



School Psychology Program
Educational Specialist Student Handbook

Department of Disability and Psychoeducational Studies
College of Education
Tucson, Arizona
Chandler, Arizona

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Chapter 1. Overview, Philosophy, and Goals of the School Psychology EdS Program

Purpose of the Handbook and Students' Obligation

This handbook is prepared for students admitted into the Educational Specialist (EdS) program in School Psychology in Tucson and Chandler campuses. Program applicants can find admission requirements and procedures at <https://www.coe.arizona.edu/dps/school-psychology/apply>. Although constructed for students, the University of Arizona faculty frequently consult the Handbook. As such it signifies a written document in which both students and faculty find policies, procedures, practices, expectations, and guidance regarding the EdS program in School Psychology at the University of Arizona. Consequently, the 2019-2020 Handbook represents, in part, a contract between the program and its incoming students. Both students and faculty are bound by its elements. Critically, the EdS Handbook and its contents change over time. This means that each incoming student cohort follows the information contained in the designated Handbook. In this case, the incoming 2020-2021 EdS cohort complies with policies contained herein; it is not bound to prior policies. Similarly, the 2020-2021 EdS cohort is not obliged to comply with policy changes that might appear in subsequent Handbook iterations. However, it may be in your best interests to follow changes in subsequent handbooks as they are often a reflection of changes in the field. All information related to field experiences is found in the Fieldwork Handbook, which is applicable to the current year that you are engaged in fieldwork.

As a student enrolled at the University of Arizona, school psychology students must also comply with general University of Arizona student rules and with Graduate College policies. The EdS Handbook describes requirements in accordance with overarching university policies. However, when there is disagreement or when other official sources (e.g., Graduate College) impose different or more stringent requirements, then the more stringent requirements apply. Critically, students are obliged to familiarize themselves with the contents of this Handbook and with Graduate College policies (grad.arizona.edu/). It is these written documents—not informal practices, verbal statements, or supposition—that embody the University of Arizona's pact with its EdS School Psychology students.

Program Overview

The University of Arizona (www.arizona.edu) is the flagship institution in the State of Arizona and one of the leading universities in the country. The Carnegie Foundation gave Arizona its highest classification for research activity (VH, "very high"). The University of Arizona is the first four-year public university in the state of Arizona to be federally recognized as a **Hispanic Serving Institution (HSI)**. The university is also a Land/Space Grant university and a member of the prestigious Association of American Universities. As a research intensive land-grant HSI, the University of Arizona is committed to responsively meeting the educational needs of our vibrant and increasingly diverse communities of Arizona.

The University of Arizona sits on the original homelands of indigenous peoples who have stewarded this land since time immemorial. Aligning with the university's core value of a diverse and inclusive community, it is an institutional responsibility to recognize and acknowledge the people, culture and history that make up the Wildcat community. At the

institutional level, it is important to be proactive in broadening awareness throughout campus to ensure our students feel represented and valued.

The School Psychology program resides within the Department of Disability and Psychoeducational Studies, a department within the College of Education. The School Psychology program at the University of Arizona has trained school psychologists since the 1960s. During this time, the University of Arizona's philosophy and methods for training school psychologists have evolved to keep pace with a changing and increasingly diverse society and its needs. The EdS degree has been offered on the Tucson campus since the 1960's. Tucson students typically receive instruction from full-time UA Tucson faculty, and they enroll in courses with counterparts from the University of Arizona PhD program in school psychology. UA school psychology students have been trained at the UA Chandler site since 2012. Chandler students typically receive instruction by adjunct faculty members who are highly qualified and currently practicing school psychologists in the Phoenix metropolitan area. Although course schedules and instructional staff differ, both sites offer the same content and University of Arizona EdS degree.

University of Arizona’s School Psychology Training Model

The program philosophy is guided by the “scholar-practitioner” training model. According to this model, a school psychologist is a scholar, a consumer of research, and a highly trained professional prepared to apply extensive content knowledge and sophisticated techniques to solve students’ problems. Moreover, the notion of the school psychologist as a scholar-practitioner is consistent with the University of Arizona’s College of Education conceptual framework, which views the professional educator as a reflective decision maker. Critically, the program’s philosophy requires school psychologists to apply problem-solving skills fairly and equitably within a multicultural and diverse society. By necessity, a school psychologist practicing in this manner is capable of applying many psychological principles, theories, and research findings, as well as evidence-based assessment and intervention procedures. In addition, the program prepares school psychologists to engage in life-long learning and to advance the profession by publishing—or presenting scholarly papers at professional association meetings—and/or leading national, state, and local school psychology organizations.

Program Aims and Student Competencies

Consistent with the problem-solving conceptualization and its scholar-practitioner training model, the School Psychology program at the University of Arizona has identified five program aims (listed below). These aims relate to educating school psychologists with the requisite knowledge and skills to deliver the highest quality psychological services to children and youth. The overarching goal is to train beginning professionals with broad and deep skills in such areas as psychoeducational assessment and diagnosis, intervention, consultation, and evaluation, which includes engendering a commitment toward life-long learning and advancing the profession through the application of evidence-based psychological practices. Additionally, the program emphasizes the importance of students’ clear understanding of ethical practices and their judicious implementation in the delivery of services to children and youth from diverse cultural and linguistic backgrounds.

Aim 1: Prepare graduates to provide school psychological services and engage in scholarly activities within a culturally diverse society.

Aim 2: Prepare students to use a problem--solving approach when working with children and adolescents.

Aim 3: Prepare graduates for lifelong learning who are skilled in the interface between science, theory, and practice.

Aim 4: Prepare graduates for supervisory, leadership, and service roles in the field of school psychology.

Aim 5: Prepare graduates in the APA and NASP ethical principles, professional practices, and relevant laws associated with the delivery of school psychological services to children and adolescents.

