SPLIT THE EXISTING SPECIAL EDUCATION, REHABILITATION AND
SCHOOL PSYCHOLOGY GRADUATE DOCTORAL PROGRAM INTO THREE
UNIQUE PROGRAMS.

I. PROGRAM NAME, DESCRIPTION AND CIP CODE*
A. DEGREE(S), DEPARTMENT AND COLLEGE AND CIP CODE

Existing program, department and college: The University of Arizona proposes
to separate the Ph.D., Ed.S., Ed.D., and M.A. with a major in Special Education
and Rehabilitation in the Department of Special Education, Rehabilitation and
School Psychology in the College of Education, into the following three distinct
programs (Special Education; Rehabilitation; School Psychology), as described
below.

Resulting programs:
The existing M.A. and Ph.D. with a major in Special Education and
Rehabilitation will be renamed with the major of Rehabilitation. These
programs will reside in the College of Education’s Department of Special
Education, Rehabilitation and School Psychology; and

The existing Ed.D. with a major in Special Education and Rehabilitation will be
renamed with a major of Special Education. This program will reside in the
College of Education’s Department of Special Education, Rehabilitation and
School Psychology.

Separate M.A., Ed.S., Ed.D. and Ph.D. degrees with a major in Special
Education will be implemented, to reside in the College of Education’s
Department of Special Education, Rehabilitation and School Psychology; and

Separate Ed.S. and Ph.D. degrees with a major in School Psychology will be
implemented, to reside in the College of Education’s Department of Special
Education, Rehabilitation and School Psychology.

B. PURPOSE AND NATURE OF SPLIT

Background on existing program:
Historically, the Department of Special Education was formed in the College of
Education in 1964. In 1986 a new Division of Special Education and
Rehabilitation was formed in the College of Education. In 1991 the Division
was changed into a Department. As a consequence of creating that new
division, existing and free-standing graduate degree programs with distinct
majors in special education and in rehabilitation were merged into a single
“major” title, special education and rehabilitation.

In 1995 School Psychology was moved from the Department of Educational
Psychology to the Department of Special Education and Rehabilitation. In 1997
the Department of Special Education, Rehabilitation and School Psychology
was formally established in the College of Education.
Purpose of separation of the programs:
Although the Department of Special Education, Rehabilitation and School Psychology is an interdisciplinary department, which emphasizes learning in individuals with specialized and diverse characteristics, the research interests and certification programs are quite different. Further, in retrospect, while the reorganization plans were valid, there was not a curricular need to merge the academic programs because of their particular content configuration.

This proposal seeks to make clear the distinctions within the different components of the Department, while honoring the interdisciplinarity that can be fostered in housing the areas together administratively.

This proposal requires no additional funding, faculty, facilities or equipment. The split of the Special Education, Rehabilitation and School Psychology programs will fulfill the need for professionals in these three areas by drawing on currently existing resources.

C. PROGRAM DESCRIPTION: SPECIAL EDUCATION, COLLEGE OF EDUCATION, CIP CODE: 13.1001 (retaining existing CIP code)
The graduate program in Special Education will offer programs leading to the Master of Arts, Educational Specialist, Doctor of Education and Doctor of Philosophy degrees in Special Education. Well funded professional preparation grants, research opportunities and the strong multidisciplinary nature of the program provide our students with the opportunity to achieve teacher and professional certifications, conduct research, teach courses, supervise pre-service teachers and engage in consultation projects under faculty guidance.

The Program will be housed within the Department of Special Education, Rehabilitation and School Psychology in the College of Education with nine tenured/tenure-eligible and 13 adjunct faculty members who have diverse research interests and offer specializations in Administration Leadership, Deaf and Hard of Hearing, Emotional and Behavioral Disorders, Gifted and Talented, Learning Disabilities, Severe and Multiple Disabilities, and Visual Impairments.

PROGRAM DESCRIPTION: REHABILITATION, COLLEGE OF EDUCATION, CIP CODE: 51.2310
The graduate program in rehabilitation will offer programs leading to the Master of Arts and Doctor of Philosophy degrees in Rehabilitation. Well funded professional preparation grants, research opportunities and the strong multidisciplinary nature of the program provide our students with the opportunity to achieve professional certification and licensure as Rehabilitation counselors and also provide opportunities for those who wish to enhance their leadership, teaching and research skills.

The Program will be housed within the Department of Special Education, Rehabilitation and School Psychology in the College of Education with four tenured/tenure-eligible and six adjunct faculty members who have diverse
research interests and offer specializations in Rehabilitation Counseling, Rehabilitation Leadership and Rehabilitation Psychology.

PROGRAM DESCRIPTION: SCHOOL PSYCHOLOGY, COLLEGE OF EDUCATION, CIP CODE: 42.1701
The graduate program in School Psychology will offer programs leading to Master of Arts, Educational Specialist and Doctor of Philosophy degrees in School Psychology. Well funded professional preparation grants, research opportunities and the strong multidisciplinary and research/practitioner nature of the program provide our students with the opportunity to meet the application requirements for taking the examination to become a Nationally Certified School Psychologist and working as a certified School Psychologist in school settings across the nation, as well as taking the national psychology licensing examination for becoming a licensed psychologist.

The Program will be housed within the Department of Special Education, Rehabilitation and School Psychology in the College of Education with three tenured and three adjunct faculty members who have diverse research interests and offer specializations in Bilingual/Bicultural School Psychology, Clinical Child Psychology, Clinical Neuropsychology, and School and Disability Policy Studies.

D. CURRENT COURSES AND EXISTING PROGRAMS
See attached Ph.D., Ed.S., Ed.D., and M.A. course work requirements for the Special Education, Rehabilitation and School Psychology program areas.

E. NEW COURSES NEEDED
No new courses are necessary to accommodate the proposed split.

F. REQUIREMENTS FOR ACCREDITATION: SPECIAL EDUCATION, COLLEGE OF EDUCATION
The deaf and Hard of Hearing specialization is approved by the National Council for Exceptional Children through a site-visit team of national evaluators.

REQUIREMENTS FOR ACCREDITATION: REHABILITATION, COLLEGE OF EDUCATION
The Rehabilitation Counseling specialization has been continuously accredited by the Council on Rehabilitation Education since 1975. The University of Arizona is an institutional member of the National Council on Rehabilitation Education.

REQUIREMENTS FOR ACCREDITATION: SCHOOL PSYCHOLOGY, COLLEGE OF EDUCATION
The doctoral degree (Ph.D.) program was first accredited in 1979 by the American Psychological Association and the National Association of School Psychologists through a site-visit team of national experts. The most recent site-visit in 1998 resulted in a seven-year re-accreditation of the program.
II. STUDENT LEARNING OUTCOMES AND ASSESSMENT

The intended student outcomes for the Special Education, Rehabilitation and School Psychology areas are:

- Special Education program of study prepares individuals to work in schools, research, administration and college teaching. Each student follows an individualized plan of study. Master students are eligible for teacher certification in Arizona and may also receive certification from various professional organizations. Doctoral students complete internships during which they have the opportunity to conduct research, teach courses, supervise pre-service teachers and engage in consultation projects under faculty guidance.

