Existing Program Information

I. Name and Degree Type of Academic Program: **BSED in Mild to Moderate Disabilities**
   a) Existing Emphases (if applicable): **n/a**
   b) Academic Unit(s)/College(s): **Department of Disability and Psychoeducational Studies, College of Education**
   c) Current CIP Code: **13.1001**

II. Primary Contact and Email: T**oni Sparks, Ph.D.** sparks2@arizona.edu

III. Planned start term for changes (fall only): **Fall 2025**

Program Changes

IV. Describe the proposed changes to the program as well as the rationale for making the specific changes and include any relevant supporting data.

The proposed new **Teaching Emphasis** has the identical curriculum and professional admission requirements as the current BSED in Mild to Moderate Disabilities, which is accredited by the Arizona State Department of Education.

The proposed new **Inclusive Education Emphasis,** in partnership with UA International and M. Kozybaev North Kazakhstan University, will build on the BSED in Mild Moderate Disabilities with a focus on inclusive practices and universal design for learning, to complement NKU's existing educational programs in the Special Pedagogy department: Primary Education, Speech Sciences, and Educational Psychology.

NKU students have been provided scholarships from the Ministry of Higher Education in Kazakhstan to fund their enrollment in a Dual Degree program with the University of Arizona. The Ministry will also provide support for the Study AZ semester when the Kozybaev students become main campus students in Tucson. Upon completion of their degree, students will be required to return to Kazakhstan and provide a service "payback" in their home country. These educators will become the change agents in their local school systems who will build capacity for the implementation and sustainability of inclusive teaching practices in Kazakhstan. They will contribute to systemic change in the way services and supports are currently organized for children with high-incidence disabilities. Extensive communication and collaboration have been undertaken by both UA delegations and NKU delegations to identify goals and outcomes that will emerge from this type of transformative work; for more on the collaboration, see this 2023 article from UA News: https://international.arizona.edu/news/uarizona-invited-expand-public-education-inclusivity-northern-kazakhstan

V. Comparison Chart –

UNDERGRADUATE	Existing Major Requirements	Requirements For Modified Major

Only list modifications to requirements, if there is no change, leave blank.		
Name and Degree Type (BA, BS, BSBA, etc.)*		
CIP Code –lookup here		
Total units required to complete the degree* (Note: this is for the entire degree, not just the major)		
Upper division units required to complete the degree		
Total CC transfer units that may apply to this degree*		
Foundation courses		
Math		
Second Language		
General Education		
Introduction to General Education course (1 unit)	Introduction to General Education course (1 unit)	Introduction to General Education course (1 unit)
GE Exploring Perspectives: Choose one course from each domain. (12 units total)	GE Exploring Perspectives: Choose one course from each domain. (12 units total)	GE Exploring Perspectives: Choose one course from each domain. (12 units total)
GE Building Connections: Choose three courses (9 units) from two or more disciplines and/or perspectives.	GE Building Connections: Choose three courses (9 units) from two or more disciplines and/or perspectives.	GE Building Connections: Choose three courses (9 units) from two or more disciplines and/or perspectives.
GE Capstone course (1 unit)	GE Capstone course (1 unit)	GE Capstone course (1 unit)
List any special requirements to declare or gain admission to this major (completion of specific coursework, minimum GPA, interview, application, etc.)	Applicants are required to meet with an academic advisor prior to beginning the application process. Call (520) 621-7865 to schedule an appointment to meet with an advisor. In addition, all students are required to have a valid Arizona IVP fingerprint clearance card for professional admission and fieldwork.	**Teaching Emphasis** Same as before **Inclusive Education Emphasis** Students enrolling in the Dual Degree partnership between Kozybaev NKU and the University of Arizona will be dually enrolled from their first semester with both campuses. Kozybaev will provide instruction and assessment of English Language proficiency for each student prior to registration as a non-degree seeking student at U of A and will repeat the process before transitioning students to degree-seeking status.
Minimum # of units required in the major (units counting towards major units and major GPA)		
Minimum # of upper-division units required in the major (upper division units counting towards major GPA)		

