



Arizona's First University.

Master of Arts in Education Policy

**Student Handbook
2019-2020**



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INTRODUCTION

Master of Arts in Education Policy

The Master of Arts in Educational Policy, offered by the Education Policy Studies and Practice Department in the College of Education, will provide students with an understanding of education policymaking history and process, and develop their skills to analyze data and inform policies. There are numerous opportunities for students who possess the background in education policy that range from Research and Evaluation Analysts in school districts to Directors of Research for policy centers in the state, as well as K-12 and university settings. The program will provide anyone interested in education policy with the necessary background to engage in the policymaking process: classroom teachers, school leaders, university personnel, community members, and those interested in continuing their studies in a doctoral program.

The program offers courses flexibly (e.g., evenings, online, hybrid) that will include research methods, critical topics in education policy, as well as the opportunity to take various elective courses that might include a focus on language policy, privatization and education reform, law, and/or public policy, among other areas of interest.

The 30-credit hour program prepares students to critically evaluate:

- the utility and limitations of education research findings in informing policy;
- the basic legal, political, and practical linkages between federal, state, and local enactment of education policy;
- current scholarship, policy debates, and implementation efforts around market-based approaches to educational reform

In your final semester, you will carry out a research project in consultation with your advisor or engage in a legislative internship to deepen the knowledge you have accumulated during your studies.

WELCOME TO THE UNIVERSITY OF ARIZONA

Welcome! This *Handbook* should be helpful for answering various questions that you may have about our program and assist you in collaborating with your academic advisor to plan your course of study. The faculty encourages you to read all sections of this *Handbook* in order for you to become thoroughly informed about all aspects of the program, the Department of Educational Policy Studies and Practice (EPSP), and the University of Arizona.

A. The University of Arizona

The University of Arizona <http://www.arizona.edu/> is the flagship institution in the State of Arizona and one of the leading universities in the country. It is both a Research One Institution and a Land Grant University as well as a member of the prestigious Association of American Universities. As one of the top research universities in the world, with research activity of more than \$600M, the University of Arizona is known for its excellence in research, giving our students the experience needed for their futures and being an economic engine for our state.

In 1885, nearly three decades before Arizona became a state, the territorial legislature approved \$25,000 for building The University of Arizona in Tucson. The first classes convened in 1891, when thirty-two students and six teachers met in the original building now known as Old Main. The University developed in accordance with the Act of Congress of July 2, 1862, known as the Morrill Act, creating land-grant colleges and enabling the institution to obtain federal funds for its original schools of agriculture and mines.

In 1915, the University was re-organized into three colleges - the College of Agriculture; the College of Letters, Arts, and Sciences (later Liberal Arts); and the College of Mines and Engineering. The Arizona Bureau of Mines was established the same year. In 1922, the College of Education was organized and, in 1925, offerings in law, originally established in 1915, were organized under the College of Law. The School of Business and Public Administration, established in 1934, became a separate college in 1944. In 1985, the College of Mines combined with the College of Engineering to become the College of Engineering and Mines. In 1993, the Colleges of Medicine, Nursing, Pharmacy, the Department of Medical Technology, and the School of Health Related Professions merged to form the Arizona Health Sciences Center. In 1995, each of the four Arts and Sciences faculties - Fine Arts, Humanities, Social and Behavioral Sciences, and Science - were given separate college status.

The 40-acre campus of the 1890's has grown to 356 acres and 157 buildings. The University is maintained by funds appropriated by the State of Arizona and the United States government, and by tuition, fees, and collections, including private grants from many sources. Graduate studies at the University have been in progress continuously since the 1898-99 academic-year, with the Graduate College being established in 1934.

The mission of the Graduate College is to foster development of high-quality graduate education programs, which will attract outstanding faculty, graduate students, and resources to the University. It also provides support services to departments and students through the Dean's Office, the Graduate Admissions Office, the Graduate Degree Certification Office, and other subdivisions. The Graduate College is further responsible for administering a variety of special programs, including those which provide competitive fellowships, offer research and travel support, and recruit and retain underrepresented minority graduate students.