- Rehabilitation program of study prepares students for professional certification and licensure as Rehabilitation counselors and also provides opportunities for those who wish to enhance their leadership, teaching and research skills.

- School Psychology program of study prepares graduates to meet the application requirements for taking the examination to become a Nationally Certified School Psychologist and working as a certified School Psychologist in school settings across the nation, as well as the national psychology licensing examination for becoming a licensed psychologist.

III. STATE’S NEED FOR THE PROGRAM

A. How does this program fulfill the needs of the state of Arizona and the region?
   – Explain
   - Professional preparation specializations are in constant demand in Arizona, the Southwest, and the nation
   - Many of our specializations are not offered at any other university in Arizona or the southwest.
   - Faculty have made degrees/programs accessible to rural areas, areas of critical need, as well as to practicing professionals.
   - The Rehabilitation program is the only one in Arizona approved by the ABOR for undergraduate, masters and doctoral study. It also has the only doctoral program west of the Mississippi.
   - The School Psychology program is the only one in Arizona offering: (a) the Ed.S., Masters, and Ph.D., and admitting part-time Ph.D. students, and (b) sub-specialization training in Bilingual School Psychology, Clinical Neuropsychology, Clinical Child Psychology, and Disability Policy.
   - The Special Education program is the only one in Arizona offering: (a) low incidence programs in Visual Impairment, Educational Interpreting, Deaf and Hard of Hearing, Deaf and Blind Impairment, Severe/Multiple Disabilities, and doctoral training in Special Education Administration, and (b) teacher training in all areas of disability and giftedness.

B. Is there sufficient student demand for the Program? – Explain and please answer the following questions.
   - There is a National shortage in Special Education teachers and administrators
in all areas of disability including at the masters and doctoral levels.
- There is a National shortage of School Psychologists at all degree levels.
- There is also a National shortage for School Psychology faculty positions.
- There is a National shortage in Rehabilitation counseling and currently only able to fill one in four professional positions that are open.

<table>
<thead>
<tr>
<th>No. Student Majors</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
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<tr>
<td>M.A.</td>
<td>188</td>
<td>190</td>
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**5 YEAR PROJECTED ANNUAL ENROLLMENT**

<table>
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<tr>
<th>No. Student Majors</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
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<tbody>
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<td>Ph.D.</td>
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<td>12</td>
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<tr>
<td>Ed.S.</td>
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<td>10</td>
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<tr>
<td>Ed.D.</td>
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<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>M.A.</td>
<td>60</td>
<td>62</td>
<td>64</td>
<td>66</td>
<td>68</td>
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</tbody>
</table>

**PROJECTED DEGREES AWARDED ANNUALLY**

**IV. APPROPRIATENESS FOR THE UNIVERSITY**

Since the University of Arizona’s mission involves research and service/outreach to the State of Arizona, these programs fulfill those goals through the preparation/training of professionals and the dissemination of our research-based knowledge.

**V. EXISTING PROGRAMS AT OTHER CAMPUSES**

**Existing Programs in Arizona**

- The Rehabilitation program is the only one in Arizona approved by the ABOR for undergraduate, masters and doctoral study. It also has the only doctoral program west of the Mississippi.
- The School Psychology program is the only one in Arizona offering: (a) the Ed.S., Masters, and Ph.D., and admitting part-time Ph.D. students, and (b) sub-specialization training in Bilingual School Psychology, Clinical Neuropsychology, Clinical Child Psychology, and Disability Policy.
- The Special Education program is the only one in Arizona offering: (a) low incidence programs in Visual Impairment, Educational Interpreting, Deaf and Hard of Hearing, Deaf and Blind Impairment, Severe/Multiple Disabilities, and doctoral training in Special Education Administration, and (b) teacher training in all areas of disability and giftedness.
VI. EXPECTED FACULTY AND RESOURCE REQUIREMENTS

A. Faculty

1. Current Faculty – List the name, rank, highest degree and estimate of the level of involvement of all current faculty who will participate in the program. If proposed program is at the graduate level, also list the number of master’s theses and doctoral dissertations each of these faculty has directed to completion. Attach a brief vita for each faculty member listed.

Faculty members who will be associated with each program already have appointments in the Department that will administer the three programs. Please see Appendix A for a complete listing of the faculty to be associated with the program in Special Education in the College of Education. Please see Appendix B for a complete listing of the faculty to be associated with the program in Rehabilitation in the College of Education. Please see Appendix C for a complete listing of the faculty to be associated with the program in School Psychology in the College of Education.

2. Additional Faculty – Describe the additional faculty needed during the next three years for the initiation of the program and list the anticipated schedule for addition for these faculty.

No additional resources are required for these programs, other than what has already been identified for faculty recruitment through the College's strategic planning process, conducted in consultation with the Provost. This includes two anticipated hires for the department who would start in the 2006-07 academic year: one in school psychology and one in rehabilitation.
Appendix A: Special Education Program Faculty

ANTIA, Shirin
Ph.D.
Professor
Deaf/Hard of Hearing

CHALFANT, James
Ed.D.
Professor
Leadership and Administration

ERIN, Jane
Ph.D.
Professor
Visual Impairment

FLETCHER, Todd
Ph.D.
Associate Professor
Bilingual/Multicultural

LIAUPSIN, Carl
Ed.D.
Assistant Professor
Emotional/Behavioral Disorders

MAKER, June C.
Ph.D.
Professor
Gifted

MATHER, Nancy
Ph.D.
Professor
Learning Disabilities

OFIESH, Nicole
Ph.D.
Assistant Professor
Learning Disabilities

UMBREIT, John
Ph.D.
Professor
Emotional/Behavioral Disorders
Appendix B: Rehabilitation Program Faculty

KAMPFE, Charlene
Ph.D.
Associate Professor

McALLAN, Leslie
Ph.D.
Assistant Professor

SALES, Amos
Ed.D.
Professor

SMITH, Mae
Ed.D.
Associate Professor
Appendix C: School Psychology Program Faculty

MISHRA, Shitala  
Ph.D.  
Professor

MORRIS, Richard  
Ph.D.  
Professor

OBRZUT, John  
Ph.D.  
Professor
Ph.D. DEGREE REQUIREMENTS
SPECIAL EDUCATION

Admissions*:
1. A graduate GPA Of 3.5, or above.
2. GRE or MAT scores (TOEFL When Appropriate). GRE to include Verbal, Quantitative, and Analytic sections.
3. Three letters of recommendation, including statements regarding ability to pursue advanced graduate study in student's preferred specialization area.
4. Personal interview (in person or via telephone or tape)
5. Relevant experience (3 years recommended).
6. A master's degree in special education, rehabilitation or a related discipline.