Minimum # of residency units to be completed in the major		
Required supporting coursework (courses that do not count towards major units and major GPA but are required for the major).	POL 210 U.S. and Arizona Constitution (0-3)	POL 210 U.S. and Arizona Constitution (0-3; Teaching emphasis only)
Major requirements. List all major requirements including core and electives. Courses listed count towards major units and major GPA.	EDP 301 Educational Psychology and Child and Adolescent Development (3) SERP 400 Survey of Exceptional Students (3) SERP 412 Violence in Schools and Communities (3) TLS 416 An Introduction to Structured English Immersion (3) SERP 402 Behavior Principles and Disability: Assessment and Intervention (3) SERP 403 Special Services in Schools (3) SERP 404 Cultural and Linguistic Diversity in the Exceptional Learner (3) SERP 407A Academic Assessment of Students with High Incidence Disabilities (3) SERP 407B Instructional Strategies for Students with High Incidence Disabilities (3) SERP 408A Academic Assessment of Students with High Incidence Disabilities-Advanced (3) SERP 408B Methods for Teaching Students with High Incidence Disabilities at the Secondary Level (3) SERP 409 Foundations of High Incidence Disabilities (3) SERP 415 Learners with Low-Incidence Disabilities (3) SERP 434 Language Development for the Exceptional Learner (3) SERP 497E Consultation & Collaboration in Special Education (3) SERP 475 Observation and Participation (6) SERP 493 Internship (12)	
Emphases. If making changes to emphases, or adding emphases for the first time, list those changes or new requirements here.	For existing emphases list **common core**: n/a	If this is the program's first time adding emphases, list your **common core** and then **requirements** for each proposed emphasis here Common Core (48 units): SERP 400 Survey of Exceptional Students (3)

		SERP 402 Behavior Principles and Disability: Assessment and Intervention (3) SERP 403 Special Services in Schools (3) SERP 404 Cultural and Linguistic Diversity in the Exceptional Learner (3) SERP 407A Academic Assessment of Students with High Incidence Disabilities (3) SERP 407B Instructional Strategies for Students with High Incidence Disabilities (3) SERP 408A Academic Assessment of Students with High Incidence Disabilities-Advanced (3) SERP 408B Methods for Teaching Students with High Incidence Disabilities at the Secondary Level (3) SERP 409 Foundations of High Incidence Disabilities (3) SERP 412 Violence in Schools and Communities (3) SERP 415 Learners with Low-Incidence Disabilities (3) SERP 434 Language Development for the Exceptional Learner (3) SERP 475 Observation and Participation (6) EDP 301 Educational Psychology and Child and Adolescent Development (3) SERP 497E Consultation & Collaboration in Special Education (3) Emphasis Requirements: **Inclusive Education Emphasis (15 units)** SERP 499 Independent Study (12) Will be fashioned in an applied learning setting in which Study AZ students will tour with UA faculty school sites to observe various inclusive models. In addition, expert panels will be created for the students addressing the systematic structures and collaborations required by team members across special education and general education to strategically deliver evidence-based and high impact strategies to students in the K-12 setting in a ethical and professional manner.

		SERP 202 Introduction to Low Incidence Disabilities (3) **Teaching Emphasis (15 units)** SERP 493 Internship (12) TLS 416 An Introduction to Structured English Immersion (3)
Internship, practicum, applied course requirements. (Yes/No). If yes, provide description.	Yes. Complete 12 units. All other Major Core must be completed prior to completing student teaching. Professional Admission required. 75 days of teaching in a special education setting.	**Teaching Emphasis** Yes, same as before. **Inclusive Education Emphasis** This will be a modified field experience with tours supervised by UA faculty and weekly "panel" discussions with local professionals in the field of special education regarding how these models are implemented in the US. This will be during the Study AZ semester. If a student is unable to attend on campus in that semester, we have an online version that students will be able to access.
Senior thesis or senior project required (**Yes**/No). If yes, provide description.	Each emphasis will be required to complete a Capstone Assignment which requires that all candidates complete either a longitudinal academic or behavioral intervention plan which culminates in the professional presentation of the projects baseline data, chosen interventions, response to intervention, outcomes, and future recommendations.	Each emphasis will be required to complete a Capstone Assignment which requires that all candidates complete either a longitudinal academic or behavioral intervention plan which culminates in the professional presentation of the projects baseline data, chosen interventions, response to intervention, outcomes, and future recommendations.
Additional requirements (provide description)	A current Arizona IVP Fingerprint Clearance Card.	**Teaching Emphasis** Same as before **Inclusive Education Emphasis** Students enrolling in the Dual Degree partnership between Kozybaev NKU and the University of Arizona will be dually enrolled from their first semester with both campuses. Kozybaev will provide instruction and assessment of English Language proficiency for each student prior to registration as a non-degree seeking student at U of A and will repeat the process before transitioning students to degree-seeking status.
Minor (optional or required)		