Aim 6: Prepare graduates to exhibit professional attitudes, values, effective communication, and interpersonal skills in their provision of health service activities and conduct of research.

The program also monitors its students regarding mastery of standards created by the National Association of School Psychologists (NASP). These ten training domains indicate the array of skills and knowledge necessary for the effective and ethical practice of school psychology.

NASP Domains of Practice

Practices That Permeate All Aspects of Service Delivery

Domain 1: Data-Based Decision Making and Accountability School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Direct and Indirect Services for Children, Families, and Schools

Student-Level Services

Domain 3: Interventions and Instructional Support to Develop Academic Skills School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Systems-Level Services

Domain 5: School-Wide Practices to Promote Learning School psychologists understand systems' structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6: Services to Promote Safe and Supportive Schools School psychologists understand principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School

psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery

Domain 7: Family, School, and Community Collaboration School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Foundations of School Psychological Service Delivery

Domain 8: Equitable Practices for Diverse Student Populations School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 10: Legal, Ethical, and Professional Practice School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

The Importance of Goals and Their Assessment in the School Psychology Program

The curriculum of the School Psychology program forms a set of inter-related and hierarchical experiences. These experiences are designed to support students in their mastery of program goals in their progression toward graduation. As seen later in this Handbook (Chapter 2), students first enroll in courses that provide basic knowledge of psychological concepts and principles, important research findings from school psychology, psychology, and related fields, as well as socialization in the ethical practice of school psychology. Approximately one-half of these early courses permit students to commence their acquisition of applied skills via course-integrated practicum experiences. Subsequent courses build on this base. Particularly important regarding the interface among theory, science, and practice are two capstone experiences. These are the School Psychology Practicum (SERP 694B) and School Psychology Internship (SERP 693B). In both Tucson and Chandler, SERP 694B is typically completed during students' second year, and SERP 693B is typically completed during students' third year. Regarding overall development as a scholar-practitioner, three additional key program aspects are relevant: the EdS Comprehensive Examination, the EdS Working Portfolio, and the EdS Internship Portfolio.

As a result of the program's curriculum structure, students advance stepwise toward ultimate mastery of all program Goals. It is central to the program's philosophy that this progress is monitored and that students receive recurring feedback about their progress toward eventual attainment of program Goals. The program monitors its students regarding mastery of standards created by the National Association of School Psychologists (NASP) in multiple ways.

First, the UA program uses "embedded course assessments" to document that students have mastered each of the 10 NASP standards. This is accomplished by judging student mastery of key skills and knowledge when students demonstrate technical mastery (e.g., reliable and valid administration of intelligence tests), applied skills (e.g., completion of a functional behavioral analysis), or school psychology content knowledge (e.g., completion of a classroom paper based on a literature review).

Second, students receive an annual student evaluation formally documenting progress in the program. This evaluation is based in part on review of the working portfolio, maintained by students while enrolled. The portfolio is reviewed in conjunction with the annual student evaluation. The portfolio has specific artifacts, or work products, that are required and are reviewed by faculty. Students in the program are preparing for a career that requires sensitivity and professionalism. To that end, faculty will also be providing feedback on student performance and presentation outside of formal academic progress. These nonacademic factors may include work habits, personal characteristics that may enhance or detract from professional performance, and appropriateness of interactions with classmates, faculty, school sites and the larger community. Students should be aware that establishing boundaries requires thought and foresight; this includes use of social media. If it is determined that the student is struggling in any of the above mentioned areas the faculty will work with the student to address the areas of need. If concerns about student academic progress and/or the student's nonacademic factors are significant, further advancement through coursework may be delayed, which in turn could delay program completion. Students making unsatisfactory progress will be required to meet with their advisor and develop a plan to make necessary improvements.

It is important that each student is familiar with the Goals, and training standards listed above and with the program's methods of monitoring student progress. Likewise, regular student-advisor contact is indispensable to understanding the University of Arizona's program philosophy, goals, and monitoring one's progress toward mastery of those goals. Finally, development of skills, knowledge, and refinement of professionalism does not stop when the EdS degree is granted. Such information comprises part of

the formative and summative data the program deems essential to long-term success in implementing its training philosophy and curriculum.

Commitment to Multiculturalism and Diversity

The School Psychology Program at the University of Arizona is fully committed to instilling the value of multiculturalism and diversity. Our program encourages students to develop their knowledge and understanding of the provision of psychological services to a society that is diverse in terms of, for example, language, race, disability status, religion, cultural background, and sexual orientation. This is accomplished through discussion of current research related to diversity in areas such as assessment, diagnosis, and consultation. Furthermore, opportunities are provided for field experience with the diverse populations of the southwest.

Chapter 2. Requirements for the EdS Degree in School Psychology

Students must satisfy a number of degree requirements to earn the EdS degree in School Psychology at the University of Arizona. Table 1 presents a list of requirements.

Table 1
Comprehensive List of School Psychology EdS Program Requirements

Required Task	Suggested Completion Date
Plan of Study	Intro to School Psychology Class
Year 1 Working Portfolio Review	After completion of 1 st Year.
Year 2 Working Portfolio Review	January of 2 nd year.
Minimum Required Coursework for EdS program	End of 2nd Year
EdS Comprehensive Examination: PRAXIS	First Semester of 3 rd Year
Minimum Academic Grades	Every semester
EdS School Psychology Internship including portfolio	End of 3 rd year

Plan of Study

Students must prepare a plan of study. Table 2 below indicates required courses. The student files a Plan of Study using GradPath forms found in UAccess Student. Frequently Asked Questions are found on the Graduate College website. The program's EdS curriculum permits students to complete requirements for certification in school psychology required by the Arizona Department of Education and for the Nationally Certified School Psychologist (NCSP) credential offered by the National Association of School Psychologists. The course sequence was created to facilitate students' skill development, and as a result some courses have prerequisites or corequisites. Students must work with their academic advisor to develop their plan of study, as any deviations from the course sequence may result in additional time to complete the program. In addition to the plan of study, students can afford opportunities to expand on their regular education and training curriculum in school psychology. This might be done, for example, by enrolling in optional courses in such areas as behavior disorders, learning disability, deafness/hard of hearing, blindness, school counseling, and rehabilitation counseling. These additional courses are offered primarily at the UA-Tucson Campus. UA Chandler students interested in additional courses should consult with their advisor about possible options. It should also be noted that enrollment in such optional courses may increase the number of semesters that a student spends within the program.

