as well as information about graduation and certification. Access each module below for more information.

To receive the UA Institutional Recommendation and qualify for Arizona "Hearing Impaired" Certification, students must take:

LCEV 508 Methods of Teaching English to English Language Learners (or equivalent)

Units: 3

Available term: Fall, Spring, Summer

Description: Methodology for the teaching of English to the English Language Learner (ELL). This course will familiarize the students with a historical overview of different methods as well as influences from the field of psychology. It will introduce students to what is currently considered quality methodology in ELL education. Graduate-level requirements include an in-depth research paper and/or another project(s).

Students who do not have a background in general or special education will need to take two additional courses:

SERP 500 Foundations in Special Education and Rehabilitation (or equivalent)

Units: 3

Available term: Fall, Spring, Summer

Description: Provides beginning graduate students with a knowledge of issues surrounding the fields of special education and rehabilitation. Issues include legal; principles and concepts of assessment; principles of teaching and counseling. Students will examine and develop their personal philosophies regarding assessment of, services to and intervention with individuals with exceptionalities.

SERP 594 Education Methods Practicum

Units: 3

Available term: Fall, Spring (as appropriate)

Description: The purpose of the Education Methods practicum is to give students foundational knowledge of general teaching methods, including lesson planning, classroom management, and instructional delivery. During this practicum students will observe in general education or co-enrollment classrooms and interview general education teachers to better understand methods of effective instruction.

Program-Specific Requirements:

- SERP 530 Educational Issues: Deaf and Hard of Hearing Children is the prerequisite program course. Students who receive a grade below “B” in this course will not be eligible to take subsequent program courses until the grade meets requirements.
- American Sign Language competency must be demonstrated before presenting for their comprehensive exam by completing one of the following (Native ASL users do not need to meet this requirement):
 - A proficiency level of “intermediate” on the Sign Language Proficiency Interview: ASL (SLPI) through Rochester Institute of Technology. A copy of the SLPI report must be submitted to your advisor to confirm your proficiency level. Information about the SLPI, including fees, is available at <https://www.rit.edu/ntid/slpi/>.
 - A proficiency level of 2+ or higher on the American Sign Language Proficiency Interview (ASLPI) through Gallaudet University. A copy of the report from the ASLPI must be submitted to your advisor to confirm your proficiency level. Information about the ASLPI, including fees, is available at <http://www.gallaudet.edu/asl-diagnostic-and-evaluation-services/aslpi>.

- A rating of 3 or higher on the Educational Interpreter Proficiency Assessment (EIPA) can substitute for the ASLPI. A copy of the obtained EIPA certificate must be submitted to your advisor.

Incomplete Policy: The University strongly discourages instructors from giving a grade of “incomplete.” An “I” will be given **only** at an instructor’s discretion and **only** when a student has completed all but 10%-25% of the required work for the course. The *Report of Incomplete Grade* form is required prior to an incomplete being granted. This agreement will specify the work to be completed and the timeline required for completion. Additional policy information:

- Program students will be allowed to carry only one “I” grade at a time for program-specific courses.
- Program faculty will consider placing a student on a Professional Growth Plan when an incomplete has been issued.
- “I” grades will not be extended beyond the original one year time period (e.g., an “I” grade received in Spring will not be extended beyond the following Spring).
- “I” grades must be removed before a student can participate in practicum or internship experiences.
- If an “I” grade is issued, **it is the student’s responsibility** to complete remaining course work according to the agreed upon timeline and communicate with the instructor. Instructors are not obligated to return to previous semesters to look for work.

Comprehensive Exam Requirement: In the Master’s Report (1 unit) students will present their portfolio of benchmark assignments from the following courses: SERP 567 Audiology Practices in Education, SERP 597N Issues in DHH: Supporting DHH Students in Public Schools, and SERP 594 Language and Literacy Practicum. This presentation serves as the comprehensive exam for the program. To qualify for the comprehensive exam, students must have completed at least 36 units, including the Language and Literacy Practicum and provided evidence of ASL proficiency.

Standard Time to Degree: 2 years

Academic Progress Rules: Students are required to complete program courses in the required sequence as advised and receive a grade of “B” or better. Any program course in which a student receives a grade below “B” must be retaken at the student’s expense.

Remediation: Successful completion of the Special Education-Deaf/Hard of Hearing MA program is dependent upon a student’s ability to meet the academic standards of the program and demonstrate the requisite dispositions of a TODHH. If a student performance raises concerns about their ability to complete the program, program faculty may initiate a *Performance Concern Form* or a *Professional Growth Plan* (depending on the severity of the concern), which identifies the areas of concern, specific steps for remediation, expectations of support, and goals for completion. Consequences for not successfully meeting the terms of the concern form or growth plan include removal from course or field experience, a failing grade in course (as determined by the course instructor), withdrawal from the program with the right to apply for re-admission, or dismissal from the program (recommendation to the UA Graduate College for removal from the program).