VI. Emphases – if adding emphases for the first time, please complete the following.

a) Total number of students that have completed the major in the past 3 years (include double majors and dual degree majors): **40**
b) Total number of students currently enrolled in the program: **26**
c) Special Conditions for Admission/Declaration –

Inclusive Education Emphasis

The students enrolling in the Dual Degree partnership between Kozybaev University and the University of Arizona will be dually enrolled from their first semester with both campuses. Kozybaev will be providing instruction and assessing the English Language proficiency of each student prior to registration as a non-degree student and will repeat the process before transitioning students to degree-seeking status. They will enroll as non-degree seeking students their first two years and will transition to degree seeking status the third year of their enrollment period in Mild to Moderate Disabilities (with this proposed emphasis). As University of Arizona students, they must maintain compliance with all of the roles, responsibilities, and programmatic expectations of University of Arizona students. This includes the ethical and professional standards outlined within all Teacher Preparation Programs in the COE.

Teaching Emphasis

https://coe.arizona.edu/academic-advising/undergraduate-admission .
The professional admission requirements for the Teacher Preparation program emphasis will remain the same. The emphasis will be declared upon professional admission. Major GPA of 2.5 is still required to graduate.

Admission Requirements

Applicants are required to meet with an academic advisor prior to beginning the application process. In addition, all students are required to have a valid Arizona IVP Fingerprint Clearance Card for professional admission and fieldwork.

Deadlines

Students intending to apply for professional admission to the Mild Moderate teacher preparation program to begin in Fall must apply by the 2nd Friday in February.

Hours/Recommendations

Use any combination of 2 recommendation letters on letterhead or our paper or online recommendation form to document experience with children or youth with disabilities. 60 hours of experience with students with disabilities in public schools, grades K-12, are strongly encouraged but not required. Two total recommendations are required.

GPA

Program applicants are required to demonstrate a strong GPA (minimum 2.5; 3.0 preferred), but all applicants are reviewed holistically and on a case-by-case basis. Demonstrating a strong GPA does not guarantee admission to the program.

Coursework Requirements

• An advising plan must be created and signed with students' College of Education academic advisor prior to the program application, to ensure they are on track for meeting programmatic requirements.
• At minimum, students should have foundation math, freshman composition, and second-semester language completed prior to program admission.

Essay(s)

Required Essay Prompt for All Applicants:
• Describe your experience working with children and/or youth in educational settings that serve young people and why you want to work in your chosen profession. This should be a 500-750 word essay that outlines some of the work you have done with children, including activities you have participated in or directed overall experiences and motivations for your intended profession (teaching, interpreting, etc.) and the population you wish to work with (the Deaf and Hard of Hearing or children with special needs)

- • * Supplemental Essay: If your grade point average is below the required 2.50 (3.0 preferred; all GPAs considered) and/or you are missing any application requirements, please prepare an essay addressing the circumstances that have affected your GPA/ability to complete all application requirements by the deadline.
d) Transcript – Should the emphasis name appear on the transcript? **Yes**
e) Diploma – Should the emphasis name appear on the diploma? **Yes**
f) Description and Learning Outcome(s) –

Teaching Emphasis

If you have a desire to teach and an interest in working with K-12 students, consider majoring in Mild to Moderate Disabilities with an emphasis in Teaching. The Mild to Moderate Disabilities major includes instruction on working with students with autism spectrum disorders, learning and intellectual disabilities, and emotional and behavioral disorders. The Bachelor of Science in Education in Mild to Moderate Disabilities with an emphasis in Teaching is a 63-credit program for aspiring special education teachers. Students spend three semesters engaged in coursework, learning best practices in special education instruction and curriculum content. A fourth semester includes a supervised internship in a special education setting, where undergraduates observe and interact with students with mild to moderate disabilities. Program participants graduate classroom-ready to make a difference in students' lives.