Building on a well-balanced undergraduate education, graduate students are expected to develop a thorough understanding of a specific academic discipline. A fundamental purpose of the Graduate College is to encourage each graduate student to demonstrate outstanding standards of scholarship and to produce high-quality original research, or creative, artistic work. Graduate education provides an opportunity to increase knowledge, broaden understanding, and develop research and artistic capability. The student's academic achievements, therefore, should reflect a personal and unique perspective to his or her discipline and to scholarly standards.

The university library system is regarded as one of the most outstanding library research facilities in the nation. The library system, ranked among the top 25 in the nation, contains more than 5,000,000 items, covering all fields of research and instruction.

The University of Arizona enrolls 40,000+ students and includes students from every state and numerous foreign countries. The University offers 150 undergraduate programs and a wide range of outstanding graduate programs in the arts, sciences, engineering, education, law and medicine. The faculty of the University of Arizona includes scores of nationally recognized scholars and teachers, including Guggenheim Fellows, Fulbright Scholars, and members of the National Academy of Sciences.

The University is an exciting center for scholarship, education, and learning. It has grown rapidly over the last four decades, attracting distinguished scholars from across the United States and around the world to form one of the finest universities in the nation. The University has 15 Colleges and over 40 different research and public service divisions, with over 1800 faculty.

B. The College of Education

The College of Education (<http://www.coe.arizona.edu/>) at The University of Arizona was founded in 1922 with an enrollment of 145 students. Today, the College of Education enrolls about 1,043 undergraduate students and 830 graduate students within our four academic departments, each featuring different curriculum, faculty, and degree opportunities.

The mission of the College of Education is to advance the study and practice of education and to demonstrate relationships between study and practice. The College of Education accomplishes this mission by fulfilling, with the highest possible standards of excellence, four equally important and related functions:

1. Prepare persons for professional roles in education and education-related fields
2. Conduct research and engage in scholarship directly and indirectly related to educational concerns, issues, and activities
3. Provide leadership in the conduct, advancement, study, and evaluation of the process of education, education policy, and in educational organizations at local, state, national, and international levels
4. Provide service and support to local, state, national, and international educational agencies

The College of Education has evolved into a nationally recognized center for the study of teaching, learning, and development to meet the needs of children and families in the unique multicultural environment of the southwest. Working with other colleges, the College of Education is responsible for the vast majority of teacher education on campus. We prepare special educators, school and rehabilitation counselors, school principals and superintendents, and leaders for K-12 and higher education.

In recent years, there has been a national call for increased scientific-based research in education. Research is a valuable part of our agenda, and we recognize that a highly respected college includes a wide range of scholarship and research — from insight-based, fundamental research to engineering-focused programs of research and development. As we contribute to the national debate about education research and investigate solutions to pressing problems of practice, we find that the plea for greater emphasis on research is consistent with our values and mission.

Our college consists of four academic departments offering bachelor's, master's, and doctoral degrees plus certification and endorsements:

- Disability & Psychoeducational Studies
- Educational Policy Studies & Practice
- Educational Psychology
- Teaching, Learning & Sociocultural Studies

C. The Department of Educational Policy Studies and Practice

The Department of Educational Policy Studies and Practice (EPSP) <http://coe.arizona.edu/epsp> includes two units: Educational Leadership and Higher Education. The EPSP department combines the K-12 focus with postsecondary education to create a P-20 perspective that taps into the dominant discourse of education and policymakers today.

Graduate programs in the EPSP include three major areas, each focusing on graduate degree programs and course work. The three major areas are:

- Education Policy
- Educational Leadership
- Higher Education

The programs in EPSP facilitate and encourage research, instructional, and service and outreach initiatives consistent with a policy development and analysis focus. A key departmental strength concentrates on how organizations, institutions (both formal and informal), official practices, and educational professions affect outcomes across local, national, and international contexts and how these entities are themselves affected by societal, economic, and political pressures.