Annual Review Process: Each graduate student in the Special Education-Deaf/Hard of Hearing program is required to meet with their advisor each Spring to review their plan of study and revise as/if needed. At this time, the student's progress in the program will be evaluated.

Students have the right to appeal any program or department decision; please see policy on page 10 of this document.

Mild to Moderate Disabilities Specialization

Program Director: Toni Sparks

Program Description: The UA College of Education MA in Mild Moderate Special Education is a 36-unit MA degree that is designed to prepare graduates to teach students with mild to moderate disabilities. Our program is accredited by the Arizona Department of Education. Students who complete the program receive the MA degree. Students who successfully complete the MA and student teaching are eligible to educate individuals with high-incidence disabilities including those with Specific Learning Disabilities, Emotional-Behavioral Disabilities, Autism Spectrum Disorders, and those with Intellectual Disabilities in a variety of educational settings at the K-12 levels. Our graduates may find roles teaching in inclusionary settings, collaborative co-taught classrooms, self-contained settings, and in life skills environments.

a. Accelerated Master's Program

If you are a current UA College of Education undergraduate, you can earn your Mild-Moderate MA and teacher certification in one year. Students in this option apply to take online Graduate coursework during the Fall and Spring semesters of their Senior year. Program requirements can then be completed through Graduate Summer online coursework and full-time Fall and Spring coursework. The program includes half-day supervised teaching experiences during the Fall and Spring semesters.

b. One-Year Mild-Moderate MA Option

If you have a bachelor's degree from the UA or another accredited university, you can complete the Special Education-Mild-Moderate MA 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 half-day supervised teaching experiences during the Fall and Spring semesters.

Expected Outcomes: The Mild Moderate MA program aims to prepare future teachers with the requisite knowledge, skills, and dispositions to deliver high-quality educational services to children/students and their families with high-incidence disabilities. The primary goal is to prepare beginning teaching professionals with foundational understandings of the needs of diverse student learners, effective pedagogy, culturally-responsive teaching, evidence-based assessment and instructional practices, and special education law and policy as they relate to the special education populations.

The Mild to Moderate Program's organizational framework are based upon the Council for Exceptional Children (CEC) professional standards and the Interstate Teacher Assessment and Support Consortium (InTASC) standards.

CEC STANDARDS:

LO1. Use knowledge of the interaction of exceptionality and development/learning to provide meaningful / challenging learning experiences for students.

LO2. Create safe, inclusive and culturally responsive learning environments.

LO3. Use knowledge of generalized and specialized curricula to individualize student learning.

LO4. Use multiple methods of assessment and data sources in educational decision-making.

LO5. Select, adapt and use a repertoire of evidence-based educational strategies (IEP and ITP).

LO6. Use foundational knowledge of the field (ethical and professional practice to advance the profession.

LO7. Collaborate with families, other educators, individuals with exceptionalities, related service providers, and community personnel to address the needs of persons with exceptionalities across a range of learning experiences.

InTASC STANDARDS:

InTASC #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

InTASC #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

InTASC #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagements in learning and self-motivation.

InTASC #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline

accessible and meaningful for learners to assure mastery of the content.

InTASC #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

InTASC #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

InTASC #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

InTASC #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

InTASC #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and the community members to ensure learner growth and to advance the profession.

COURSE SCOPE AND SEQUENCE

Below find the course sequences for the Mild Moderate Teacher Preparation Program with associated benchmark assignments. Please note the relevant Learning Objectives addressed and assessed within in each course.

SERP 500 Foundations in supporting the Diverse Learner

Due Process Display, Case-study applications, sensory-processing assignment, student accommodation plan

LO: 2, 6,

InTASC: 2, 7, 9

SERP 502 Behavior Principles

Enhancement/Reduction techniques, ABC assessment, Functional Behavioral Assessment, Behavioral Intervention Plan

LO: 1,2, 5,7, InTASC: 2,3,7,8

SERP 503 Special Issues in Schools

I.D.E.A, Section 504, Transition Plan

LO: 3,4,6,7 InTASC: 6,7,9,10

SERP 504 Culturally and Linguistic Diversity

SERP 507a Assessment/ High Incidence (elementary)

Use of CBM, Proctoring formal assessment case-study, application of Assessment techniques in field placement

LO: 3,4,5 InTASC 5,6,7

SERP 511b Methods in supporting High Incidence (elementary)

Use of CBM, Case-Study, Application of Instructional strategies in field placement

LO: 3,5 InTASC: 2,4,5,7,8

SERP 593 (two semesters)

Field placement requirement associated with three semester coursework. Each semester requires students to engage with special education students from varying grade levels and across the continuum. Students are formally supervised by a certified special educator and evaluated by University of Arizona faculty.