*Exceptions to specific admissions requirements may be made at the discretion of the admissions committee.

Qualifying Exam:
A qualifying examination based on a oral defense of a scholarly paper is required prior to or upon completion of 18 units of course work. Knowledge and experience in the field will be assessed.

Program of Study:
1. Minimum 76 units including 18 dissertation units.

2. College Core: (6 units)
   EDUC 500 Disciplined Inquiry in Education
   AND EDUC 502 Variations in Learners
   OR SERP 504 Cultural and Linguistic Diversity in Exceptional Learners
   OR SERP 581 Psychological and Cultural Aspects of Disability
   Courses above or equivalents need not be repeated if completed during pervious graduate studies.

3. Research and Statistics Core: (10 units)
   EDUC 600 Quantitative/Inferential Methods in Education (see prerequisites)
   EDUC 601 Qualitative Methods in Education
   EDUC 602 Research Design and Techniques in Education
4. **Additional Research Preparation and Experience:** (6 units)
   Six additional units of research experience are required, such as:
   - SERP 590 Applied Research with Exceptional Learners
   - EDP 647 Techniques in Dimensionality Analysis: Principal Components and Factor Analysis
   - EDP 646 Multivariate Methods in Educational Research
   - SERP 794 Research Practicum
   - SERP 900 Research

5. **Department Core for the Major:**
   SERP 595d Recent Advances in Special Education and Rehabilitation. An additional major core requirement is the preparation of two written articles or documents judged by a department faculty member as being suitable for publication.

6. **Supporting Course work:** (18 units)
   At least 18 units, including major core, must be completed at the post-master’s level. At least six units of the supporting course work must be from the 695-colloquium courses. Some specializations require one or more internships.

7. **Minor:** (Number of units determined by minor department)
   Minor course work shall be taken in a related discipline selected by the student, with approval by the committee.

**Preliminary Examination:**

Students are required to complete an 8-hour written examination in the major, 4 hours in the minor, and a major and minor oral examination of 2-3 hours.

**Dissertation:** (18 units)

A student shall complete a dissertation proposal and a research study.

**Final Examination:**

A student shall complete an oral defense of the dissertation.

**Students seeking a Minor in the SERSP Department:**

A student from outside the Department: of Special Education, Rehabilitation and School Psychology wishing to complete a minor in the Department will be required to complete a minimum of 12 units, including SERP 595d Recent Advances in Special Education and Rehabilitation.
SCHOOL PSYCHOLOGY PROGRAM
Ph.D. DEGREE REQUIREMENTS

(Curriculum Program is Accredited by the American Psychological Association and the National Association of School Psychologists, and is listed as a Designated Psychology Program of the Doctoral Designation Committee of the National Register and Association of State and Provincial Psychology Boards)

Admissions*

1. 3.0 Undergraduate GPA or above; 3.25 Graduate or above.
2. GRE and TOEFL (TOEFL when appropriate). GRE to include Verbal, Quantitative, and Analytical sections (MAT scores cannot be substituted for GRE scores.)
3. Three letters of recommendation, including statements regarding applicant’s ability to pursue advanced study in School Psychology.
4. Relevant experience (preferred).
5. Appropriate bachelor’s or masters degree in psychology, special education, educational psychology, or a related discipline.

*Exceptions to specific admissions requirements may be made at the discretion of the admissions committee. Students entering the program must complete a master’s degree during their work toward the Ph.D. degree.

Qualifying Examination**

A qualifying examination based on an oral defense of a scholarly paper is required prior to or upon completion of 18 units or course work. Knowledge and experience within the field of school psychology will also be assessed. This exam must be taken no later than during the third semester of a student’s academic program.

Residency Requirement

Two consecutive semesters of full time study (9 units per semester minimum).

Program of Study

A minimum of 79 units including support specialty (6 credit hours) and 18 dissertation units, plus foundations and supervised field experience, course work required by APA accreditation.
Note: The courses listed below may not need to be repeated if completed during a student’s previous graduate studies.

**College of Education Core Courses (6 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDUC 500</td>
<td>Disciplined Inquiry in Education (PSYC 564 may be substituted)</td>
<td>(3)</td>
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<tr>
<td>AND EDUC 502</td>
<td>Variations in Learners</td>
<td>(3)</td>
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<tr>
<td>OR SERP 504</td>
<td>Cultural and Linguistic Diversity in Exceptional Learners</td>
<td>(3)</td>
</tr>
<tr>
<td>OR SERP 581</td>
<td>Psychological and Cultural Aspects of Disability</td>
<td>(3)</td>
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</table>

**Research Design and Statistics (minimum of 10 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 600</td>
<td>Quantitative/Inferential Methods in Education (see prerequisites)</td>
<td>(4)</td>
</tr>
<tr>
<td>EDUC 601</td>
<td>Qualitative Methods in Education</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 507a*</td>
<td>Statistical Methods in Psychological Research</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 507b*</td>
<td>Statistical Methods in Psychological Research</td>
<td>(3)</td>
</tr>
<tr>
<td>SERP 590</td>
<td>Applied Research with Exceptional Learners</td>
<td>(3)</td>
</tr>
<tr>
<td>SERP 794</td>
<td>Research Practicum</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Note: * Indicates required course.

**Department Core for Majors (3 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SERP 595d</td>
<td>Recent Advances in Special Education and Rehabilitation</td>
<td>(3)</td>
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</table>

**Specialized Course work (33 credits)-each course is required**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SERP 517†</td>
<td>Behavior Modification &amp; Theory in Schools</td>
<td>(3)</td>
</tr>
<tr>
<td>SERP 549†</td>
<td>Introduction to School Psychology</td>
<td>(3)</td>
</tr>
<tr>
<td>EDP 501</td>
<td>Advanced Child Development</td>
<td>(3)</td>
</tr>
<tr>
<td>SERP 559†</td>
<td>Cultural Diversity in School Psychology</td>
<td>(3)</td>
</tr>
<tr>
<td>SERP 673</td>
<td>Theoretical Foundations of Intelligence</td>
<td>(3)</td>
</tr>
<tr>
<td>SERP 685</td>
<td>Child Behavior Disorders and Adjustment</td>
<td>(3)</td>
</tr>
<tr>
<td>SERP 686</td>
<td>Child Psychotherapy</td>
<td>(3)</td>
</tr>
<tr>
<td>SERP 638†</td>
<td>Behavioral Consultation in Education Settings</td>
<td>(3)</td>
</tr>
<tr>
<td>SERP 677†</td>
<td>Individual Assessment Techniques in the Schools</td>
<td>(3)</td>
</tr>
<tr>
<td>SERP 679†</td>
<td>Educational &amp; Psychological Assessment of Children</td>
<td>(3)</td>
</tr>
<tr>
<td>SERP 696c†</td>
<td>Professional Standards, Ethics, &amp; Issues in School Psychology</td>
<td>(3)</td>
</tr>
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</table>

Note: † Indicates a practicum component associated with this course

**Foundations Courses (12 credits)**

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>PSYC 596c</td>
<td>Developmental Psychology</td>
<td>(3)</td>
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<tr>
<td>PSYC 560</td>
<td>Advanced Social Psychology</td>
<td>(3)</td>
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<tr>
<td>PSYC 540</td>
<td>Advanced Cognitive Development</td>
<td>(3)</td>
</tr>
<tr>
<td>SERP 696b</td>
<td>Neuropsychological Bases of Learning &amp; Behavior</td>
<td>(3)</td>
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</table>
Supervised Field Experiences (17 credits)

- SERP 674*  Field Experience in Intellectual Assessment in Education (3)
- SERP 694*  Practicum School Psychology (3)
- SERP 693b* Internship School Psychology (1500 hours minimum over 24 months) (6-9)
- SERP 693c* Internship College Teaching (3)

Note: * Required course plus instructor permission is needed for enrollment.