Regarding each student's Plan of Study, SERP 694B (School Psychology Practicum) and SERP 693B (School Psychology Internship) are particularly important. In these courses EdS students develop and refine their practice skills under close supervision. In light of their importance, both courses include detailed guidelines regarding students' eligibility to enroll (i.e., satisfaction of prerequisites), individualization of experiences during the course, possession of professional liability coverage and IVP fingerprint clearance, and credentials of on-site supervisor. The Internship in School Psychology includes additional rules regarding the nature of the training site and its relationship to the intern (who is typically a paid employee). Consequently, it is essential that all students examine carefully the contents of the current Fieldwork Handbook and appendices during each year in the program and recurrently as they progress through these two key classes.

Table 2

EdS Program of Study

Required Courses	Credits
SERP 511A: Basic Academic Skills for High Incidence Disabilities	3
SERP 512: School and Community Violence: Crisis Prevention, Intervention, and Response	3
SERP 517: Behavior Modification in Schools	3
SERP 549: Introduction to School Psychology	3
SERP 559: Diversity in School Psychology	3
SERP 601: Cognition & Development	3
SERP 602: Early Childhood Assessment & Intervention	3
SERP 638: Psychological Consultation & Supervision	3
SERP 674B: Cognitive Assessment	3
SERP 677: Personality and Social Emotional Assessment	3
SERP 679: Educational & Psychological Assessment of Children	3
SERP 685: Behavior Disorders	3
SERP 686: Child Psychotherapy	3
SERP 693B: School Psychology Internship	12
SERP 694B: School Psychology Practicum	3
SERP 695P: Contemporary and Emerging Issues in School Psychology	3
SERP 696B: Neuropsychological Basis of Behavior & Learning	3
SERP 696C: Professional Standards, Ethics, & Issues in School Psychology	3
EDP 541: Statistical Methods in Education	4
Total	67

EdS Portfolio Requirements

A portfolio is an organized collection of assignments, work products, and evidence of a student's progress in the University of Arizona School Psychology program. Thus, the portfolio documents a student's comprehensive knowledge and professional competence. The portfolio includes work samples that have been completed throughout the program (e.g., assignments and case reports embedded in courses) and other products that are created specifically for the portfolio (e.g., case reports created during practicum or internship). The portfolio process is designed to meet the following goals:

1. To provide students with a systematic and instructional opportunity to assess their own competencies and progress in the program.
2. To provide students with an opportunity to demonstrate competencies consistent with program goals and expected outcomes.
3. To provide students with an opportunity to reflect on areas in need of further preparation and training.

The portfolio is *not* designed to prove that you have met the academic requirements for a graduate degree or for the school psychologist credential. Completion of course and program requirements is separate from the portfolio process and is verified by the DPS Graduate Program Coordinator and the COE Credential Analyst. Program faculty reserves the right to alter the exact components of each method to correspond with program goals and requirements, as well as requirements from

accreditation bodies. Students will be given sufficient notice of any changes to properly prepare and complete each component.

Portfolio reviews will be conducted for all students in the school psychology program as part of the student evaluation process. Annual reviews will be conducted after portfolio reviews are completed and grades are posted.

Table 3. Portfolio Deadline and Annual Review

	Portfolio	Submit by
YEAR 1	Working Portfolio	At the end of 1 st Year
YEAR 2	Working Portfolio	December of 2 nd Year
YEAR 3	Internship Portfolio	Products due throughout Internship

General Portfolio Guidelines

Portfolios should adhere to the following components/expectations:

- Follow Table of Contents (Appendix A).
- Layout/presentation quality of each product should be clear and easy to read.
- Products should be the document turned into the instructor with edits and revisions, made following instructor feedback, visible through track changes. Original course rubric completed by the instructor must be included for each portfolio piece.
- All identifying information regarding clients should be removed/de-identified from each product.
- Portfolio pieces should represent the best exemplars of your work products from your coursework. You must earn a minimum of 80% (based on class rubric) for each work product and each product should be submitted along with the rubric used to assess it.

Working Portfolio

The working portfolio documents students' progress in the first two years of the program. It includes the following sections (See Table of Contents in Appendix A):

1. Professional Development
2. Field Experiences
3. Core Assignments

Please note that the portfolio builds from year to year; therefore, students may not have all the required experiences expected, when submitting the working portfolio in Years 1 and 2. Students are required to submit materials based on their coursework and experiences at the time of submission. Materials should be updated and added each year. Materials should be electronically submitted to your advisor (and the Working Portfolio Review Committee in Year 1). See Table 3 for specific due dates.

First Year Working Portfolio Review

All students are assigned a committee made up of two school psychology faculty members. The student's advisor serves as the committee chair. Both members, one of whom is the chair, must be present at the oral portion of the 1st year portfolio review.

Students will need to prepare for and be ready to respond orally to questions based on their coursework and portfolio materials, specifically an updated curriculum vitae, a Plan of Study, a transcript and a statement of professional goals and objectives. Two committee members must sign-off indicating their approval at the end of the portfolio review. Students will be provided oral and/or written feedback from faculty members following the portfolio review.