D. The Master of Arts in Education Policy Program

The M.A. Degree Program in Education Policy was established in 2019.

The program fulfills the mission of the College of Education by providing

- leadership in the conduct, advancement, study, and evaluation of the process of education, education policy, and in educational organizations at local, state, national, and international levels; and
- service and support to local, state, national, and international educational agencies

Degree Requirements

30 credit hours including an applied project with advisor or legislative internship

Required Core (12 credit hours)

- EDL 522 (3) Critically Evaluating Education Policy Research
- EDL 587 (3) State and Local Education Policy
- EDL 558 (3) Market-Based Educational Reforms
- TLS 575a (3) The Education of Latinas/Latinos

Electives (15)

Students may take courses from the following list in consultation with their advisor:

- EDL 562 Law and education
- TLS 504 Language and culture in education
- TLS 595e Anthropology and education
- TLS 640 Multicultural education and social justice
- TLS 641 Immigration and education
- TLS 642 Oral traditions across societies
- TLS 795c Language planning and education
- PA 504 Public and Policy Economics
- PA 506 Bureaucracy, Politics, and Policy
- PA 507 Conflict Management in the Public Sector
- PA 509 Strategic Planning, Public Policy and Political Decision Making
- PA 510 Nonprofits in the Policy Process
- PA 512 Local government
- PA 520 Advocacy Strategies & Community Participation
- PA 524 Federalism, Democracy and Decentralization
- PA 562 The Political Economy of U.S. Immigration Policy
- PA 595G Public policy
- LAW 656D Education Law
- LAW 514 The state and Social Policy
- LAW 527 International Human Rights and Indigenous Peoples
- LAW 550A Native American Law and Policy
- LAW 553 Introduction to Immigration Law and Policy
- LAW 583 Law, Politics, and Inequality
- LAW 596h Law, Psychology and Policy
- LAW 631D - Rebuilding Native Nations: An Introduction
- LAW 631L - Constitutions of Indigenous Nations
- LAW 631M - Comparative Legal Systems & Their Role in Nation Building
- LAW 631N - Exploring Data for Nation Building: Indigenous Data Sovereignty and Governance
- LAW 631K - The Evidence for Native Nation Building
- LAW 631O - Creating Indigenous Entrepreneurs
- LAW 656B - Comparative Indigenous Governance
- LAW 656F - Cultural Property of Indigenous Peoples

- LAW 579A - Indigenous Peoples' Rights Under International Law
- LAW 656A - Intergovernmental Relations
- LAW 525 - Native Economic Development
- LAW 631J - Making Change Happen

Applied Project (3 credit hours)

EDL 599 Applied Project (3)

ADMISSION TO THE PROGRAM

A. Admission Standards

All applicants to the University of Arizona's Master of Arts in Education Policy program must submit applications and be accepted by the Graduate College *and* the EPSP Department.

The minimum Graduate College entrance requirements for the Counseling Program are as follows:

- a. A completed bachelor's degree from an accredited institution with a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale in the last 60 credit hours. Alternatively, 12 credits of graduate coursework from an accredited institution with a GPA of at least 3.0 on a 4.0 scale.
- b. A completed application, official undergraduate and graduate transcripts, and payment of Graduate College application fees. The application deadline for admission to Fall term is **February 15**. Based on resources, including availability of faculty advisors, the department will limit the number of applicants accepted. Admission information and the application are available on the Graduate College Website: <http://grad.arizona.edu/admissions>
- c. Completed Personal Data Form.
- d. TOEFL: Total and TWE scores must be submitted for students for whom English is a second language.
- e. Long Range Goals: A brief statement (200-500 words) of the applicant's long-range professional goals.
- f. Reference forms completed by three persons (including one who has been a supervisor) who can attest to successful work experience and/or potential as a counselor. The reference form is required; letters of recommendation are optional.