Inclusive Education Emphasis

The major in Mild to Moderate Disabilities with an emphasis in Inclusive Education is for students who have a desire to contribute to systemic change in the way services and supports are currently organized for children with high-incidence disabilities. The Mild to Moderate Disabilities major includes instruction on working with students with autism spectrum disorders, learning and intellectual disabilities, and emotional and behavioral disorders. The Bachelor of Science in Education in Mild to Moderate Disabilities with an emphasis in Inclusive Education focuses on inclusive practices and universal design for learning. Graduates will become the change agents in their local school systems who will build capacity for the implementation and sustainability of inclusive teaching practices.

Learning Outcomes
Inclusive Education Emphasis:

Learning Outcome 1: LEARNING ENVIRONMENT
<u>Concepts:</u>
Students Represented: Students are welcomed and represented in the instructional setting in a manner that values their work and
presence in the environment (e.g., students are greeted when entered; student contributions are valued; student work displayed when
possible)
Set-Up: Optimizes space in the room and student workstation set-ups to ensure physical safety, classroom management, and appropriate
interactions among students and teacher
Procedures: Establishes and follows norms, procedures, and routines
Behavior Expectations: Communicates clear expectations of student behavior and supports student self-regulation
Manages Behaviors Quickly: Monitors and responds appropriately to student behavior in a timely manner
Positive & Respectful: Uses and promotes civil discourse and non-verbal interactions that are positive, supportive, and respectful
Respects Backgrounds: Demonstrates and promotes respect and sensitivity for all students' backgrounds

Competencies:

Rating Scale:4 – Accomplished (consistent, exemplary evidence)3 – Proficient (consistent, proficient evidence, 2 – Emergent (developing, limited evidence) ,1 – Not Evident
The rating scale above is used to assess within the field the status of the concepts and skills which emerge as observable demonstrations of the synthesis of the content being taught through all designated courses. Data and progress monitoring among the student, the university supervisor, and the supervising practitioner. And students will upload through digital learning spaces recorded formal lessons for review by their faculty.

Learning Outcome 2: II. PLANNING AND PREPARATION
Complete Submitted Plans: Creates complete, appropriately-formatted lesson plans and submits for review in a timely manner
Timing: Writes lesson plans and activities appropriate for the amount of time allotted/designated
Data & Needs-Driven: Uses assessment data, professional judgment, and learners' needs to guide planning
Standards-based: When writing objectives, uses Arizona standards, district academic standards/performance objectives, and/or any
additional standards as required by the discipline to develop procedural and conceptual knowledge
Connects Content: Connects lesson content to: students' experiences, previous lessons within the content area, other curricular areas, and
real-life situations
Active Participation: Plans multiple instructional strategies that ensure active participation
Materials/Technology: Chooses varied and appropriate materials and technologies and has them ready to teach the learning objective(s)
Higher-Level Thinking: Plans opportunities for higher-level thinking through questioning and student activities
Accommodations: Incorporates modifications or accommodations based on learner needs
Sequencing: Develops meaningful sequencing of learning experiences
Collaborates: Plans collaboratively with mentor teacher and/or other professionals who have specialized expertise

Competencies:

Rating Scale:4 – Accomplished (consistent, exemplary evidence)3 – Proficient (consistent, proficient evidence, 2 – Emergent (developing, limited evidence) ,1 – Not Evident
The rating scale above is used to assess within the field the status of the concepts and skills which emerge as observable demonstrations of the synthesis of the content being taught through all designated courses.
The rating scale above is used to assess within the field the status of the concepts and skills which emerge as observable demonstrations of the synthesis of the content being taught through all designated courses. Data and progress monitoring among the student, the university supervisor, and the supervising practitioner. And students will upload through digital learning spaces recorded formal lessons for review by their faculty.