Minimum Coursework

The School Psychology EdS Degree program requires a minimum of 67 graduate credits beyond the Bachelor's degree; a minimum of 55 credits must be completed prior to internship. Students enroll in a minimum of 12 credits of internship. Students typically spend a minimum of three years of study (one of which is a year-long internship) to complete their required coursework. Students are permitted by the Graduate College to petition to transfer up to 12 credit hours. All courses, including transfer courses must have been taken within the 6 years preceding the date a degree is conferred. Often courses taken in the 3 years prior to beginning the program fall in this window. Courses that were previously taken at other institutions are generally accepted for transfer, only when they are equivalent regarding content, rigor, and institutional setting (e.g., department, college, university) with the UA courses that they might replace. Each student's advisor works to clarify issues related to minimum number of course hours and issues pertaining to transfer credits. For course descriptions, see the Academic Catalog (<http://catalog.arizona.edu/>); for the UA course numbering system see the Graduate College website: <https://catalog.arizona.edu/policy/course-numbering-system>

Residency Requirements

The University of Arizona requires two consecutive semesters of full-time academic study (minimum of 9 credits per semester). Graduate assistants, graduate associates, and students on appointment to teaching and research positions at the University of Arizona may satisfy the residency requirement by carrying 6 units for each of four regular semesters provided their full time is devoted to their graduate work and meeting their university employment responsibilities. "In residence" is defined as units offered by The University of Arizona, whether or not they are offered on campus. Enrollment in either Tucson or Chandler-based courses is treated identically for purposes of residency requirements. Specific information can be found at: <https://www.registrar.arizona.edu/residency/general-residency-guidelines>

EdS Comprehensive Examination

Students are required to pass the Educational Specialist Comprehensive Examination to be awarded the EdS degree in school psychology. The Praxis II School Psychologist examination is the EdS Comprehensive Examination. *Students must earn a passing score, using the minimum pass value required by the National Association of School Psychologists.* The minimum passing score at the time this document was prepared was 147, but the minimum score may change over time as determined by the National Association of School Psychologists. Testing deadlines can be found at the Praxis' website at http://www.ets.org/praxis/register/centers_dates/praxisii_deadlines/

It is the policy that if a student fails the UA program's EdS Comprehensive Examination (i.e., the Praxis II examination) twice, they will be terminated from the program. However, a student may appeal to the DPS Department Head to take the exam a third time.

Minimum Academic Grades

Students must maintain a minimum 3.0 cumulative grade point average on all course work in their Plan of Study to graduate. If a student's GPA falls below 3.0, he/she will likely be placed on probation by the Graduate College. In addition, grades of C or lower are unsatisfactory for several key courses in the program (see Chapter 3, "Minimum Course Grades for School Psychology Courses").

EdS School Psychology Internship

The School Psychology internship is a capstone experience designed to help students complete mastery of program-related competencies and refine their school psychology practice skills. Internship programs are selected in collaboration with the academic advisor and approved as acceptable by the Coordinator of Internship or Program Director. In order to receive a grade for their Internship, students must take and pass the written EdS Comprehensive Examination (i.e., Praxis II School Psychologist examination) with a minimum pass score of 147. Students are also required to complete a comprehensive internship portfolio by the last day of classes in the final semester of internship comprised of 5 signature assignments. Details regarding these assignments can be found in the Fieldwork Handbook.

Institutional Recommendation for Arizona School Psychology Certification

The University of Arizona has an agreement with the Arizona Department of Education to provide an Institutional Recommendation (IR) for students who complete a minimum of 1200 hours (at least 600 hours in a school setting) and a completion of a graduate degree. The IR is official documentation that the requirements have been met. In order to request an IR, the student must complete a form at <https://www.coe.arizona.edu/ir/4> and send it to their academic advisor. It is essential that students provide ample time to process the documentation and verify completed requirements. Given that AZ requires that students have been awarded a graduate degree, an IR cannot be issued to students until they have earned their degree. If you fail to complete your IR at the completion of your program, you may be required to submit your credentials directly to the State of AZ Department of Education to obtain your certification. See the Fieldwork Handbook for additional information.

Chapter 3. Additional Information and Policies

Coursework and Grades

Guarantee of 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 the student will complete during the semester. As such, the syllabus specifies particular requirements that must be completed by students in order to receive a grade in the course. Thus, a course syllabus is considered a contract between the professor and student. A professor may change course requirements and grading policies in a syllabus during the semester only if all students in the course agree. However, schedules within the syllabus may be listed as tentative and adjusted based on students' needs.

Obligatory use of APA Style

All papers submitted in any course in the program are expected to conform to the most recent version of style manual of the American Psychological Association (APA). Consequently, students should familiarize themselves with the manual's content and refer to it frequently. The manual can be purchased online: the *Publication Manual of the American Psychological Association, Seventh Edition* (2020) <http://www.apa.org>.

Minimum Course Grades for School Psychology Courses

Professors award grades as follows: A, B, C, D, or E. Other grades for courses include Pass (P) and Superior (S). According to the University of Arizona grading policies, a "C" grade is a passing grade but does not reflect sufficient competence. Therefore, it is the policy of the School Psychology program that a "C" grade in any of the following courses requires that the student repeat the course and receive a grade of A or B to satisfy program requirements.

SERP 517	Behavior Modification and Theory in the Schools
SERP 549	Introduction to School Psychology
SERP 602	Early Childhood Assessment and Intervention
SERP 638	Psychological Consultation and Supervision
SERP 674B	Cognitive Assessment
SERP 677	Personality and Social Emotional Assessment
SERP 679	Educational & Psychological Assessment of Children
SERP 685	Child Behavior Disorders and Adjustment
SERP 686	Child Psychotherapy
SERP 696C	Professional Standards, Ethics, and Issues in School Psychology

A similar policy exists regarding courses S, P, and E grade options. That is, if a student receives an E grade in any of the courses below, then the student must repeat the course and earn a grade of S or P to satisfy program requirements.