B. Matriculation and Enrollment

Once a student is admitted to the program, the student will:

1. Contact the advisor assigned in the acceptance letter to plan first semester courses and register.
2. Maintain a minimum grade point average (GPA) of 3.0.
3. Develop, in conjunction with the assigned advisor, a Plan of Study as early as the second semester, to be submitted to the Graduate College.
4. Complete the required 12 core graduate credits, the 15 credits in the specialization area in consultation with advisor, and the 3 applied project credits (total credits 30).

5. Register for graduation. Refer to the graduation deadlines online at the Graduate College website for commencement and information regarding deadlines:
<http://grad.arizona.edu/academics/degree-certification/deadlines-for-graduation>

C. UAccess

UAccess is our portal to all your personal information and it will list the courses you are enrolled for in the current semester, including associated links to course readings in the digital library and to D2L. You can see your grades, look at your schedule, and get your SAPR (Student Academic Progress Report).

D. Course Registration

How to register for your SERP course through UAccess:

1. Go to the UAccess: <http://uaccess.arizona.edu/>
2. Click on "Student Center"
3. Log in using your UANetId
4. In the Academics section, click on "Enroll". This will take you to the Add Classes screen.
5. Click on the SEARCH tab at the top of this screen. This will take you to the Search Criteria screen.
6. For TERM, select the semester you will be taking this class - (Fall 2016)
7. In SUBJECT, type in or select SERP.
8. For CAMPUS verify it says UAOnline.
9. Click the green SEARCH button. You should see all the SERP courses on the screen.
10. Scroll down to select your class and click on "Enroll" at the bottom of the screen to register for the course.

E. Academic Advising

Each student is assigned an initial advisor. Chosen from the Counseling Faculty, the advisor's responsibilities include:

1. Approval of Plan of Study
2. Monitoring student progress
3. Determining readiness for field experiences
4. Approving field experience placement
5. Advising students about employment possibilities

It is recommended students meet with their advisors regularly. *It is the student's responsibility to contact his/her advisor and make an appointment.* Group advising meetings may be held in lieu of individual meetings.

Scheduling of courses in each program is designed to accommodate full-time and part-time students. The 30 credit semester sequence can be completed in a minimum of one year (for full-time students), which may require summer classes.

STUDENT RESOURCES

A. Student Support Services

1. Counseling and Psychological Services (CAPS)

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

2. The Strategic Alternative Learning Techniques (SALT) Center

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

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

3. Disability Resource Center

The Disability Resource Center collaborates with students, faculty and staff to create educational environments that are usable, equitable, sustainable and inclusive of all members of the university community. However, if you encounter academic or physical barriers on campus, DRC staff is available to partner with you in finding good solutions or to implement reasonable accommodations. DRC works proactively with instructors in re-imagining the design of their courses. Our goal is to encourage faculty to think broadly about all the different characteristics students may bring to the classroom and to create educational experiences that will be meaningful to each of them. When we are successful in this partnership, you may not need to use the individual classroom accommodations you have used before. An example is notetaking. When an instructor posts class notes on an open Website for all students, the individual accommodation of 'note-taking' may not be required. Additional information is available at <http://drc.arizona.edu/students>.

4. Financial Assistance

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

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

B. Research and Study Resources

1. University Information and Technology Services (UITS)

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

2. Center for Computing Information Technology (CCIT)

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

3. Main Library

The University of Arizona Library contains more than 1.5 million books, bound periodicals, microforms, maps, government publications and other materials. The library is committed to providing all possible support services to students to facilitate their learning and obtaining scholarly documents either within the library system, through inter-library loan, or via online computer database searches by visiting <http://www.library.arizona.edu>. The library even emails documents to students upon request.