Minor (12 credits or as determined by minor department)

Minor course work shall be taken in a related discipline selected by the student, with approval by the doctoral committee.

Support Specialty (Minimum 6 credits)

Students are to identify a six credit sequence of study in one of the Department’s other specialty areas (i.e., rehabilitation counseling, deaf/hard-of-hearing, emotional/behavioral disorders, gifted and talented, bilingual learning disabilities, learning disabilities, severe/multiple disabilities, and visually impaired). The course work in this category may be taken as part of a student’s minor in either Special Education or Rehabilitation Counseling.

Comprehensive Examination**

Students are required to complete an 8-hour written examination in the major, 4 hours in the minor, and a combined major and minor oral examination of 2-3 hours.

Dissertation (18 units)**

A student shall complete a dissertation proposal and a research study.

Final Examination**

A student shall complete an oral defense of the dissertation.

Exit Requirements

Completion of minimum required course work
Minimum GPA of 3.0 in all course work in program of study
Completion of Residency Requirement
Passing of Qualifying Examination**
Passing of Comprehensive Examination**
Passing of Oral Defense of the dissertation**

**A student’s Qualifying Examination, Comprehensive Examination, and Dissertation Committee must include at least two faculty members from the School Psychology concentration.
Ph.D. DEGREE REQUIREMENTS

REHABILITATION

Admissions*:

1. A graduate GPA of 3.5, or above.
2. GRE or MAT scores (TOEFL when appropriate). GRE to include Verbal, Quantitative, and Analytic sections.
3. Three letters of recommendation, including statements regarding ability to pursue advanced graduate study in student's preferred specialization area.
4. Personal interview (in person or via telephone or tape)
5. Relevant experience (3 years recommended).
6. A master's degree in rehabilitation counseling or a closely related discipline.

*Exceptions to specific admissions requirements may be made at the discretion of the admissions committee.

Qualifying Exam:

A qualifying examination based on a oral defense of a scholarly paper is required prior to or upon completion of 18 units of course work. Knowledge and experience in the field will be assessed.

Program of Study:

Coursework in a masters degree in rehabilitation counseling is considered a prerequisite. Anyone admitted without this degree will take such coursework as deficiency coursework.

1. Minimum 76 units including 18 dissertation units.

2. College Core: (6 units)
   EDUC 500 Disciplined Inquiry in Education
   EDUC 502 Variations in Learners
   OR SERP 504 Cultural and Linguistic Diversity in Exceptional Learners
   OR SERP 581 Psychological and Cultural Aspects of Disability
   Courses above or equivalents need not be repeated if completed during previous graduate studies.
3. Research and Statistics Core: (10 units)
   EDUC 600 Quantitative/Inferential Methods in Education (see prerequisites)
   EDUC 601 Qualitative Methods in Education
   EDUC 602 Research Design and Techniques in Education

4. Additional Research Preparation and Experience: (6 units)
   Six additional units of research experience are required, such as:
   SERP 590 Applied Research with Exceptional Learners
   EDP 647 Techniques in Dimensionality Analysis: Principal Components and factor Analysis
   EDP 646 Multivariate Methods in Educational Research
   SERP 794 Research Practicum
   SERP 900 Research

5. Rehabilitation Major: (24 units)
   SERP 595d (3 units) Recent Advances in Special Education and Rehabilitation
   SERP 588 (3 units) Professional Problems and Ethical Concerns in Rehabilitation Psychology
   SERP 595k (3 units) Group Processes and Ethics
   SERP 695c (3 units) Rehabilitation Psychology
   SERP 695l (3 units) Diagnosis in Rehabilitation Psychology
   SERP 691 (3 units) Preceptorship
   SERP 794 (6 units) Supervised Practice in Rehabilitation

6. Minor: (Number of units determined by minor department)
   Minor course work shall be taken in a related discipline selected by the student, with approval by the committee.

Preliminary Examination:

   Students are required to complete an 8-hour written examination in the major, 4 hours in the minor, and a major and minor oral examination of 2-3 hours.

Dissertation: (18 units)

   A student shall complete a dissertation proposal and a research study.

Final Examination:

   A student shall complete an oral defense of the dissertation.
Ed.S. DEGREE REQUIREMENTS
SPECIAL EDUCATION

Admissions*:

1. A graduate GPA Of 3.5, or above.
2. GRE or MAT scores (TOEFL When Appropriate). GRE to include Verbal, Quantitative, and Analytic sections.
3. Three letters of recommendation, including statements regarding ability to pursue advanced graduate study in student's preferred specialization area.
4. Personal interview (in person or via telephone or tape)
5. Relevant experience (3 years recommended).
6. A master's degree in special education, rehabilitation, or a related discipline.

*Exceptions to specific admissions requirements may be made at the discretion of the admissions committee.

Qualifying Exam:

A qualifying examination based on an oral defense of a scholarly paper is required prior to or upon completion of 18 units of course work. Knowledge and experience in the field will be assessed.

Program of Study:

1. Minimum of 75 units including 18 units Post Master’s course work in major, subject to age of the Master’s degree credits.

2. College Core: (6 units)
   EDUC 500 Disciplined Inquiry in Education
   AND EDUC 502 Variations in Learners
   OR SERP 504 Cultural and Linguistic Diversity in Exceptional Learners
   OR SERP 581 Psychological and Cultural Aspects of Disability

Courses above or equivalents need not be repeated if completed during pervious graduate
3. **Department Core**: (12 units)
   - SERP 503 The Special Services
   - SERP 595d Recent Advances in Special Education and Rehabilitation (Nine units in research or program evaluation).

4. **Research & Statistics Core**: (Minimum of 3 units)
   - EDUC 600 Quantitative/Inferential Methods in Education (see prerequisites)
   - EDUC 601 Qualitative Methods in Education
   - EDUC 602 Research Design and Techniques in Education
   - PSY 507a Statistical Methods in Psychological Research
   - SERP 900 Research

5. **Supervised Field Experience**: (Minimum of 12 units)
   Additional units may be required in student’s area of specialization. Student must have a planned sequence of internships and/or practica. This may include supervised experience in teaching, counseling and therapy, assessment, supervision, administration, staff development, and curriculum development.