SERP 694B	Practicum: School Psychology
SERP 693B	Internship: School Psychology

Grades of "I" (Incomplete)

The grade of "I" for "Incomplete" may be awarded only at the end of the semester when only a minor portion of a course's requirement remain incomplete (see UA Policy at <https://www.registrar.arizona.edu/grades/incomplete-i-grade>). 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. However, students may not enroll in a second semester of a course with an 'I' grade (e.g., practicum/internship). Therefore, students are strongly encouraged to fulfill requirements for courses with an 'I' grade in a timely manner so that they may progress through the program. 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.

Withdrawal from a Course

The School Psychology program uses the Graduate College's policies regarding withdrawal from a course. The following link provides detailed information <https://grad.arizona.edu/policies/enrollment-policies/schedule-changes>

Grade Appeal Procedure

Students with concerns about the grade they receive in a course should first contact the course instructor. If the concerns are not resolved at the instructor level, then the student may opt to contact the program director and then DPS Department Head if the issue is not resolved. If the issue continues to remain unresolved, the student can make a formal grade appeal as described at <http://catalog.arizona.edu/policy/grade-appeal>.

Satisfactory Academic Progress

All students must maintain Satisfactory Academic Progress to continue in the program. If they fail to do so, then Graduate College policies apply <https://grad.arizona.edu/policies/academic-policies/satisfactory-academic-progress>, which may result in dismissal from the program.

Satisfactory Academic Progress is determined by the following:

1. Graduate College GPA requirements (minimum 3.0 GPA) met in all course work included in the student's Plan of Study
2. Grade of B or higher (or S or P in Practicum or Internship courses) in selected courses (see Chapter 3, "Minimum Course Grades for School Psychology Courses")
3. Program-related Assessment Milestones (see Table 1).

Growth Plan & Termination of a Student from the Program

The School Psychology program follows the guidelines of the University of Arizona Graduate College regarding termination of students from the program (see <https://grad.arizona.edu/policies>). The program adopted the College of Education due process procedures in order to monitor students' difficulties and establish a plan for assisting the student with improving performance (Appendix C). Minor concerns will be documented using the Performance Concern Form and Response to Performance Concern Form (Appendix D and Appendix E). Students who are struggling academically or do not meet program competencies will develop a Professional Growth Plan (Appendix F) in consultation with their

academic advisor. When a student demonstrates unsatisfactory progress in the program and does not fulfill the expectations agreed upon in the Professional Growth Plan, the program faculty can recommend the termination of the student from the program to the DPS department head. If the department head endorses the recommendation of the program faculty, the recommendation is then forwarded to the Dean of the Graduate College for review and action.

The primary reason for possible termination is unsatisfactory academic progress and/or a pattern of professional behaviors that do not meet the UA School Psychology Professional Preparation Program Professional Standards (see Appendix G). This includes meeting standards set out by the State of Arizona as well as professional organizations (NASP and APA). In addition, if a student fails the EdS Comprehensive Examination (i.e., Praxis II) twice, they will be terminated from the program unless the student appeals successfully with the DPS Department Head for a third examination.

Discrimination and Anti-harassment Policy

The University of Arizona is an equal opportunity, affirmative action institution. The University does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, or gender identity in its programs and activities. Additional information can be found at: <https://www.titleix.arizona.edu/> The following persons have been designated to handle inquiries regarding the nondiscrimination policies:

Mary Beth Tucker
Interim Associate Vice President of Equity & Title IX Coordinator
Division of Equity, Inclusion, & Title IX
(520) 621-9438

ADA/504 Compliance Officer
Amanda Kraus, Ph. D.,
Assistant Vice President, Campus Life
Executive Director, Disability Resources & ADA/504 Compliance Officer
501 N. Highland Avenue
Phone: (520) 621-6501
akraus@email.arizona.edu

Anyone who believes that they have experienced sexual harassment or discrimination should call the Office of Institutional Equity (OIE). They will be transferred to an individual with expertise in these areas for advice on handling the situation and information on filing a complaint. The University's nondiscrimination and anti-harassment policy can be found here https://www.titleix.arizona.edu/nondiscrimination_and_anti-harassment_policy

Student Grievance Procedure

The Graduate College has a student grievance procedure to ensure that students perceiving unfair treatment have access to a standard mechanism to resolve that grievance. Details of this procedure are found at <https://grad.arizona.edu/policies/academic-policies/grievance-policy>

Confidentiality of Reports of Discrimination

Employees of the Equal Opportunity and Affirmative Action Office, the Dean of Students Office, and responsible administrators receiving reports of discrimination, including harassment, will respect the confidentiality of the information they receive, except where disclosure is required by law or is necessary to facilitate legitimate University processes.

Policy Violations

Except for incidents where both parties to a claim of alleged discrimination or harassment are students, the Equal Opportunity and Affirmative Action Office will investigate allegations of violations of this policy and make appropriate recommendations in accordance with its established procedures. If both the accused and the accuser are students, the Dean of Students Office enforces this policy.

Rights and Responsibilities Regarding Disability Access

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

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 is 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 (Appendix B) 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>.

Professional Expectations

Students are also responsible for adhering to professional expectations from many organizations. These organizations include, but may not be limited to ethical standard from professional associations such as the American Psychological Association and the National Association of School Psychologists, the Arizona Department of Education, the Arizona Board of Regents, the University of Arizona, the College of Education and district policies where fieldwork is being completed. The documents titled Professional Expectations for School Psychology Candidates and School Psychology Professional Preparation Program Standards can be found in the Fieldwork Handbook that is revised annually.

UA Social Media Guidelines

Students are expected to conduct themselves in accordance with UA Social Media Guidelines and any relevant NASP or APA ethical codes. The UA Social Media Guidelines can be located at <http://policy.arizona.edu/employment-human-resources/social-media-guidelines>

Leaves of Absence (LOA)

Academic Leaves

Academic LOAs (i.e., leaves to take course work at another university, for research, field work, internships, professional development, etc.) are handled on a case-by-case basis by the student's department and the Graduate College. School Psychology students considering such leaves should begin with their advisor.