4. Library (College of Law)

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

5. Library (University Medical Center)

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

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

6. Office of the Vice President for Research

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

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

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

ADDITIONAL STUDENT INFORMATION

A. Coursework and Grades

1. Course Syllabi

At the beginning of each semester, professors are required to provide students with a course syllabus. The syllabus contains an outline of course content and requirements that are to be completed by the student throughout the semester. A course syllabus is considered to be a contract between the professor and each student; therefore, you must keep those for future reference. The syllabus specifies particular requirements that must be completed by students in order to receive a grade in the course. A syllabus may be changed by a professor during the semester if all students in the course are in agreement. Students should retain their syllabi after completing their courses as they may be asked to produce them many months or years later when applying for licensure or other credentials.

2. Grades

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

Grades of "I" (Incomplete)

The grade of "I" for "Incomplete" may be awarded only at the end of the semester when all but a minor portion of the student's course work has been satisfactorily completed. Students should make arrangements with the instructor to receive an incomplete grade before the last day of classes in a semester. Students have a maximum of one calendar year to remove an Incomplete. Incomplete grades are not included in the calculation of the grade-point average until one year from the date of the award. An Incomplete not removed within one year is replaced by a failing grade of "E" and counted as an "E" in determining the grade-point average. If there is a possibility that the student's cumulative grade-point average will fall below 3.00 through the conversion of Incomplete grades to failing grades, a student will not be permitted to graduate.

Independent Study

Independent study courses can be arranged with a professor to pursue a research project or other activity that is outside of, or an extension of, the regular curriculum. Independent Study may NOT be used to take a required course at a time other than the scheduled semester. Rare exceptions may be made in the case of pressing extenuating circumstances. There is an *Independent Study Form* that must be completed by the student and the faculty member prior to registering for an Independent Study course.

Withdrawal from Class

Withdrawal from a course within the first four weeks after registration will result in the deletion of the course from the student's academic record. After the fourth week and through the end of the tenth week of classes, the grade of "W" may be awarded to students earning a passing grade at the time of the official withdrawal. After the 10th week, students will receive a failing

grade of "E". Consult <http://grad.arizona.edu/academics/policies/grading-policies> to obtain detailed information about withdrawal from courses.

Grade Appeal Policy

A student may appeal a grade during the first regular semester after the semester or summer term in which the grade was awarded. Grade appeals are not processed during the summer sessions unless the dean of the college in which the course is offered determines that the case warrants immediate review. The appeal involves a stepwise and formal process, progressively involving the instructor, the department head, and the dean of the college which offers the course. It may also involve a committee appointed by the dean to review and make recommendations. Written verification of each step as well as close adherence to a timetable is indispensable. The dean of the college offering the course has the final authority to make a decision regarding the grade appeal. There is no special form for appeals. The student should detail the reasons for their appeal in a formal letter. The Graduate College does not process or become involved in such appeals. The Grade Appeal Policy and timetable can be found in The University of Arizona electronic catalog.

B. Student Grievance Procedure

The Graduate College has a student grievance procedure to ensure that students who feel they have been treated unfairly have access to a standard procedure for resolving that grievance. Consult the University of Arizona Student Handbook via internet at <http://grad.arizona.edu/academics/policies/grading-policies> for more information about this procedure.

In cases of discrimination, including sexual harassment, case summaries are sent to the University Affirmative Action Officer. For more information, please visit <http://equity.arizona.edu/>

C. Discrimination and Sexual Harassment Policy

A student who believes that he or she has experienced discrimination or sexual harassment should call the Affirmative Action Office at 621-9449. The student will be referred to an individual with expertise in these areas for confidential advice on handling the situation or filing a written complaint. Students with disabilities who would like information on University policies with regard to the Americans with Disabilities Act (ADA) should contact the Disability Resource Center at 621-3268 <http://drc.arizona.edu>. Students are also encouraged to access the Affirmative Action homepage <http://equity.arizona.edu> for information on discrimination, including sexual harassment, and the ADA.