LO: ALL LEARNING OBJECTIVES ADDRESSED WITH CONTINUITY

SERP 593 Internship (Student Teaching)

SERP 593** Represents the student teaching semester required in the final semester of the senior undergraduate year. This semester is assessed through formal observation using multiple data points during the course of the semester. Teacher candidates also complete a longitudinal clinical case study that is shared with faculty both through professional writing and presentation to departmental faculty.

LO: ALL LEARNING OBJECTIVES ADDRESSED WITH CONTINUITY

Program Requirements:

Graduate students in the Special Education-Mild Moderate MA program will complete 36 units of course work, which includes 10 units of field experiences. Program-specific courses are listed below, followed by the required field experiences:

Core Coursework

SERP 500: Introduction to Special Education

Units: 3

Available Term: Main Campus: Summer

Online Campus: Fall, Summer

Course Description: Provides beginning graduate students with a knowledge of issues surrounding the fields of special education and rehabilitation. Issues include legal; principles and concepts of assessment; principles of teaching and counseling. Students will examine and develop their personal philosophies regarding assessment of, services to and intervention with individuals with exceptionalities.

SERP 502: Behavior Principles and Disability

Units: 3

Available Term: Main Campus: Fall, Spring

Online Campus: Fall, Spring

Course Description: Use of behavior principles to positively support individuals with disabilities, especially those with moderate and severe disabilities. Graduate-level requirements include in-depth paper(s) on aspects of current issues in the field.

SERP 503: Special Education Law and Policy

Units: 3

Available Term: Main Campus: Fall, Summer

Online Campus: Fall, Summer

Distance Campus: Summer

Course Description: Provides a theoretical base and practical approach to the study of special needs of students with language and cultural differences; basic premises of bilingual special education and the interface of the two fields. Graduate-level requirements include in-depth paper(s) on aspects of current issues in the field.

SERP 504: Cultural and Linguistic Diversity in Special Education

Units: 3

Available Term: Main Campus: Fall

Online Campus: Fall

Course Description: Provides a theoretical base and practical approach to the study of special needs of students with language and cultural differences; basic premises of bilingual special education and the interface of the two fields. Graduate-level requirements include in-depth paper(s) on aspects of current issues in the field.

SERP 556: Research Methods in Education

Units: 3

Available Term: Main Campus: Spring, Summer

Online Campus: Spring, Summer

Course Description: Basic concepts essential to the comprehension of research in education, including measurement principles and descriptive statistics.

SERP 593: Internship

Units: 9

Available Term: Main Campus: Fall, Spring

Course Description: Specialized work on an individual basis, consisting of training and practice in actual service in a technical, business, or governmental establishment.

Specialization Coursework-

SERP 507a: Academic Assessment: Mild-Moderate Disabilities

Units: 3

Available Term: Main Campus: Fall

Course Description: Assessment and instruction with an emphasis on formal assessment, informal assessment, diagnostic teaching, and implementation of individualized instructional programs. Graduate-level requirements include completion of all assignments.

SERP 511a: Basic Academic Skills for Mild-Moderate Disabilities

Units: 3

Available Term: Main Campus: Fall

Course Description: Evidence-based methods and strategies for basic skill instruction in reading, spelling, and math computation for students with high incidence disabilities, K-12. Grading basis: Regular Grades

SERP 534: Language Development for the Exceptional Child

Units: 3

Available Term: Main Campus: Summer

Online Campus: Summer

Course Description: Pragmatic, syntactic and semantic aspects of pre-linguistic and linguistic development in exceptional children and youth; cognitive and social bases of communication and language development.

SERP 597E: Consultation and Collaboration in Special Education

Units: 3

Available Term: Main Campus: Spring

Online Campus: Spring

Course Description: Emphasizes the theoretical understanding and practical application of collaboration, consultation, and teamwork implemented in settings for individuals with special needs. Develops skills and strategies needed to work with colleagues as co-educators. Graduate-level requirements include two additional readings, additional discussion, and on-line presentation of a paper.

Program-Specific Requirements:

Incomplete Policy: The University strongly discourages instructors from giving a grade of “incomplete.” An “I” will be given **only** at an instructor’s discretion and **only** when a student has completed all but 10%-25% of the required work for the course. The *Report of Incomplete Grade* form is required prior to an incomplete being granted. This agreement will specify the work to be completed and the timeline required for completion. Additional policy information:

- Program students will be allowed to carry only one “I” grade at a time for program-specific courses.
- Program faculty will consider placing a student on a Professional Growth Plan when an incomplete has been issued.