Medical Leaves

With appropriate documentation from a medical provider, graduate students in degree programs may be granted a Medical Leave of Absence by the Dean of the Graduate College. Under extraordinary circumstances, LOAs may be granted retroactively for up to one year. Students will be readmitted without reapplying to the department and the Graduate College. Only when the LOA is approved prior to the beginning of the semester for which the LOA is being sought will students be exempted from fees for that semester. Only academic services or facilities available to the general public can be used during the LOA.

Personal Leaves

Graduate students in degree programs may be granted a Leave of Absence for a maximum of one year throughout the course of their degree program by the Dean of the Graduate College. LOAs may be granted retroactively for up to one year. LOAs are granted on a case-by-case basis for compelling reasons including birth or adoption of a child, personal or family reasons, medical reasons, military duty, or financial hardship. Students will be readmitted without reapplying to the department and the Graduate College at the expiration of the LOA. Only when the LOA is approved prior to the beginning of the semester for which the LOA is being sought will students be exempted from fees for that semester. Only academic services or facilities available to the general public can be used during the LOA.

Leaves of Absence may affect the status of a graduate student's financial aid. Students are responsible for determining the requirements of their funding agency and/or academic unit prior to applying for a Leave of Absence. Failure to obtain a Leave of Absence or remain in continuous enrollment may result in penalties (see for continuous enrollment policy: <https://grad.arizona.edu/policies/enrollment-policies/continuous-enrollment>) policy).

Fingerprint Clearance Card

An identity verified fingerprint clearance (IVP) card is required of program students. It must be provided to the Training Director, or her designee, before a prospective student may matriculate into the program. Information on obtaining the IVP fingerprint clearance card may be found here: <https://new.coe.arizona.edu/academic-advising/fingerprint-clearance-requirement>

Chapter 4. Resources to Help Students Master Program Goals and Commence

Lifelong Learning

The School Psychology program is committed to helping its students master program goals and launch their careers as lifelong learners. This also includes students' transition from undergraduate study and its emphasis on individual course performance, to the rigors of graduate and professional study and its emphasis on mastery of complex and integrated skills and knowledge. For many, the transition signals much greater emphasis on self-directed inquiry and discovering how to access the extensive resources available to all students enrolled in a Research-Intensive university such as the University of Arizona. Faculty members, especially each student's advisor, assist this process. Some of the university-wide and program-specific resources supportive of that process—in all of its intellectual, cultural, professional, personal, and financial aspects—are listed here.

Research and Field Study Resources

University Information Technology Services (UITS)

The University Information and Technology Services (UITS) Lab is located on the 1st floor of the Education Building in Tucson, and is available for use as an electronic classroom equipped with 40 student machines containing the latest software. Computer equipment from the UITS can be borrowed both by faculty and students for making presentations in classes. Further information is available at: <http://oscr.arizona.edu> or (520) 621-6727. Information technology support services can be reached at: <https://it.arizona.edu/service/247-it-support> or at 520-626-8324.

Computer Center (UITS)

The Computer Center (UITS) houses UITS and 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://www.uits.arizona.edu/departments/oscr> or (520) 626-TECH (8324), the UITS 24/7 Helpdesk number.

Main Library

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

Library (College of Law)

The College of Law Library is one of the best legal research facilities in the Southwest, with a collection of over 300,000 volumes. The latest in computer-based legal research is available through LEXIS and

WESTLAW, and there is a computer lab for word processing, computer assisted legal instruction, and research.

Library (University Medical Center)

The Arizona Health Sciences Library (AHS) is a member of the [National Network of Libraries of Medicine](http://nnlm.gov/) (NNLM; <http://nnlm.gov/>). The primary purpose of AHS is to serve the students, faculty, and staff of the University of Arizona's Colleges of Medicine, Nursing, and Pharmacy, as well as University Medical Center. Library collections are also accessible for other members of the University of Arizona community. Research and professional practice articles important to school psychologists may be housed here. The AHS library collection contains 225,195 cataloged volumes, 95,357 monographs, 129,838 journals, micro fiche/files/cards 1799, and 90 computer software(s)/CD-ROM.

Office of the Vice President for Research

The Office of the Vice President for Research processes all sponsored research proposals submitted by the faculty, students, and staff, maintains records of all sponsored research, assists faculty and staff in aspects of proposal preparation, and helps in locating sponsors for research projects. PhD students sometimes assist faculty in this regard. 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; they may also be informative to PhD students. 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.

The School Psychology Assessment Materials Library

The School Psychology Assessment Materials Library has an extensive collection of assessment materials. In Tucson it is managed by the Program Coordinator while in Chandler students will check out materials from the graduate assistant or the program director. Included are measures of intelligence, aptitude, psychomotor abilities, personality, achievement, and neuropsychological functioning. Also available are various software scoring programs (e.g., WISC-V, WPPSI-IV, WAIS-IV, WIJ-IV, KABC-II NU). Materials can be examined in the library or can be checked out. Students may not remove materials from the library without checking them out. Furthermore, it is essential that all test kits remain intact and unaltered. Students should never exchange components from one kit to another; they should never write on test kits, manuals, or on other testing materials. Lost, unreturned, damaged or altered kits will result in replacement costs for students. Such costs are frequently substantial. Additionally, students will receive a grade of 'I' in the course associated with the test kit use until arrangements are made for the replacement of any lost, damaged, or altered kits.