D. Code of Academic Integrity

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

E. Rights and Responsibilities Regarding Disability Access

The University of Arizona is committed to equal educational opportunities for students with disabilities and recognizes that reasonable accommodations or modifications may be necessary to ensure access to campus courses, services, activities, and facilities. The Disability Resource Center (DRC) is the office designated by the University to review disability documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations. An equally important part of the DRC is serving faculty in designing educational environments that are inclusive. For more information, visit the DRC website at <http://drc.arizona.edu/>

F. Student Review and Retention

Students in the Counseling Program at The University of Arizona are evaluated on a regular basis on both academic and nonacademic standards.

Academic Standards

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

RECOMMENDED 1 YEAR PLAN OF STUDY (FULL-TIME STUDENTS)

Fall, Year One

- EDL 522 (3) Critically Evaluating Education Policy Research
- EDL 558 (3) Market-Based Educational Reforms
- Course from list of electives (3)
- Course from list of electives (3)
- Course from list of electives (3)

Spring, Year One

- EDL 587 (3) State and Local Education Policy
- TLS 575a (3) The Education of Latinas/Latinos
- Course from list of electives (3)
- Course from list of electives (3)
- EDL 599 (3) Applied Project

RECOMMENDED 2 YEAR PLAN OF STUDY (FULL-TIME STUDENTS)

Fall, Year One

- EDL 522 (3) Critically Evaluating Education Policy Research
- Course from list of electives (3)

Spring, Year One

- EDL 587 (3) State and Local Education Policy
- Course from list of electives (3)

Summer I, Year One

- Course from list of electives (3)

Summer II, Year One

- Course from list of electives (3)

Fall, Year Two

- EDL 558 (3) Market-Based Educational Reforms
- Course from list of electives (3)

Spring, Year Two

- TLS 575a (3) The Education of Latinas/Latinos
- EDL 599 (3) Applied Project

COURSE DESCRIPTIONS

Course	Units	Title	Course Description
EDL 522	3	Critically Evaluating Education Policy Research	This course will prepare students to critically evaluate education research findings that have policy implications. Students will learn about the characteristics of data sources and analytical techniques, and evaluate the utility and limitations of education research findings. This course will include an overview of basic principles of statistics, but the focus will be on data interpretation and research design. Students will demonstrate their proficiency in the learning outcomes for the course with assignments
EDL 587	3	State and Local Education Policy	With increased influence of the federal government in education, individual states, districts, and schools must attend to—interpret, plan, implement, and evaluate—policies made at the national level. In this course, we will consider multidimensional policy processes from the federal government across state and local education agencies and organizations. Focusing on three broad federal education policies—previous versions of the Elementary and Secondary Education Act (ESEA), the Bilingual Education Act (BEA), and Every Student Succeeds Act (ESSA)—as they are localized in districts and schools, we will interrogate the school district as a policy system and examine the multiplicity of district policy actors (or stakeholders) and their disparate aims and resources. We will also examine recent empirical studies of Arizona State education policies, such as Move on When Reading and the four-block English Language Development (ELD), being implemented in local districts and in particular schools. Students will engage with critical policy theory, recent scholarly articles and chapters, practical case studies, policy blogs and online dialogues, as well as guest policy experts. Together, the students will create policy response papers for online publication and policy briefs addressed to state and local policymakers.
EDL 558	3	Market-Based Educational Reforms	Examination of market-based approaches to education including charter schools, voucher programs, and homeschooling. Course will examine the ideological underpinnings and material effects of past and current reforms.
EDL 562	3	Arizona Education Law	Masters course designed for beginning school administrators. AZ law as enacted by the Legislature and promulgated by AZ administrative agencies. Focus on practical knowledge at the school building level. Comparison with other states.
PA 504	3	Public and Policy Economics	Applications of economics to the analysis of public policy and planning problems.
PA 506	3	Bureaucracy, Politics, and Policy	Description and analysis of the executive branch of government: how federal agencies capture policy-making; why bureaucracy develops; the rules of bureaucratic culture; who controls the administrative branch.
PA 507	3	Conflict Management in the Public Sector	This course is designed to expose students of public administration and public policy to conflict resolution and management skills. The course covers the nature of conflict and disputes in the public sector as well as traditional and non-traditional methods of managing disputes such as coercion, negotiation, arbitration, mediation, and litigation. The course requires participation in a group project that exposes students to interests of parties in real-world public policy conflicts in and around Tucson.