Learning Outcome 3: III. INSTRUCTION AND ASSESSMENT
States Expectations: Communicates expectations for learning at the beginning of the lesson and throughout
Content Accuracy: Provides clarity and accuracy of content which includes essential information

Academic Language: Uses academic language of the discipline accurately and creates opportunities for students to use the academic
language
Clear Instructions: Provides clear instructions verbally, in writing, and through modeling
Flexibility: Demonstrates flexibility and sufficient content knowledge to allow for exploration of learner curiosities
Varied Materials: Uses varied materials, aids, models, representations (including technology), as appropriate
Varied Delivery: Varies instructional strategy and teacher role to address students' diverse learning styles and needs (e.g., sheltered
English instructional strategies, small groups, individual work, student-led learning, cooperative learning, direct instruction, investigation,
facilitator, guide on the side, etc.)
Activities & Applications: Provides activities and choices for learners to demonstrate their knowledge, including creative/original ways
and authentic applications
Student Engagement: Maximizes active participation and paces the lesson to optimize instructional time
Questioning: Effectively asks questions to serve different purposes (e.g., probing for learner understanding, promoting student discourse,
helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question)
Formative Assessments: Checks for understanding throughout lesson to monitor student learning
Modifies Teaching: Adjusts lesson or content delivery based on student needs
Summative Assessments: Designs summative assessments that match instruction in content, rigor, and format
Promotes Self-Assessment: Effectively implements methods for student self-assessment and self-improvement
Feedback: Provides timely, useful, specific, and respectful responses to learners during the lesson and on assessments

Competencies:
Rating Scale:4 – Accomplished (consistent, exemplary evidence)3 – Proficient (consistent, proficient evidence, 2 – Emergent (developing, limited evidence) ,1 – Not Evident
The rating scale above is used to assess within the field the status of the concepts and skills which emerge as observable demonstrations of the synthesis of the content being taught through all designated courses.
The rating scale above is used to assess within the field the status of the concepts and skills which emerge as observable demonstrations of the synthesis of the content being taught through all designated courses. Data and progress monitoring among the student, the university supervisor, and the supervising practitioner. And students will upload through digital learning spaces recorded formal lessons for review by their faculty.

Learning Outcome 4: Professionalism and Growth
On Time & Professional: Attends field experiences on time, prepared, and with a professional appearance
Responds Timely: Responds to communications in a timely manner and meets deadlines
Communication: Communicates professionally with and about members of the learning community in all forms, including social media
Personal Issues: Separates personal and professional issues
Professional Conduct: Conducts oneself professionally and ethically as an educator

Families: Communicates with families about instruction and individual progress
Legal Responsibilities: Describes and abides by laws related to learners' rights and teacher responsibilities (e.g., equity, appropriate
education for learners with disabilities, confidentiality, privacy, reporting in situations related to possible child abuse)
Collaborates: Collaborates regularly with colleagues and members of the school community
Receptive to Feedback: Accepts and acts upon constructive feedback from mentors, supervisors, and administrators
Growth: Participates in professional learning opportunities, as appropriate
Self-Reflect: Demonstrates ability to self-reflect in a meaningful manner to improve teaching practice
States Expectations: Communicates expectations for learning at the beginning of the lesson and throughout

Competencies:

Rating Scale:4 – Accomplished (consistent, exemplary evidence)3 – Proficient (consistent, proficient evidence, 2 – Emergent (developing, limited evidence) ,1 – Not Evident
The rating scale above is used to assess within the field the status of the concepts and skills which emerge as observable demonstrations of the synthesis of the content being taught through all designated courses.
The rating scale above is used to assess within the field the status of the concepts and skills which emerge as observable demonstrations of the synthesis of the content being taught through all designated courses. Data and progress monitoring among the student, the university supervisor, and the supervising practitioner. And students will upload through digital learning spaces recorded formal lessons for review by their faculty.

Teaching Emphasis:

Learning Outcome 1: LEARNING ENVIRONMENT
Concepts:
Students Represented: Students are welcomed and represented in the instructional setting in a manner that values their work and
presence in the environment (e.g., students are greeted when entered; student contributions are valued; student work displayed when
possible)
Set-Up: Optimizes space in the room and student workstation set-ups to ensure physical safety, classroom management, and appropriate
interactions among students and teacher
Procedures: Establishes and follows norms, procedures, and routines
Behavior Expectations: Communicates clear expectations of student behavior and supports student self-regulation
Manages Behaviors Quickly: Monitors and responds appropriately to student behavior in a timely manner
Positive & Respectful: Uses and promotes civil discourse and non-verbal interactions that are positive, supportive, and respectful
Respects Backgrounds: Demonstrates and promotes respect and sensitivity for all students' backgrounds

Competencies:
Rating Scale:4 – Accomplished (consistent, exemplary evidence)3 – Proficient (consistent, proficient evidence, 2 – Emergent (developing, limited evidence) ,1 – Not Evident
The rating scale above is used to assess within the field the status of the concepts and skills which emerge as observable demonstrations of the synthesis of the content being taught through all

designated courses. Data and progress monitoring among the student, the university supervisor, and the supervising practitioner. And students will upload through digital learning spaces recorded formal lessons for review by their faculty.