Financial Assistance

The past few years have witnessed increased tuition costs with static or declining financial support for students. The School Psychology program is keenly aware of these realities. There are three important potential sources for EdS students to consider. First, many students choose to find employment. In Tucson many graduate students across campus and, in the EdS School Psychology program, find support

as research assistants (RA), graduate assistants assigned to particular projects or campus centers (GA), graduate teaching assistants (TA). Tucson students almost always independently locate these positions. They do so by inquiring, watching for job postings, checking with their advisor, networking with other students, and remaining scrupulously self-starting and proactive. More information on these positions can be found here: <https://grad.arizona.edu/financial-resources/ua-resources/employment/GA>. Assistantships are rarely available on the Chandler campus given its designation as a Distance Campus. However, the Chandler course sequence is arranged so that most students choose to work full-time from August to May of Year 1; the hope is that this employment helps to defray the cost of school while offering an opportunity to obtain relevant work experience.

Second, extra-university agencies, companies, and schools sometimes offer part-time positions related to psychology. Sometimes the same is true of university units whose positions do not involve RA, GA, or TA tasks.

Third, the Office of Financial Aid is a potential resource for federal Stafford loans, university scholarships, and scholarship and loans from various private foundations. This is true for Chandler and Tucson students. In addition, scholarship funds and tuition waiver funds are available through the Office of the Associate Dean of the Graduate College for students from diverse backgrounds. The University of Arizona has a nationally known program for finding funding opportunities, Scholarship Universe. You can find additional information at <https://financialaid.arizona.edu/scholarshipuniverse>. All graduate students can discuss their financial needs with personnel at the Office of Financial Aid, Administration Building –Room 208, Tucson, AZ 85721. (520) 621-1858 or email at askaid@arizona.edu

Field Experience and Practicum Resources

The program enjoys strong affiliations with numerous public schools, as well as on-campus and off-campus service organizations approved for supervised fieldwork and practicum experiences. These affiliations afford students a range of opportunities to develop skills in consultation, psychotherapy, assessment and diagnosis, and direct intervention under the supervision of certified school psychologists, licensed psychologists, and allied professionals. Consistent with the scholar-practitioner model, students advance toward mastery of program objectives as they work in collaboration among university faculty and community professionals. The program works hard to secure community professionals who model lifelong learning and exemplify professionalism compatible with program objectives. The following sites have recently provided supervision of psychological services to our EdS students:

Tucson Area School Districts

Altar Valley School District
Amphitheater Public Schools
Catalina Foothills School District
Flowing Wells School District
Marana Unified School District
Safford Arizona Public Schools
Sahuarita Unified School District
Sunnyside School District
Tucson Unified School District
Vail Unified School District

Chandler Area School Districts

Balsz Elementary School District

Casa Grande Elementary School District
Chandler Unified School District
Deer Valley Unified School District
Florence Unified School District
Gilbert Public Schools
Higley Unified School District
Isaac Elementary School District
Kyrene Elementary School District

Mesa Public Schools
Paradise Valley School District
Phoenix Elementary School District
Phoenix Union High School District
Tempe Elementary School District

Tempe Union High School District

Student Support Services

Counseling and Psychological Services (CAPS)

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

Life & Work Connections

UA Life and Work Connections provides health and wellness services for the UA community

<https://lifework.arizona.edu/>. This includes assistance with child, adult and elder care. Graduate students may be eligible for child care assistance (<https://lifework.arizona.edu/programs/childcare-choice/student>) and/or sick and back-up childcare assistance (<https://lifework.arizona.edu/programs/sick-and-back-up-childcare>).

Writing Center

The UA Writing Center is part of the Think Tank and resources can be found here <https://thinktank.arizona.edu/writing-center>. Students are able to utilize free drop-in writing support and paid tutoring. The Writing Center also offers workshops and trainings that support students in developing their professional writing skills.

The Strategic Alternative Learning Techniques (SALT) Center

The Strategic Alternative Learning Techniques (SALT) Center is a freestanding, fee-based department within the Division of Campus Life serving students 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. Other services include a "drop-in" SALT Writers Lab or the SALT Math Lab. For details see <https://www.salt.arizona.edu/>

Estimated Program Costs for the First Year of Full-time Study

University tuition and education-related costs vary according to a student's situation. Please use the following links to estimate what it would cost to be a student in the School Psychology EdS program: Estimated cost (<https://grad.arizona.edu/funding/costs>) and registration costs per semester (<http://www.bursar.arizona.edu/students/fees/>)

Students at UA Chandler pay a fixed tuition rate of \$625 per credit (as of Summer 2020). This rate applies regardless of residency status.

General Information for Students Admitted to the Program

Housing

School psychology students may find housing available through a variety of agencies. Applicants are encouraged to apply for housing at their earliest convenience. To obtain campus housing information, visit <http://www.life.arizona.edu/>

Registration

After the student is admitted to the Graduate College, students can register through the Online Registration System: UAccess (<http://uaccess.arizona.edu>) from any Internet enabled computer anywhere in the world. Please see the Office of Curriculum and Registration's instructions on their How to Register for Courses page (<http://www.registrar.arizona.edu/registration/HowToReg/howto.htm>).

In order to utilize UAccess for registration, each student must know their NetID and password. In order to create a NetID, each student will need to know their student identification number, and their personal identification number, both of which are supplied in the Certificates of Admission received from the Graduate College. For additional information concerning registration procedures, consult the latest copy of the Schedule of Classes, which can be obtained via Internet at <http://registrar.arizona.edu/schedules/general.htm>.

Chapter 5. Faculty Members and Their Roles

Faculty members fulfill many important roles for EdS students. This includes academic and clinical advisement, as well as modeling the roles, values, and skills needed for professional practice. A faculty advisor is assigned prior to a student's entry to the program.