- “I” grades will not be extended beyond the original one year time period (e.g., an “I” grade received in Spring will not be extended beyond the following Spring).
- “I” grades must be removed before a student can participate in practicum or internship experiences.
- If an “I” grade is issued, **it is the student’s responsibility** to complete remaining course work according to the agreed upon timeline and communicate with the instructor. Instructors are not obligated to return to previous semesters to look for work.

Comprehensive Assignment/Capstone Clinical Case-Study:

II. Clinical Case Study (100 points) Written Summary:

Duration: 8-10 weeks

Part I

1. Identify a student in need of an academic or behavioral/social emotional intervention.
2. Write a reason for referral. Your reason should include data from either a teacher interview/classroom observation or pre-assessment/screening.
3. Determine a method for monitoring the progress of a student (e.g., graphs, charts, CBM, DIBELS).
4. Obtain and record baseline data on the student.
5. Based on the assessment data, select a method or methods to use. Methods should be evidence based and include two references.

*****Meet with Supervisor to review baseline data and intervention plan before working with student.***

6. Write a measurable IEP goal for an 8 to 10 week period.
7. Provide instruction to the student for 15-30 minutes 3 times a week (if possible) for 8 weeks.

******Meet with Supervisor after 2-4 weeks of instruction to review instructional progress.***

Part II

Phase I:

Prepare a written summary. For the summary:

- a. Write a brief description of the student and his/her/their difficulties. Include any past history that would be relevant to your selection of instructional approaches.
- b. Describe the intervention plan and cite literature describing its effectiveness (2 sources)
- c. Include completed graphs or charts documenting the student’s performance.
- d. Discuss the effectiveness of the method with the student.
- e. Make a recommendation for further instruction to increase the targeted skill.
- f. Write a revised IEP goal based on the results.

Phase II:

Prepare an oral presentation (i.e. Powerpoint, Prezzi, etc) including:

- a. Background / history
- b. Description of intervention plan
- c. Baseline data and initial IEP goal
- d. Intervention data / results (graph or charts)
- e. Effectiveness of the intervention
- f. Future Recommendations
- g. Revised IEP goal

Written Products:

All written products must be prepared in a “professional” manner. It is strongly encouraged that final products be typed and appropriate for classroom, community, and administrative use. Products which in the judgment of the instructor are unreadable or prepared in an unprofessional manner will be returned ungraded or assigned a lower grade.

DO NOT PLAGIARIZE!!! To plagiarize is “to steal and pass off the ideas or words of another as one's own or use another's production without crediting the source” (Merriam-Webster Online)

III .Presentation (30 points)

During the last class meeting each student will present their Clinical Case study via Professional Poster to the class. The presentation will be graded on presence, language skills, mastery of the subject, and visual aids. Your presentation should last approximately 15 minutes.

Standard Time to Degree: 1 year

Academic Progress Rules: Students are required to complete program courses in the required sequence as advised and receive a grade of “B” or better. Any program course in which a student receives a grade below “B” must be retaken at the student’s expense.

Remediation: Successful completion of the Special Education-Mild Moderate MA program is dependent upon a student’s ability to meet the academic standards of the program and demonstrate the requisite dispositions of a teaching professional. If a student performance raises concerns about their ability to complete the program, program faculty may initiate a *Performance Concern Form* or a *Professional Growth Plan* (depending on the severity of the concern), which identifies the areas of concern, specific steps for remediation, expectations of support, and goals for completion. Consequences for not successfully meeting the terms of the concern form or growth plan include removal from course or field experience, a failing grade in course (as determined by the course instructor), withdrawal from the program with the right to apply for re-admission, or dismissal from the program (recommendation to the UA Graduate College for removal from the program).

Annual Review Process: Each graduate student in the Special Education-Mild Moderate MA program is required to meet with their advisor each Fall and Spring to review their plan of study and revise as/if needed. At this time, the student’s progress in the program will be evaluated.

Students have the right to appeal any program or department decision; please see policy on page 10 of this document.

Severe and Multiple Disabilities Specialization

Program Director: Dr. Stephanie MacFarland

Program Description: The UA College of Education MA in Special Education is designed to prepare you to teach students with severe multiple disabilities. The program emphasizes

inclusive education and evidence-based best practices in teaching children and youth with severe and multiple disabilities, such as moderate to severe intellectual disabilities, severe physical disabilities, deaf-blindness, and autism spectrum disorders.

Our program is accredited by the Arizona Department of Education. Students who complete the program receive the MA degree. Students who successfully complete the MA and student teaching are eligible to apply for the Moderate-Severe (K-12) Special Education Teaching Certificate in the state of Arizona.

In addition to the traditional two-year MA plan or part-time study, we now provide an Accelerated Master's Program option for qualified undergraduate applicants.