Learning Outcome 2: II. PLANNING AND PREPARATION
Complete Submitted Plans: Creates complete, appropriately-formatted lesson plans and submits for review in a timely manner
Timing: Writes lesson plans and activities appropriate for the amount of time allotted/designated
Data & Needs-Driven: Uses assessment data, professional judgment, and learners' needs to guide planning
Standards-based: When writing objectives, uses Arizona standards, district academic standards/performance objectives, and/or any
additional standards as required by the discipline to develop procedural and conceptual knowledge
Connects Content: Connects lesson content to: students' experiences, previous lessons within the content area, other curricular areas, and
real-life situations
Active Participation: Plans multiple instructional strategies that ensure active participation
Materials/Technology: Chooses varied and appropriate materials and technologies and has them ready to teach the learning objective(s)
Higher-Level Thinking: Plans opportunities for higher-level thinking through questioning and student activities
Accommodations: Incorporates modifications or accommodations based on learner needs
Sequencing: Develops meaningful sequencing of learning experiences
Collaborates: Plans collaboratively with mentor teacher and/or other professionals who have specialized expertise

Competencies:
 Rating Scale:4 – Accomplished (consistent, exemplary evidence)3 – Proficient (consistent, proficient evidence, 2 – Emergent (developing, limited evidence) ,1 – Not Evident
The rating scale above is used to assess within the field the status of the concepts and skills which emerge as observable demonstrations of the synthesis of the content being taught through all designated courses.
The rating scale above is used to assess within the field the status of the concepts and skills which emerge as observable demonstrations of the synthesis of the content being taught through all designated courses. Data and progress monitoring among the student, the university supervisor, and the supervising practitioner. And students will upload through digital learning spaces recorded formal lessons for review by their faculty.

Learning Outcome 3: III. INSTRUCTION AND ASSESSMENT
States Expectations: Communicates expectations for learning at the beginning of the lesson and throughout
Content Accuracy: Provides clarity and accuracy of content which includes essential information
Academic Language: Uses academic language of the discipline accurately and creates opportunities for students to use the academic language
Clear Instructions: Provides clear instructions verbally, in writing, and through modeling
Flexibility: Demonstrates flexibility and sufficient content knowledge to allow for exploration of learner curiosities

Varied Materials: Uses varied materials, aids, models, representations (including technology), as appropriate

Varied Delivery: Varies instructional strategy and teacher role to address students' diverse learning styles and needs (e.g., sheltered

English instructional strategies, small groups, individual work, student-led learning, cooperative learning, direct instruction, investigation,

facilitator, guide on the side, etc.)

Activities & Applications: Provides activities and choices for learners to demonstrate their knowledge, including creative/original ways

and authentic applications

Student Engagement: Maximizes active participation and paces the lesson to optimize instructional time

Questioning: Effectively asks questions to serve different purposes (e.g., probing for learner understanding, promoting student discourse,

helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question)

Formative Assessments: Checks for understanding throughout lesson to monitor student learning

Modifies Teaching: Adjusts lesson or content delivery based on student needs

Summative Assessments: Designs summative assessments that match instruction in content, rigor, and format

Promotes Self-Assessment: Effectively implements methods for student self-assessment and self-improvement

Feedback: Provides timely, useful, specific, and respectful responses to learners during the lesson and on assessments

Competencies:

Rating Scale:4 – Accomplished (consistent, exemplary evidence)3 – Proficient (consistent, proficient evidence, 2 – Emergent (developing, limited evidence) ,1 – Not Evident

The rating scale above is used to assess within the field the status of the concepts and skills which emerge as observable demonstrations of the synthesis of the content being taught through all designated courses.

The rating scale above is used to assess within the field the status of the concepts and skills which emerge as observable demonstrations of the synthesis of the content being taught through all designated courses. Data and progress monitoring among the student, the university supervisor, and the supervising practitioner. And students will upload through digital learning spaces recorded formal lessons for review by their faculty.