PA 509	3	Strategic Planning, Public Policy and Political Decision Making	Strategic planning in the public sector and its role in state policy development, implementation, and political decision making.
PA 510	3	Nonprofits in the Policy Process	Civil society plays an increasingly active role in policy implementation. Non-governmental organizations, non-profits, advocacy organizations, and similar groups provide research and analysis to inform policy makers; sit on advisory boards; represent the public interest in rule-making and planning exercises; directly deliver services and implement programs; and monitor and evaluate government programs. As a result, students planning future careers as public servants are likely to work closely with civil society organizations, and students planning future careers with non-profit organizations are likely to spend time working with government agencies. This course prepares students to work effectively across sectors in the policy implementation process.
PA 512	3	Local Government	The study of counties and municipalities, with special emphasis on local governments in the Western United States.
PA 520	3	Advocacy Strategies & Community Participation	This course will train students in strategies for involving citizens and consumers of social and human services in policy advocacy and community decision-making. The course will review theories and strategies for community organization, community development, community planning, and transformative social change with an emphasis on advocacy tools for constructive change to promote social and economic justice.
PA 524	3	Federalism, Democracy and Decentralization	The aim of this course is to introduce students to the main theoretical debates and literatures that address the federalism in theory and in practice. It will pay close attention to the institutional arrangements that embody federalism, as well as the dynamics of intergovernmental relations within states. This course leaves aside normative approaches to federalism, coming from constitutional and legal studies, in order to deal mainly with how power and resources are shared (or contested) between national and subnational levels of government and their interplay. This course will place special emphasis on Latin America and the United States of America, although we will also look briefly at experiences with federalism elsewhere in the world.
PA 562	3	The Political Economy of U.S. Immigration Policy	This course examines the economics and politics of U.S. immigration policy in the context of its history and of current global economic trends.
PA 595G	3	Public Policy	The exchange of scholarly information and/or secondary research, usually in a small group setting. Instruction often includes lectures by several different persons. Research projects may or may not be required of course registrants.
TLS 504	3	Language and culture in education	Introduction to aspects of language and culture that affect education, particularly in reading, writing and the language arts; discussion of social and political concerns.
TLS 595e	3	Anthropology and education	Historical, theoretical, methodological, and practical/pedagogical foundations of the field of educational anthropology. Explores the relationships among culture, education, and identity, with a focus on learning in cross-cultural contexts both inside and outside of schools. Ethnography as a mode of inquiry is emphasized. Research projects required.