6. **Support Specialty**: (Minimum of 8-12 units)
   Students are to identify a eight credit sequence of study in one of the Department’s other specialty areas (i.e., rehabilitation counseling, deaf/hard-of-hearing, emotional/behavioral disorders, gifted and talented, bilingual learning disabilities, learning disabilities, severe/multiple disabilities, and visually impaired). The course work in this category may be taken as part of a student’s minor in either Special Education or Rehabilitation Counseling.

7. **Specialized Course Work**: (Minimum of 30 units)
   Many different areas of specialization are available in the Department. The student is this degree program will be expected to take a minimum of 30 hours of course work in a given area of specializations according to student and committee decisions.

**Exit Requirements**

Students must pass a four hour written comprehensive examination or complete a special project per committee approval such as a:

- Publishable paper on data-based research,
- Grant proposal for federal funding, or
- Program evaluation.
SCHOOL PSYCHOLOGY PROGRAM

Ed.S. DEGREE REQUIREMENTS

Admissions*

7. 3.0 Undergraduate GPA or above.

8. GRE and TOEFL (TOEFL when appropriate). GRE to include Verbal, Quantitative and Analytic sections (MAT scores cannot be substituted for GRE scores).

9. Three letters of recommendation, including statements regarding applicant’s ability to pursue advanced graduate study in School Psychology.

10. Relevant field/professional experience (preferred)

11. Submission of completed Educational Specialist/Doctoral Personal Data Blank.

*Exceptions to specific admissions requirements may be made at the discretion of the admissions committee.

Qualifying Examination**

A qualifying examination based on an oral defense of a scholarly paper within the field of school psychology is required prior to or upon completion of 18 credits. Knowledge and experience in the field will also be assessed. This exam must be taken no later than during the third semester of a student’s academic program.

Residency Requirement

Two consecutive semesters of full time study (9 credits per semester minimum).

Program of Study

Minimum of 75 credits
### College Core Courses (6 credits)

- **EDUC 500** Disciplined Inquiry in Education (3)
- **AND** **EDUC 502** Variations in Learners (3)
- **OR** **SERP 504** Cultural and Linguistic Diversity in Exceptional Learners (3)
- **OR** **SERP 581** Psychological and Cultural Aspects of Disability (3)

### Department Core Courses (3 credits)

- **SERP 503** The Special Services (3)
- **SERP 595D** Recent Advances in Special Education and Rehabilitation (3)

### Research Methods and Statistics (minimum of 3 credits)

- **EDUC 600** Quantitative/Inferential Methods in Education (see prerequisites) (3)
- **EDUC 601** Qualitative Methods in Education
- **EDUC 602** Research Design and Techniques in Education
- **PSYC 507a** Statistical Methods for Research (PSYC 596i may be substituted for PSY506A) (3)
- **SERP 900** Research (3)

### Foundations Courses (Minimum 12 credits)

- **EDP 510** Learning Theory in Education (3)
- **PSYC 560** Advanced Social Psychology (3)
- **EDP 615a** Cognitive and Development (PSYC 540 may be substituted for EDP 615a) (3)
- **SERP 696b** Neuropsychological Bases of Learning and Behavior (3)

### Specialized Course work (33 credits)-each course is required

- **SERP 517†** Behavior Modification & Theory in schools (3)
- **SERP 549†** Introduction to School Psychology (3)
- **EDP 501** Advanced Child Development (3)
- **SERP 559†** Cultural Diversity in School Psychology (3)
- **SERP 673** Theoretical Foundations of Intelligence (3)
- **SERP 685** Child Behavior Disorders and Adjustment (3)
- **SERP 686** Child Psychotherapy (3)
- **SERP 638†** Psychological Consultation (3)
- **SERP 677†** Personality Assessment (3)
- **SERP 679†** Educational & Psychological Assessment of Children (3)
- **SERP 696c†** Professional Standards, Ethics, & Issues in School Psychology (3)

Note: † Indicates a practicum component associated with this course.
Supervised Field Experience (Minimum 12 credits)

- SERP 693b*  School Psychology Internship (1200 hours minimum over 24 months)  (6-9)
- SERP 694*  Practicum: School Psychology  (3)
- SERP 674*  Field Experience in Intellectual Assessment  (3)

Note:   * Indicates permission of instructor permission needed for enrollment.

Support Specialty (Minimum 6 credits)

Students are to identify a nine-unit sequence of study in one of the Department’s other specialty areas (i.e., rehabilitation counseling, deaf/hard-of-hearing, emotional/behavioral disorders, gifted and talented, bilingual special education, learning disabilities, mental retardation, and severe/multiple disabilities, and visually impaired).

Exit Requirements

Completion of minimum required course work
Minimum GPA of 3.0 in program course work
Completion of Residency Requirement
Passing of Qualifying Examination**
Passing of the 4-hour Written Comprehensive Examination or the Nationally Certified School Psychologist examination**
Completion of a comprehensive case study as approved by student’s Final Project Committee**

**A student’s Qualifying Examination, Comprehensive Examination, and Final Project Committee must include at least two faculty members from the School Psychology concentration.
Ed.D. DEGREE REQUIREMENTS
SPECIAL EDUCATION

Admissions*:

1. A graduate GPA of 3.5, or above.
2. GRE or MAT scores (TOEFL When Appropriate). GRE to include Verbal, Quantitative, and Analytic sections.
3. Three letters of recommendation, including statements regarding ability to pursue advanced graduate study in student's preferred specialization area.
4. Personal interview (in person or via telephone or tape)
5. Relevant experience (3 years recommended).
6. A master's degree in special education, rehabilitation, or a related discipline.

*Exceptions to specific admissions requirements may be made at the discretion of the admissions committee.

Qualifying Exam:

A qualifying examination based on an oral defense of a scholarly paper is required prior to or upon completion of 18 units of course work. Knowledge and experience in the field will be assessed.

Program of Study:

1. Minimum of 75 units including 18 dissertation units.

2. College Core: (6 units)
   
   EDUC 500 Disciplined Inquiry in Education
   AND EDUC 502 Variations in Learners
   OR SERP 504 Cultural and Linguistic Diversity in Exceptional Learners
   OR SERP 581 Psychological and Cultural Aspects of Disability
   
   Courses above or equivalents need not be repeated if completed during previous graduate studies.

3. Ed.D. Core: (9 units)
   
   EDUC 604 Leadership for Educational Change
   EDUC 605 Evaluation of Educational Programs and Personnel
   EDUC 606 Policy Analysis in Education
   OR SERP 581 Psychological and Cultural Aspects of Disability
4. **Statistics and Research Methods:** (10 units)
   
   EDUC 600  Quantitative/Inferential Methods in Education (see prerequisites)
   
   EDUC 601  Qualitative Methods in Education
   
   OR   
   
   SERP  590  Applied Research with Exceptional Learners

5. **Department Core:** (3 units)
   
   SERP 595d  Recent Advances in Special Education and Rehabilitation. An additional major core requirement is the preparation of two written articles or documents judged by a Department faculty member as being suitable for publication.