Learning Outcome 4: Professionalism and Growth

On Time & Professional: Attends field experiences on time, prepared, and with a professional appearance

Responds Timely: Responds to communications in a timely manner and meets deadlines

Communication: Communicates professionally with and about members of the learning community in all forms, including social media

Personal Issues: Separates personal and professional issues

Professional Conduct: Conducts oneself professionally and ethically as an educator

Families: Communicates with families about instruction and individual progress

Legal Responsibilities: Describes and abides by laws related to learners' rights and teacher responsibilities (e.g., equity, appropriate

education for learners with disabilities, confidentiality, privacy, reporting in situations related to possible child abuse)

Collaborates: Collaborates regularly with colleagues and members of the school community

Receptive to Feedback: Accepts and acts upon constructive feedback from mentors, supervisors, and administrators *Growth: Participates in professional learning opportunities, as appropriate* *Self-Reflect: Demonstrates ability to self-reflect in a meaningful manner to improve teaching practice* *States Expectations: Communicates expectations for learning at the beginning of the lesson and throughout*
Competencies: *Rating Scale:4 – Accomplished (consistent, exemplary evidence)3 – Proficient (consistent, proficient evidence, 2 – Emergent (developing, limited evidence) ,1 – Not Evident* *The rating scale above is used to assess within the field the status of the concepts and skills which emerge as observable demonstrations of the synthesis of the content being taught through all designated courses.* *The rating scale above is used to assess within the field the status of the concepts and skills which emerge as observable demonstrations of the synthesis of the content being taught through all designated courses. Data and progress monitoring among the student, the university supervisor, and the supervising practitioner. And students will upload through digital learning spaces recorded formal lessons for review by their faculty.*

CURRICULUM MAP: INCLUSIVE EDUCATION

SERP 400 Foundations in supporting the Diverse Learner

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

LO: 1,2,3,4 Introduced and Assessed

SERP 402 Behavior Principles

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

LO: 1,2,3 Introduced, Reinforced, and Assessed

SERP 409 Supporting the High Incidence Learner

Instructional Strategies and Presentations

LO: 1,2,3 Introduced, Reinforced, and Assessed

SERP 408b Methods/ High Incidence (secondary)

Formal lesson plan design, lesson plan delivery, ABC assessment,

Functional Behavioral Assessment, Behavioral Intervention Planning, Behavioral Intervention Plan Creation

LO: 1,2,3 Introduced, Reinforced, Assessed, Mastery

SERP 475 a,b,c Practicum (three semesters/35 hours/semester)

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: 1,2,3,4 Reinforced, Assessed, Mastery

SERP 499 Independent Study

Represents the applied learning semester during the NKU students transition to Study AZ. This semester is assessed through formal observation using multiple data points during 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: 1,2,3,4 Reinforced, Assessed, Mastery

CURRICULUM MAP: Teaching Emphasis

SERP 400 Foundations in supporting the Diverse Learner

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

LO: 1,2,3,4 Introduced and Assessed

SERP 402 Behavior Principles

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

LO: 1,2,3 Introduced, Reinforced, and Assessed

SERP 403 Special Issues in Schools

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

LO: 1,3,4 Introduced, Reinforced, and Assessed

SERP 409 Supporting the High Incidence Learner

Instructional Strategies and Presentations

LO: 1,2,3 Introduced, Reinforced, and Assessed

SERP 407a Assessment/ High Incidence (elementary)

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

field placement

LO: 2,3 Introduced, Reinforced, and Assessed

SERP 407b Methods in supporting High Incidence (elementary)

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

field placement

LO: 2,3 Introduced, Reinforced, and Assessed

SERP 408b Methods/ High Incidence (secondary)

Formal lesson plan design, lesson plan delivery, ABC assessment,

Functional Behavioral Assessment, Behavioral Intervention Planning, Behavioral Intervention Plan Creation

LO: 1,2,3 Introduced, Reinforced, and Assessed

SERP 415 Methods/ Low incidence

Students develop digital adaptations for students with low incidence disabilities, increase awareness for digital applications for augmentative/adaptive communication and develop an individualized intervention plan for student with low incidence disability.

SERP 475 a,b,c Practicum (three semesters/35 hours/semester)

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: 1,2,3,4 Reinforced, Assessed, Mastery

SERP 493 Internship (Student Teaching)

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. candidates also complete a longitudinal clinical case study that is shared with faculty both through professional writing and presentation to departmental faculty.