Expected Outcomes: The program philosophy includes three elements that are vital in the preparation of educators and the quality education for students with moderate-severe intense support needs, including learners with multiple disabilities, autism and deafblindness in inclusive educational settings:

- All students can learn and have a right to receive an appropriate education in their neighborhood school that allows participation in all aspects of their natural home community.
- All students have a right to be educated by professionals who are highly qualified to meet their unique needs within typical settings.
- A carefully designed, systematically implemented, and mentor supported teacher preparation will produce educators who will provide high quality educational services to students with severe/multiple disabilities

The priority goal of the program is future graduates and educators will receive intensive and specialized training in current best educational and evidence-based practices in the field of severe and multiple disabilities. The supporting outcomes are:

- Graduates will acquire and demonstrate specific instruction on how to develop high quality programs that are collaborative, community referenced, and individualized for students' skills and needs.
- Graduates will acquire and demonstrate the skills needed to assess and develop meaningful goals and objectives, adapt curricula in general classrooms, develop augmentative communication systems, integrate related service delivery, and provide effective positive behavioral support.
- Graduates will be prepared to design and implement effective instructional programs that are based on the students' unique needs, cultural and familial expectations and desires, and community demands.

Program Requirements: In the preparation program for teachers of students with severe and multiple disabilities, all students take a minimum 30-36 units of academic course work plus 18 units of field experience course credits (i.e., practicum and internship). Core and Program-specific courses are listed below, followed by the required field experiences:

Core Coursework:

SERP 502: Behavior Principles and Disability

Units: 3

Available Terms: Main Campus: Fall, Spring

Online Campus: Fall, Spring

Course Description: Use of behavior principles to positively support individuals with disabilities, especially those with moderate and severe disabilities. Graduate-level requirements include in-depth paper(s) on aspects of current issues in the field.

SERP 503: Special Education Law and Policy

Units: 3

Available Terms: Main Campus: Fall, Summer

Online Campus: Fall, Summer

Distance Campus: Summer

Course Description: Provides a theoretical base and practical approach to the study of special needs of students with language and cultural differences; basic premises of bilingual special education and the interface of the two fields. Graduate-level requirements include in-depth paper(s) on aspects of current issues in the field

SERP 504: Cultural and Linguistic Diversity in Special Education

Units: 3

Available Terms: Main Campus: Fall

Online Campus: Fall

Course Description: Provides a theoretical base and practical approach to the study of special needs of students with language and cultural differences; basic premises of bilingual special education and the interface of the two fields. Graduate-level requirements include in-depth paper(s) on aspects of current issues in the field.

SERP 556: Research Methods in Education

Units: 3

Available Terms: Main Campus: Spring, Summer

Online Campus: Spring, Summer

Course Description: Basic concepts essential to the comprehension of research in education, including measurement principles and descriptive statistics.

LCEV 508 Methods of Teaching English to English Language Learners (or equivalent)

Units: 3

Available term: Fall, Spring, Summer

Course Description: Methodology for the teaching of English to the English Language Learner (ELL). This course will familiarize the students with a historical overview of different methods as well as influences from the field of psychology

Specialization Coursework**SERP 513: Assessing & Educating Students with Intellectual & Severe Disabilities**

Units: 3

Available Terms: Main Campus: Spring

Course Description: Methods of assessing and developing age-appropriate, functional and inclusive programming, collaborative, community-based instruction, and integrative source delivery for students who have moderate, severe, and multiple disabilities.

SERP 515: Assessment & Instruction: Learners with Low Incidence Disabilities

Units: 3

Available Terms: Main Campus: Fall

Online Campus: Fall

Course Description: Physical and multiple impairments, etiology, intervention practices, adaptations, transferring and handling skills, integrated and collaborative related service delivery, and integration into typical environments. Graduate-level requirements include additional assignments. Field trips.

SERP 518: Aug. Comm. For Learners with Severe & Multiple Disabilities

Units: 3

Available Terms: Main Campus: Spring

Course Description: Techniques for assessment and intervention of communication skills other than speech for students with severe disabilities. Nonsymbolic and symbolic communication skills development for all ages; social interaction skills; augmentative communication aids.

SERP 521: Introduction to Visual Impairments & Deaf-Blindness

Units: 3

Available Terms: Main Campus: Fall

Online Campus: Fall

Course Description: An overview of educational services for the student with visual impairments and multiple sensory impairments. An emphasis is placed on the psychosocial effects of visual impairments on the individual and means of compensating for those effects. Graduate-level requirements include writing a grant proposal to obtain monies to enhance service delivery

SERP 564: Introduction to Learners with Autism Spectrum Disorders

Units: 3

Available Terms: Main Campus: Summer

Online Campus: Fall, Summer

Course Description: This course provides an introduction to learners with autism spectrum disorders (ASD) with an emphasis on historical issues, key characteristics, family dynamics, diagnostic criteria, and instructional strategies. Graduate-level requirements include extended research requirements integrated with professional development presentations using varying digital and audio technology. Completing assessments to demonstrate a more comprehensive synthesis of course content.