6. **Supervised Field Experience:** (6-12 units)
   
   Internships must be completed in any of the following areas:
   
   a) Leadership for change
   b) Administration/Supervision
   c) Policy analysis
   d) Evaluation of programs and personnel
   e) Clinical intervention
   f) University teaching
   g) Research

7. **Specialty Area Course Work:** (12 units minimum)
   
   Twelve units at Post-Master’s level will be taken. Six of the units must be selected from 695 Colloquium listings.

8. **Minor:** (number of units determined by minor department)
   
   Minor course work shall be taken in a related discipline selected by the student, with approval by the Doctoral Committee.

**Preliminary Examination:**

Students are required to complete an 8-hour written examination in the major, 4 hours in the minor, and a major and minor oral examination of 2 hours minimum.

**Dissertation:** (18 units)

A student shall complete a dissertation proposal and a research study or a special project, subject to approval of the Doctoral Committee.

**Final Examination:**

A student shall complete an oral defense of the dissertation or special project.

**Students seeking a Minor in the SERSP Department:**

A student from outside the Department of Special Education, Rehabilitation and School Psychology wishing to complete a Minor in the Department will be required to complete a minimum of 12 units, including 6 consecutive units of SERP 595d Recent Advances in Special Education and Rehabilitation.
Admission Requirements:
1. Bachelor's degree from an accredited college or university.
2. Grade point average of "B" or better (3.0 on a 4.0 scale).
3. At least two years teaching or related experiences preferred.
4. Submission of application to the Graduate College, SERP Personal Data Form, and 3 professional letters of recommendation. (Available in white envelope on the table outside Education 412 or ask in Education 414. Submit as packet to the Department of Special Education, Rehabilitation, and School Psychology.)
5. Personal interview, if local; otherwise telephone interview allowed. (Interview appointments will be set up by the Department faculty after the application deadline.)
6. If requesting financial aid, completion of SERP Student Financial Assistance Form. (Green form available in the steel divided shelves outside Education 412 or ask in Education 414. Return to Education 414.)
7. For Deaf and Hard of Hearing specialization:
   a. A bachelor's degree in either elementary education, secondary education, special education, sign language/deaf studies, rehabilitation, speech/hearing sciences, or other related field.
   b. Beginning, intermediate or advanced sign language skills.
   c. Basic knowledge of child development and experience with children, especially those who are D/HH.
8. For the Emotional and Behavioral Disorders specialization:
   a. A graduate or undergraduate course in child development.
   b. A graduate or undergraduate introductory course in Special Education.

Program of Study:
Complete a minimum of 38 units of graduate study. Typically students graduate with 52 units. All courses must be at the 500 level or above (except for the Deaf and Hard of Hearing specialization). A maximum of 9 units of graduate study may qualify for transfer from other accredited institutions and a maximum of 12 units of graduate study may qualify for transfer from non-degree status at The University of Arizona.

SERP 400 Survey of Special Education and Rehabilitation or equivalent (i.e., introduction/characteristic course in special education) must be taken prior to or during the first semester of the program. (SERP 500 is no longer equivalent in content to SERP 400 and cannot be used to meet this requirement.)

General and professional educational requirements must be taken prior to or in the early part of the masters program. Teacher Certification General Requirements. (See page 6 for Arizona Special Education Teacher Certification General Requirements.)
1. **College Core:** (3 units)
   EDUC 500  Disciplined Inquiry in Education

2. **Specialization in Deaf and Hard of Hearing**
   - SERP 370a  American Sign Language I  (4 units)
   - SERP 370b  American Sign Language II  (4 units)
   - SERP 531a  American Sign Language III  (4 units)
   - SERP 531b  American Sign Language IV  (4 units)
   - SERP 544  Intensive ASL  (6 units)
   - SERP 530  Education and Rehabilitation of Deaf and H/H Individuals  (3 units)
   - SERP 534  Language Development for Exceptional Child  (3 units)
   - SERP 537  Language and Reading Intervention: D/HH Children  (3 units)
   - SPH 583  Principles of Audiology  (3 units)
   - SERP 532  Oral/Aural Communication Development: D/HH Children  (3 units)
   - SERP 538  Methods for Oral/Aural Communication Development: D/HH  (3 units)
   - SERP 575  Observation and Participation  (2 units)
   - SERP 594a  Communication Practicum  (2 units)
   - SERP 593  Internship  (12-13 units)

   **Additional Course Work in Conjunction with the focus one chooses of the Southwestern Project Federal Grant**
   - SERP 503  Special Services in the Schools  (3 units)
   - SERP 597e  Consultation and Collaboration  (2 units)
   - SERP 596a  Issues in SpEd: Inclusion Seminar for D/HH  (2 units)
   - SERP 502  Behavior Principles  (3 units)
   - SERP 596a  Issues in SpEd: Learning and Behavior Seminar Workshop  (1-2 units)

   **Total: 4-7 units depending on focus**

Students who enter the concentration with beginning skills in American Sign Language must take courses to bring their skills up to an intermediate to preferably advanced level. Students entering with intermediate level skills must take courses to bring their skills up to an advanced level in American Sign Language.

**Additional Requirements**
1. Students with beginning skills in sign language must also take courses throughout the program to improve their skills.
2. Work in inclusive, mainstreamed, or center-based programs with children who are D/HH.
3. Design, implement and evaluate effective and appropriate educational programs.
4. Provide in-service workshops and consultation to a variety of professionals who may work with children who are D/HH (i.e., regular and special educators, pediatricians, speech-language pathologists, psychologists, physical and occupational therapists).
5. Serve as a member or coordinator of an interdisciplinary team providing both evaluation and/or intervention services for children who are D/HH and their families.
6. Develop professional and community awareness of the prevalence and needs of children who are D/HH and their families.
7. Work in partnership with parents, care providers, and other professionals to facilitate the optimal development of children who are D/HH.
3. Specialization in Emotional and Behavioral Disorders Personnel Preparation Program

SERP 502 Behavior Principles and Disability (3 units)
SERP 504 Cultural & Linguistic Diversity in Exceptional Learners (3 units)
SERP 507a Methods for Diagnosing Specific Learning Disabilities (3 units)
SERP 507b Methods for Diagnosing Specific Learning Disabilities (3 units)
SERP 508 Teaching Elementary Students with Learning Disabilities (3 units)

Or
SERP 512 Teaching Learning Disabled Adolescents (3 units)
SERP 509 Introduction to High Incidence Disabilities (3 units)
SERP 551 Teaching children with Emotional or Behavioral Disorders (3 units)
SERP 593 Internship (taken concurrently with methods courses) (8 units)

Optional
SERP 910 Thesis (for the master's thesis) (3 units)