LO: 1,2,3,4 Reinforced, Assessed, Mastery

Budgetary Considerations

VII. Faculty impact – NONE. Director has submitted proposal to COE Dean Berry, Associate Dean of International Affairs Iliana Reyes, Department Heads Carl Liaupsin & Jina Yoon, and Dean of Finance Mary Puig a proposal for Professor of Practice hire for the 2024-2025 academic calendar to support the main campus and AZ Online program growth which will allow Dr. Sparks to dedicate her FTE towards the planning and preparation of the Dual Degree courses and teaching. Her 80% teaching workload will be shifted to the Dual Degree students in the Fall of 2025. Given the current budget implications we will revisit in Spring 2024. However, this specific request for a new hire is unrelated to the Dual Degree program.

VIII. Budgetary impact – The established Dual Degree partnership between UA International and Kozybaev NKU expands beyond the College of Education, offering similar dual degree pathways in BioTechnology and Information Sciences. The College of Education Dual Degree is partnered with (3) majors within the Special Pedagogy department within Kozybaev University. These majors include: Primary Education, Speech Sciences, and Educational Psychology. Each of the more than 46+ students currently enrolled in the Dual Degree program have been awarded a Ministry scholarship to attend our program. Year 1 revenue is set aside to support English Language Learning skills. And by Year 2 revenue begins to flow back to the University of Arizona and College of Education, prior to the students taking courses with our department.

Fall 2023 46+ enrolled Cohort 1
Fall 2024 Cohort 2 enrolls (mandatory minimum 50 agreed upon in MOU)
Fall 2025 Cohort 3 enrolls (mandatory minimum 50 agreed upon in MOU) and Cohort 1 present for Study AZ semester

This program offering will neither impinge or interfere with the current programmatic offerings.

Additional Details

IX. Accreditation/Board Approval – **Teaching Emphasis** curriculum is accredited by the Arizona State Department of Education; the **Inclusive Education** curriculum is **not.**

X. Transfer Student Consideration (undergrad only) – Please explain how you have planned and evaluated the changes you requested in the context of:
- Mitigating the complexity of the transfer pathway/curriculum
- Supporting transfer student success
- Ensuring transferability of course work from Arizona community colleges
  These changes will have no impact on course transferability for main campus students in the new Teaching emphasis as the curriculum is identical to the current degree. The Inclusive Education emphasis is designed to maximize transfer credit from NKU dual degree students and is not applicable to Arizona community colleges.

XI. Required signatures
Program Director/Main Proposer (print name and title): Dr. Toni Sparks, Professor of Practice, Disability and Psychoeducational Studies

Program Director/Main Proposer signature:
Date: *Toni Sparks*   12/6/24

Department Head (print name and title): Dr. Jina Yoon, Department Head, Disability and Psychoeducational Studies

Department Head's signature:
Date:

Associate/Assistant Dean (print name): Dr. Iliana Reyes, Associate Dean

Associate/Assistant Dean's signature:
Date:

Dean (print name): Dr. Robert Q. Berry III

Dean's signature:
Date:

Signature: *Jina Yoon*

Email: jinayoon@arizona.edu

Substantial Change Request - BSED Mild Moderate Final Version

Final Audit Report   2024-12-06

Created:	2024-12-06
By:	Toni Sparks (sparks2@arizona.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAFGFC815VwuXAOxiNaZXPaO7Gcxi9B96c

"Substantial Change Request - BSED Mild Moderate Final Version" History

📄 Document created by Toni Sparks (sparks2@arizona.edu)
2024-12-06 - 5:44:03 PM GMT- IP address: 73.24.237.42

✉ Document emailed to Jina Yoon (jinayoon@arizona.edu) for signature
2024-12-06 - 5:44:19 PM GMT

📄 Email viewed by Jina Yoon (jinayoon@arizona.edu)
2024-12-06 - 5:57:42 PM GMT- IP address: 154.28.65.8

✍ Document e-signed by Jina Yoon (jinayoon@arizona.edu)
Signature Date: 2024-12-06 - 5:58:16 PM GMT - Time Source: server- IP address: 128.196.101.62

✅ Agreement completed.
2024-12-06 - 5:58:16 PM GMT