SERP 597E: Consultation and Collaboration in Special Education

Units: 3

Available Terms: Main Campus: Spring

Online Campus: Spring

Course Description: Emphasizes the theoretical understanding and practical application of collaboration, consultation, and teamwork implemented in settings for individuals with special needs. Develops skills and strategies needed to work with colleagues as co-educators. Graduate-level

requirements include two additional readings, additional discussion, and on-line presentation of a paper.

SERP 575: Observation & Participation in Special Education Programs

Units: 1-3, taken two terms.

Available Terms: Main Campus: Fall, Spring, Summer

Course Description: Practical experiences with individuals having special needs with focus on psychological, educational and service-related implications and practices. Course includes field trips, class observations and seminars.

SERP 593: Internship (Supervised Teaching in Arizona School Districts)

Units: 1-12

Available Terms: Main Campus: Fall, Spring

Course Description: Specialized work on an individual basis, consisting of training and practice in actual service in a technical, business, or governmental establishment.

SERP 909 Master's Report

Units: 3

Available terms: Fall, Spring (as appropriate)

Course Description: Individual study or special project or formal report thereof submitted in lieu of thesis for certain masters' degrees.

Elective coursework is not required, but is available to students wishing to take electives on an individual basis.

Certification Requirements (Required for Graduates to Apply for Teacher Certification):

- a. A course in Arizona and US Constitution (Previously taken as an undergraduate or taken as a graduate student at another institution; not available through UA graduate programs)
- b. A course in Structured English Immersion (Previously taken as an undergraduate or taken as a graduate student; available through UA graduate programs)
- c. Obtaining an Arizona IVP Fingerprint Card. Prior to working with minors in schools for coursework and student teaching, students must obtain an IVP Fingerprint Card
- d. Passing score on the Assessment of Professional Knowledge, Professional Knowledge = AEPA Special Education: Severely and Profoundly Disabled (AZ 030)
- e. Subject: Covered by Master's. Graduate students are not required to pass the Subject Knowledge exam to apply for certification.

Program-Specific Requirements:

SERP 400 or 500: Introduction to Special Education or equivalent is a recommended pre-requisite course.

Units: 3

Available Terms: Main Campus: Fall, Spring, Summer

Online Campus: Fall, Summer

Course Description: Provides beginning graduate students with a knowledge of issues surrounding the fields of special education and rehabilitation. Issues include legal; principles and concepts of

assessment; principles of teaching and counseling. Students will examine and develop their personal philosophies regarding assessment of, services to and intervention with individuals with exceptionalities.

SERP 370 A: American Sign Language I or equivalent

Units: 4

Available Terms: Fall, Spring, Summer

Course Description: Designed for students with no previous knowledge of ASL and/or deaf culture. To develop basic skills in ASL vocabulary, grammar and use. First course in a four semester sequence. *Note:* Since this course is not offered for graduate credit, it will not count toward your graduate degree; however, it remains a requirement of program completion.

Incomplete Policy: The University strongly discourages instructors from giving a grade of “incomplete.” An “I” will be given only at an instructor’s discretion and only when a student has completed all but 10%-25% of the required work for the course. The *Report of Incomplete Grade* form is required prior to an incomplete being granted. This agreement will specify the work to be completed and the timeline required for completion. Additional policy information:

- Program students will be allowed to carry only one “I” grade at a time for program-specific courses.
- Program faculty will consider placing a student on a Professional Growth Plan when an incomplete has been issued.
- “I” grades will not be extended beyond the original one year period (e.g., an “I” grade received in Spring will not be extended beyond the following Spring).
- “I” grades must be removed before a student can participate in practicum or internship experiences.
- If an “I” grade is issued, **it is the student’s responsibility** to complete remaining course work according to the agreed upon timeline and communicate with the instructor. Instructors are not obligated to return to previous semesters to look for work.

Comprehensive Exam Requirement: Students must complete a thesis, master's report, or comprehensive examination, per the Graduate College's policy.

Standard Time to Degree: 2 years.