Other Related Courses and Electives:
LRC 505 Essentials of Reading & Writing (3 units)
LRC 507 Teaching of Reading: Decoding & Comprehension (3 units)
LRC 527 Developing Language Arts Curriculum (3 units)
LRC 580 Children's Literature in the Classroom (3 units)
LRC 537 Classroom Diagnosis & Instruction (3 units)
LRC 653 Written Language Development (3 units)
SERP 535 Assessment of Bilingual Exceptional Learners (3 units)
SERP 536 Teaching Bilingual Exceptional Learners (3 units)
SERP 552 Language Disorders in School-Aged Children (3 units)
SERP 595b Language, Learning, and Reading Disabilities (3 units)
SERP 595f Colloquium: Emotional and Behavioral Disorders (3 units)
SERP 595e Bilingual Special Education (2 units)
TTE 532 Mathematics Diagnosis & Remediation (3 units)

4. Specialization in Interdisciplinary Preparation of Bilingual/ESL Learning Disabilities Teachers and Diagnosticians

Learning Disabilities Core Coursework:
SERP 509 Introduction to Learning Disabilities (3 units)
SERP 507a Methods for Diagnosing Specific Learning Disabilities (3 units)
SERP 507b Methods for Diagnosing Specific Learning Disabilities (3 units)
SERP 508 Teaching Elementary Students with Learning Disabilities (3 units)
SERP 534 Language Development for the Exceptional Child (3 units)

Collaboration and Consultation Core:
SERP 597e Consultation and Collaboration with Special Needs Students (2 units)

Bilingual/ESL Core:
LRC 512 Educating the Culturally Diverse (3 units)
LRC 504 Language & Culture in Education (3 units)
LRC 518 Methods & Materials in Bilingual Education (3 units)
LRC 510 Educating the Bilingual Learner (3 units)
LRC 528 Bilingual Curriculum Development (6 units)
LRC 514 Bilingual Reading & Writing (3 units)
ENG 613 Teaching of ESL (3 units)
ENG 506 Modern Grammar & Usage (3 units)
ENG 508 ESL in Bilingual Education (3 units)
LRC 694a Bilingual Education Practicum (3 units)
**Educational Media, Technology & Literacy Core:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LRC 515</td>
<td>Media &amp; Reading, Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>OR LRC 530</td>
<td>Computer Applications for Teachers</td>
<td>3</td>
</tr>
</tbody>
</table>

**Bilingual Special Education Core (to go along with one of either Learning Disabilities and Collaboration and Consultation or Bilingual/ESL and Educational Media, Technology & Literacy Cores):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SERP 504</td>
<td>Cultural &amp; Linguistic Diversity in Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>SERP 534</td>
<td>Assessment of Bilingual Exceptional Learners</td>
<td>2</td>
</tr>
<tr>
<td>SERP 536</td>
<td>Teaching Bilingual Exceptional Learners</td>
<td>2</td>
</tr>
<tr>
<td>SERP 593</td>
<td>ESL/Bilingual/Learning Disabilities Internship</td>
<td>8</td>
</tr>
<tr>
<td>SERP 595e</td>
<td>Colloquium: Bilingual Special Education</td>
<td>2</td>
</tr>
</tbody>
</table>

5. **Specialization in Severe & Multiple Disabilities Teacher Training Program**

**Department SERP Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SERP 504</td>
<td>Cultural &amp; Linguistic Diversity in Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>SERP 503</td>
<td>Special Services in the Schools</td>
<td>3</td>
</tr>
<tr>
<td>OR SERP 500</td>
<td>Foundations of Special Education and Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>SERP 400</td>
<td>Prerequisite to SERP 500</td>
<td>3</td>
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</tbody>
</table>

**Area of Specialization Concentration**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>SERP 502</td>
<td>Behavior Principles &amp; Disability</td>
<td>3</td>
</tr>
<tr>
<td>SERP 509</td>
<td>Introduction to High Incidence Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SERP 515</td>
<td>Physical &amp; Multiple Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SERP 521</td>
<td>Introduction to Visual Impairments &amp; Deaf-Blindness</td>
<td>3</td>
</tr>
<tr>
<td>SERP 513</td>
<td>Educating Students with Mental Retardation &amp; Severe Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SERP 518</td>
<td>Aug. Comm. for Learners with Severe &amp; Multiple Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SERP 575</td>
<td>1st Observation &amp; Participation</td>
<td>3</td>
</tr>
<tr>
<td>SERP 575</td>
<td>2nd Observation &amp; Participation</td>
<td>3</td>
</tr>
<tr>
<td>OR SERP 591</td>
<td>2nd Observation &amp; Participation</td>
<td>3</td>
</tr>
<tr>
<td>SERP 568</td>
<td>Transition from School to Work</td>
<td>3</td>
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<tr>
<td>SERP 593</td>
<td>Internship (Student Teaching)</td>
<td>10</td>
</tr>
<tr>
<td>AND SERP 599</td>
<td>SERP 599 Independent Study (Research or Evaluation)</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>Electives of special education and relevant interest</td>
<td>3</td>
</tr>
</tbody>
</table>

6. **Specialization in Learning Disabilities**

**General Education/Special Education Core Coursework:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SERP 500</td>
<td>Foundations of Special Education and Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>SERP 504</td>
<td>Cultural &amp; Linguistic Diversity in Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>SERP 503</td>
<td>Special Services in the Schools</td>
<td>3</td>
</tr>
</tbody>
</table>

**Learning Disabilities**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SERP 507a</td>
<td>Methods for Diagnosing Specific Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SERP 507b</td>
<td>Methods for Diagnosing Specific Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SERP 508</td>
<td>Teaching Elementary Students with Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SERP 509</td>
<td>Introduction to High Incidence Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SERP 512</td>
<td>Teaching Learning Disabled Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>SERP 575</td>
<td>Observation &amp; Participation</td>
<td>1-3</td>
</tr>
<tr>
<td>SERP 593</td>
<td>Internship (must be taken concurrently with 507a, b, 508, 512, 535, and/or 536)</td>
<td>8</td>
</tr>
<tr>
<td>SERP 597e</td>
<td>Consultation and Collaboration for Special Needs Students</td>
<td>2</td>
</tr>
</tbody>
</table>
SERP 597l Attention Deficit Disorders  
(1 unit)

Select One
SERP 568 Transition Methods  
(3 units)
SERP 595b Language, Learning, and Reading Disabilities  
(3 units)
SERP 595e Bilingual Special Education  
(2 units)

Optional
SERP 910 Thesis (for the master's thesis)  
(3-6 units)

Language Related Courses  
(3-7 units)
SERP 534 Language Development for the Exceptional Child  
(3 units)
SPH 555 Developmental Language Disorders-Preschool  
(3 units)
SPH 552 Language Disorders in School-Aged Children  
(3 units)
SPH 558 Introductory Clinical Studies: Language Disorders  
(1 unit)