TLS 640	3	Multicultural education and social justice	Critical issues in multicultural education, focusing on culture, language, power, and identity, with application to the creation of more just and equitable educational systems.
TLS 641	3	Immigration and education	Addresses the dynamics of immigration and its consequences for education. An introduction to issues and research in immigration and education, with the goal of learning about the multiple aspects and relationships of these complicated phenomena
TLS 642	3	Oral traditions across societies	Indigenous oral traditions as channels of human discourse provide a venue for pursuing inter-intracultural understandings and insights into the cultural conceptions of particular social and geographic realities.
TLS 795c	3	Language planning and education	A colloquium on the conceptual, theoretical, and case study literature on language planning, with special attention to language policy development in educational contexts.
LAW 527	3	International Human Rights and Indigenous Peoples	Over the last few decades, international law's human rights regime has developed to address the concerns of indigenous peoples worldwide, giving rise to new international norms and procedures that generally favor their cultural survival, land and resource rights, and self-determination. Because international law is part of the law of the United States law by virtue of the Constitution and Supreme Court precedent, international human rights law as it concerns indigenous peoples does not just function on the international plane, but it also should be considered part of Federal Indian Law. This course provides students with an exposure to the theory and practice of international human rights law and to how it is developing in this field. Particular attention will be paid to developments in the U.N. and the Organization of American States, and how those developments relate to the domestic legal systems of the United States and selected other countries.
LAW 550A	3	Native American Law and Policy	Explores the place and status of Tribal Governments in our federal system, focusing in particular on federal policy decisions underlying various laws and statutes. The course examines ways to interpret and apply the relevant laws and explores the impact that would be result from changing the policy behind those laws.
LAW 553	3	Introduction to Immigration Law and Policy	This course will introduce students to the basic legal and administrative structure of the U.S. immigration system. We will consider how the law determines who may enter the country lawfully, what rights immigrants have once in the country, and on what grounds they can be forced to leave and return to their home countries.
LAW 631 D	3-Jan	Rebuilding Native Nations: An Introduction	This course examines the development challenges faced by contemporary Native nations. Utilizing numerous case studies and extensive research on what is working and what is not working to promote the social, political, cultural and economic strengthening of American Indian nations, the course emphasizes themes applicable to community development worldwide. Historical and relevant federal Indian policy and case law are used as background material, but the course emphasizes the interdisciplinary nature of the "nation building" revolution underway in Indian Country. Additional emphasis is placed on how tribal initiatives can conflict with federal case law, state jurisdiction, and federal policies and politics.
LAW 631 J	1-3	Making Change Happen	This courses explores ways to assess and prioritize community needs with respect to nation building and uses case studies to explore how governments work within legal constraints to serve their communities and assert their rights.
LAW 631 L	1-3	Constitutions of Indigenous Nations	Considers the question "what is a constitution?" and explores different types of Indigenous nation constitutions, important concepts for constitutions to address, and the process for developing one appropriate for each community.

LAW 631 M	1-2	Comparative Legal Systems & Their Role in Nation Building	The course will investigate the role that law plays in the lives of Indigenous peoples and their attempts to secure rights and exercise self-determination. It seeks to answer broad questions such as: "How does the law function to perpetuate a history of assimilation and racism?"; "How can Indigenous peoples use the law to secure rights?"; and "What role do legal institutions play in the process of Nation Building?" To answer these questions, the course draws from comparative sources with a focus on how the law can be used pragmatically to effect change.
LAW 631 N	3	Exploring Data for Nation Building: Indigenous Data Sovereignty and Governance	The course will cover the basics of criminal law and procedure that apply in American Indian tribal courts in the United States. Students will study the role and jurisdiction of American Indian nations, the United States government, and state governments in enforcing criminal laws and providing public safety in Indian country. Students will study the complexities of the maze of criminal jurisdiction in this area of law, and the unique problems that face native populations in Indian country. Students will learn the history of indigenous criminal dispute resolution, and how the indigenous approach to criminal cases and law enforcement differs from the American approach. Traditional native methods of criminal justice, including peacemaking and restorative justice will be discussed, along with therapeutic justice and wellness courts.
LAW 631 O	1	Creating Indigenous Entrepreneurs	This course is about the process of starting and building a venture, not just a business venture but any new risky, exciting and value adding project. Entrepreneurship is a practice and a way of thinking that involves discovering or creating opportunities and then assembling or developing resources to deliver and capture the value related to the opportunity. This course will also assess, explore, critique, and celebrate entrepreneurship as an important aspect of Indigenous and non-Indigenous life. Together we will mix theory with practice and reality, and apply the principles, concepts and frameworks to situations that are important to you
LAW 656 A	1-3	Intergovernmental Relations	The course will address the relationship between Indigenous nations and other governments.
LAW 656 B	1-2	Comparative Indigenous Governance	The course will examine different Indigenous systems across the world.