Academic Progress Rules: The Master’s Teacher Preparation Program in Severe and Multiple Disabilities follows the Graduate College policy of Minimum Academic Requirements: *A student cannot earn a graduate degree or certificate unless he or she has achieved a cumulative grade-point average of 3.00 or higher on all course work taken for graduate credit, whether or not the courses are offered in satisfaction of the specific requirements for a specific graduate program. A student whose cumulative GPA is below 3.0 for two consecutive semesters (see Academic Probation) will be disqualified. Programs may allow students to take additional course work while in non-degree status. In order to graduate, the student must apply for readmission to the Graduate College through their graduate department. Readmission is not guaranteed.*

Remediation: Successful completion of the Special Education Master’s Teacher Preparation Program in Severe and Multiple Disabilities is dependent upon a student’s ability to meet the

academic standards of the program and the Graduate College. If a student performance raises concerns about their ability to complete the program, program faculty may initiate a Performance Concern Form or a Professional Growth Plan (depending on the severity of the concern), which identifies the areas of concern, specific steps for remediation, expectations of support, and goals for completion. Consequences for not successfully meeting the terms of the concern form or growth plan include removal from course or field experience, a failing grade in course (as determined by the course instructor), withdrawal from the program with the right to apply for re-admission, or dismissal from the program (recommendation to the UA Graduate College for removal from the program).

Annual Review Process: Each graduate student in the Special Education Master's Teacher Preparation Program in Severe and Multiple Disabilities is required to meet with their advisor at the beginning of their program to review their plan of study and meet in the summer/fall before their second year to revise if needed. The student's progress in the program will be evaluated after each semester and meetings will be required as needed if performance concerns are observed and identified.

Students have the right to appeal any program or department decision; please see policy on page 10 of this document.

Visual Impairment Specialization

Program Director: Garrison Tsinajinie

Program Description: The Visual Impairment M.A., program is designed to prepare students to teach children who are visually impaired. Nationally recognized for excellence, the program prepares individuals to provide services in this challenging and rewarding profession. Graduates of the program are successfully employed in school districts, special schools, and agencies in Arizona as well as in other states across the country.

The University of Arizona offers a graduate-level program leading to a specialization in teaching children who are visually impaired: teacher of students with visual impairments (TVIs). Courses are available through hybrid delivery, allowing distance students to complete the program remotely.

The program is also viable through the accelerated master's program, where students in the mild/moderate program in the undergraduate program can choose the visual impairment program simultaneously as an option. This program combines courses from the undergraduate and the graduate level, helping students to complete the program with visual impairments degree faster.

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.

Expected Outcomes: The Special Education – visual impairment program aims to prepare knowledgeable teachers of students with visual impairments with assessment, methodological, and curricular skills to create and sustain effective programming for students with visual impairments. The primary goal is to prepare teachers of students with visual impairments to integrate culturally responsive and evidence based strategies to effectively center the needs of students of visual impairments across diverse educational settings and communities of learning.

- Outcome 1: Prepare graduates to provide effective instruction to support learner development and individual learning differences.
- Outcome 2: Prepare graduates to identify physical and virtual environmental factors that impact the acquisition concepts.
- Outcome 3: Prepare graduates to demonstrate curricular content knowledge and usage of a wide range of instructional and assistive technologies specific to visual impairment.
- Outcome 4: Prepare graduates to comply with federal and state requirements for eligibility and timing of assessments unique to visual impairment for pre-referral, referral, annual, and tri-annual processes.
- Outcome 5: Prepare graduates to implement effective instructional planning and strategies to support positive and productive learning environments.
- Outcome 6: Prepare graduates to demonstrate professional learning and ethical practice in providing services for students with visual impairments in a range of settings.
- Outcome 7: Prepare graduates to collaborate with families and teams and effectively communicate the impact and implications of visual impairment on development and learning as it relates to general and expanded core curriculum access.

Program Requirements: The Special Education – visual impairment program requires a minimum of 36 units to graduate with the Special Education Master’s Degree. Completion of the student teaching requirement and some additional units are required to receive recommendation for an Arizona Department of Education Teaching Certificate in the area of specialization.

Required Core Coursework (6-9 credits)

SERP 503: Special Services in the Schools

Units: 3

Available Terms: Online Campus: Fall, Summer

Course Description: Information to aid teachers in dealing with responsibilities and concerns in school settings with regard to the Federal Regulations for the implementation of the Individuals with Disabilities Improvement Act, Section 504 of the Rehabilitation Act, the Family Education Rights and Privacy Act, and other legal issues.

SERP 504: Cultural and Linguistic Diversity in Exceptional Learners

Units: 3

Available Terms: Main Campus: Fall

Online Campus: Fall

Course Description: Provides a theoretical base and practical approach to the study of special needs of students with language and cultural differences; basic premises of bilingual special education and the interface of the two fields. Graduate-level requirements include in-depth paper(s) on aspects of current issues in the field.

SERP 556: Research Methods in Education

Units: 3

Available Terms: Main Campus: Spring, Summer

Online Campus: Spring, Summer

Course Description: Basic concepts essential to the comprehension of research in education, including measurement principles and descriptive statistics.