Advanced Bilingual/ESL Special Education:  
(4 units)
SERP 535 Assessment of Bilingual Exceptional Learners  
(2 units)
SERP 536 Teaching Bilingual Exceptional Learners  
(2 units)

Bilingual/ESL Related Courses: (if seeking Bilingual or ESL endorsement) (21 units)
LRC 504 Language & Culture in Education  
(3 units)
LRC 510 Foundations of Bilingual Education  
(3 units)
LRC 512 Educating the Culturally Diverse  
(3 units)
LRC 514 Bilingual Reading & Writing  
(For Bilingual endorsement only)  
(3 units)
LRC 518 Methods and Materials in Bilingual Education  
(3 units)
LRC 528 Bilingual Curriculum Development  
(3 units)
LRC 694a Bilingual Education Practicum  
(3 units)
ENG 508 English as a Second Language in Bilingual Education  
(3 units)
ENG 613 Methods of Teaching of English to Speakers of Other Languages (3 units)
ENG 506 Modern Grammar and Usage (For ESL endorsement only) (3 units)
(Spanish Language Proficiency Exam needed for Bilingual endorsement only; offered 4 times a year; cost $35)

Behavior Management Related Courses:  
(3 units)
Sample Courses
SERP 502 Behavior Principles and Disability  
(3 units)
SERP 551 Teaching children with Emotional or Behavioral Disorders  
(prerequisite SERP 502 or equivalent)  
(3 units)

Literacy/Math  
(6 units)
Sample Courses
LRC 505 Essentials of Reading & Writing  
(3 units)
LRC 507 Teaching of Reading: Decoding & Comprehension  
(3 units)
LRC 527 Developing Language Arts Curriculum  
(3 units)
LRC 537 Classroom Diagnosis & Instruction  
(3 units)
LRC 530 Computer Application for Teachers.  
(3 units)
LRC 634 Reading Comprehension: Theories, Research and Methods (3 units)
LRC 535 Content Area Literacy in a Multicultural School  
(3 units)
LRC 580 Children's Literature in the Classroom  
(3 units)
LRC 581 Multiethnic Literature and Literacy  
(3 units)
LRC 653 Written Language Development  
(3 units)
TTE 532 Mathematics Diagnosis & Remediation  
(3 units)
Comprehensive Examination or Thesis:
Complete with a passing grade the comprehensive exam or thesis defense the last semester. The comprehensive exam is currently a 4(four) hour written exam.
Master’s Degree, M.A. WITH A MAJOR IN: REHABILITATION

Admission Requirements:
1. Grade-Point Average (GPA) – For regular admission, the Undergraduate GPA must be at least 3.00 on the most recent 60 units or 12 Graduate units at 3.25 GPA.
2. Three Letters of Recommendation – College professors and administrative supervisors who are acquainted with your professional preparation and experiences are recommended references. See application packet for information pertaining to the recommended content of reference letters.
3. Review of Past Relevant Work Experience – Preference is given to individuals who have worked in rehabilitation positions where services are being provided to adults with disabilities.
4. Nature of Your Undergraduate Coursework – Preference for admission is given to those persons who have undergraduate majors or coursework concentrations in rehabilitation, the behavioral sciences, and/or education.
5. Completion of the Masters Degree Personal Data Blank – An autobiographical essay will be evaluated on the basis of content, as well as writing style.
6. On-Campus Interviews – As part of the selection process, all qualified applicants are required to participate in an interview at the University of Arizona.
7. Preference for admission is given to those students who wish to pursue their studies on a full-time basis.
8. Timelines established for admission activities are as follows:

All applications and related materials (e.g., personal data blank, graduate college applications, transcripts, letters of recommendation, etc.) must be completed and on file in SERSP’s academic unit no later than February 15th.

Completed files will be reviewed and applicants who are selected for the campus interviews will be notified.

Admissions decisions (i.e., acceptance or denial) will be made by the rehabilitation faculty no later than 2 weeks after the campus interviews.

Applicants will be rated on the following criteria with decisions regarding admissions made by the Admissions Committee based on applicant ratings and the number that can be admitted.*

- Undergraduate (most recent 60 units) and graduate grade-point average
- Nature of undergraduate and graduate coursework
- Work experience
- Letters of recommendation
- Personal Data Bank, including the autobiographical essay
- Interviews

9. Specific questions regarding admission procedures should be directed to the SERSP graduate specialist, Cecilia Carlon, at 520-626-1248 or ccarlon@u.arizona.edu

*Exceptions to specific admissions requirements may be made at the discretion of the Admissions Committee. Feedback on specific admission ratings is not provided to applicants.
Program of Study:

1. **Minimum 60 units.**

2. **Core Coursework:**
   - EDUC 500 Disciplined Inquiry in Education (3 units)
   - SERP 563 Client Assessment in Rehabilitation (P, Open to rehabilitation majors only, SERP 580 and 587; CR, SERP 585) (3 units)
   - SERP 565 Principles of Rehabilitation (P, Open to rehabilitation majors only) (3 units)
   - SERP 580 Medical Aspects of Disability (P, Open to rehabilitation majors only; P or CR, SERP 565 and 587) (3 units)
   - SERP 583 Counseling Theories & Human Dev (P, Open to rehabilitation majors only; P or CR, SERP 565) (3 units)
   - SERP 584 Problems of Drug Abuse (3 units)
   - SERP 585 Vocational Planning and Placement (P, Open to rehabilitation majors only, SERP 565, 580, 583 and 587; CR, 563) (3 units)
   - SERP 587 Psychosocial-Cultural-Familiar Aspects of Disability (P, Open to SERSP majors only) (3 units)
   - SERP 595k Group Processes and Ethics (P, Open to rehabilitation majors only, SERP 583; P or CR, SERP 594) (3 units)
   - SERP 588 Professional Problems & Ethical Concerns in Rehabilitation (3 units)
   - AND Taken concurrently with the following course:
     - SERP 593* Internship (12 units)
     - SERP 594 Practicum (6 units)

*Prior to enrolling in this course, students are required to successfully complete all other coursework except for SERP 588 (which is taken concurrently with internship) toward the degree and obtain rehabilitation faculty approval of an Internship Plan.

3. **Other Related Courses and Electives:**
   - SERP 555 Rehabilitation and Aging (3 units)
   - SERP 576 Rehabilitation of the Public Offender (3 units)
   - SERP 578 Prevention of Addictions (3 units)
   - SERP 597k Sexuality and Disability (3 units)
   - SERP 579a/b Psychiatric Rehabilitation (6 units)
   - SERP 695h Rehabilitation Administration and Research (P, Open to rehabilitation majors only) (3 units)
     - Related Psychology, Sociology, Anthropology, Gerontology or Special Education

An “off-campus,” work-study masters degree is delivered primarily to full-time employed rehabilitation counselors approved for study by the Arizona Rehabilitation Services Administration and Native American Rehabilitation Programs. Twelve (12) units of study are waived for these students based on two years of past work experience as a rehabilitation counselor and/or related educational experiences.