Student Teaching

SERP 593: Internship

Units: 8

Available Terms: Main Campus: Fall, Spring, Summer

Course Description: Specialized work on an individual basis, consisting of training and practice in actual service in a technical, business, or governmental establishment.

Specialization Requirements (18 credits)

SERP 520: Low Vision and Visual Functioning

Units: 3

Available Terms: Main Campus: Fall

Course Description: Anatomy and physiology of the eye; implications of visual disorders including visual field losses; introduction to optics; use of optical and non-optical aids in classroom settings. Graduate-level requirements include writing at least one paper and one additional item.

SERP 521: Introduction to Visual Impairments and Deaf-Blindness

Units: 3

Available Terms: Main Campus: Fall

Online Campus: Fall

Course Description: An overview of educational services for the student with visual impairments and multiple sensory impairments. An emphasis is placed on the psychosocial effects of visual impairments on the individual and means of compensating for those effects. Graduate-level requirements include writing a grant proposal to obtain monies to enhance service delivery.

SERP 522: Orientation & Mobility for Teachers of Individuals with Visual Impairments

Units: 3

Available Terms: Main Campus: Spring

Course Description: Graduate-level requirements include completion of an additional research paper and presentation

SERP 523A: Braille I

Units: 3

Available Terms: Main Campus: Fall

Course Description: Fundamentals of Braille reading and writing, methods of teaching Braille and preparation of materials. Graduate-level requirements include in-depth paper(s) on aspects of current issues and class presentations.

SERP 523B: Braille II

Units: 3

Available Terms: Main Campus: Spring

Course Description: Fundamentals of Braille reading and writing, methods of teaching Braille and preparation of materials. Graduate-level requirements include in-depth paper(s) on aspects of current issues and class presentations.

SERP 524: Methods of Teaching the Visually Impaired

Units: 3

Available Terms: Main Campus: Spring

Course Description: Curriculum development and adaptation in various educational programs; adaptation of classroom materials; procedures for use with blind/partially sighted children and youth; emphasizes teaching academic and non-academic skills and in educating students with non-disabled peers. Graduate-level requirements include a short review of the literature using APA style about their chosen topic

Electives

LRC 516 or LCEV 508: Foundations of Structured English Immersion

LRC 505 or an equivalent course in reading

SERP 502: Behavior Principles and Disability

Program-Specific Requirements: There may be funding specific requirement. Please consult with your academic advisor for additional courses and requirement.

Incomplete Policy: When a student has completed all but 10%-25% of the required work for the course, an incomplete grade can be considered on a limited basis. The Report of Incomplete Grade form is required prior to an incomplete being granted. This agreement will specify the work to be completed and the timeline required for completion. Additional policy information:

- Program students will be allowed to carry only one “I” grade at a time for program-specific courses.
- Program faculty will consider placing a student on a Professional Growth Plan when an incomplete has been issued.
- “I” grades will not be extended beyond the original one year time period (e.g., an “I” grade received in Spring will not be extended beyond the following Spring).
- “I” grades must be removed before a student can participate in practicum or internship experiences.
- If an “I” grade is issued, it is the student’s responsibility to complete remaining course work according to the agreed upon timeline and communicate with the instructor. Instructors are not obligated to return to previous semesters to look for work.
- Additional requirement with regards to an incomplete grade may be assessed by specific grant program rules.

Comprehensive Exam Requirement: 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.

Standard Time to Degree: 1½ years

Academic Progress Rules: Students are expected to take courses in the sequence specified by the plan of study. Students are expected to obtain a grade of B or better. Students may be put on the professional growth plan and may be asked to retake the course of C grade or lower.

Remediation: Successful completion of the Special Education - Visual Impairment MA program is dependent upon a student's ability to meet the academic standards of the program and demonstrate the requisite dispositions of a teacher of students with visual impairments. If a student performance raises concerns about their ability to complete the program, program faculty may initiate a *Professional Growth Plan* (depending on the severity of the concern), which identifies the areas of concern, specific steps for remediation, expectations of support, and goals for completion. Consequences for not successfully meeting the terms of the growth plan include removal from course or field experience, a failing grade in course (as determined by the course instructor), withdrawal from the program with the right to apply for re-admission, or dismissal from the program (recommendation to the UA Graduate College for removal from the program).

Annual Review Process: Students are required to setup a regular meetings with their advisor where the plan of study, academic performance, and other issues related to program completion are discussed. Such meetings will take place at least once an year. Additional meetings will be scheduled if a student participates in a grant program or if there are existing concerns with regard to the student's academic performance or program participation.

Students have the right to appeal any program or department decision; please see policy on page 10 of this document.