School Psychology Faculty

**Jina Yoon, Faculty Chair and Professor (Ph.D., Texas A&M University)
Licensed Psychologist and NCSP.**

Dr. Yoon received her doctorate in School Psychology from Texas A&M University and Master's degree in Early Childhood Special Education from the University of Texas-Austin. Dr. Yoon completed her pre-doctoral psychology internship in Houston Independent School District, TX (APA approved) and her post-doctoral fellowship in Child Clinical at Scott and White Memorial Hospital in College Station, TX. Before joining the faculty at the University of Arizona, Dr. Yoon was a faculty member for 16 years at Wayne State University in Detroit, MI.

Dr. Yoon's research focuses on emotional and social development of children and adolescents and on school environment as an important developmental context, including victimization in school, peer relationships, and teacher-student relationships, with a special emphasis on early intervention and prevention. She has authored a number of peer reviewed articles and book chapters in this area and has conducted large scale projects funded by federal and private sources. She served as an Associate Editor of the Journal of School Psychology (2014-2018) and serves on the editorial boards of School Psychology Review, Journal of School Violence, Journal of Youth and Adolescence, and Korean Journal of School Psychology. Dr. Yoon's teaching interests include developmental psychopathology, child and adolescent psychotherapy, and intervention and prevention sciences. She is currently the director of the Ph.D. program in Tucson.

**Michelle Perfect, Associate Professor (Ph.D., University of Texas-Austin)
Licensed Psychologist and AZ certified school psychologist.**

Dr. Perfect received her B.A. in Psychology and History from Ithaca College (NY), her M.A. in Psychology from New York University, and her PhD in Educational Psychology with a School Psychology Specialization from the University of Texas at Austin in 2004. She completed her pre-doctoral internship in an APA-approved program in Child and Adolescent Psychiatry at the University of Medicine and Dentistry of New Jersey in Newark, NJ. She completed two years of postdoctoral fellowship training. Her first year was a Postdoctoral Fellowship (2004 – 2005) in Pediatric Psychology (including providing services at a school-based mental health clinic) at the University of Texas Medical Branch in Galveston, TX and her second year was a Postdoctoral Fellowship in Health Psychology and Biostatistics at Scott and White Memorial Hospital in Temple, TX.

She has authored and co-authored several publications, conference presentations, and book chapters on children with chronic health conditions or physical disabilities, mental health service delivery, and maltreatment. Her ongoing clinical and research interests include understanding and intervening to improve the mental health and educational functioning of youth who have chronic medical conditions (e.g., diabetes), evidence insufficient sleep duration or other sleep disturbances, or experience adversities (e.g., maltreatment, trauma). She has received funding from the University of Arizona Foundation Faculty Seed Grants Program, Institute for Mental Health Research, and American Diabetes Association. She was the College of Education's 2012 Erasmus Fellow and received the 2013 Smith Junior Faculty Award. Dr. Perfect's current areas of teaching include child development, child psychotherapy, early childhood

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assessment and intervention, and school-community mental health service delivery practicum. Other areas of research and teaching interests include pediatric psychology, child and adolescent mental health, psychopharmacology, childhood maltreatment, and personality assessment.

**Michael L. Sulkowski, Associate Professor (Ph.D., University of Florida)
Licensed Psychologist, NCSP, and AZ Certified School Psychologist.**

Dr. Sulkowski received his B.A. in Psychology and History from Canisius College and his doctorate in School Psychology from the University of Florida in 2011. He completed his pre-doctoral internship in the Louisiana School Psychology Internship Consortium, an APA accredited and APPIC approved internship program based in the Louisiana State University Health Science Center. In 2012, Dr. Sulkowski completed his postdoctoral fellowship in the Rothman Center for Pediatric Neuropsychiatry at the University of South Florida, a specialty center for pediatric research and evidence-based treatment.

Dr. Sulkowski's research program focuses on how risk and resiliency factors influence the academic and psychosocial outcomes of youth who have been victimized, impacted by adverse circumstances such as becoming homeless, or are socially disenfranchised more generally. In addition, Dr. Sulkowski is interested in exploring how environmental and contextual factors influence various outcomes of at-risk youth as well as in efforts to support student mental health, to reduce school violence, and to foster nurturing learning environments for all students.

**Desiree Vega, Associate Professor (Ph.D., Ohio State University)
Licensed Psychologist and NCSP.**

Dr. Vega received her B.A. in Psychology from Binghamton University-State University of New York (SUNY) and both her M.A. and doctorate in School Psychology from The Ohio State University. She completed her pre-doctoral internship in the Omaha Public Schools (OPS) district through the Nebraska Internship Consortium in Professional Psychology, an APA accredited and APPIC approved internship program. Dr. Vega worked as a bilingual school psychologist at OPS from 2010-2013. Prior to joining the faculty at the University of Arizona, she was a faculty member in the School Psychology program at Texas State University from 2013-2016.

Dr. Vega's research focuses on three primary areas: 1) The assessment of culturally and linguistically diverse students, including utilizing best practices and training culturally competent school psychologists; 2) Identification of the significant factors, which contribute to the academic success of African American and Latino youth in the K-12 pipeline (i.e., culturally responsive intervention and instructional practices); and 3) Access to higher education among urban youth, including the role of school psychologists in the transition from high school to college. Dr. Vega also focuses on the training of bilingual school psychologists and served as a co-principal investigator on the U.S. Office of Special Education Programs, U.S. Department of Education, \$1.03 million, 5-year grant at Texas State University.

**Jennifer Kirkpatrick, Assistant Professor of Practice (Ph.D., University of Arizona)
Licensed Psychologist and AZ Certified School Psychologist.**

Dr. Kirkpatrick earned her B.S. in Psychology from the College of William and Mary, her M.S. in Special Education from Syracuse University, and her Ph.D. from the University of Arizona, Department of Educational Psychology. Dr. Kirkpatrick has worked as a school psychologist in Arizona for 13 years in a variety of settings including public schools, public charter schools, and Bureau of Indian Education schools. Prior to becoming a school psychologist, Dr. Kirkpatrick worked as a special education teacher for students with moderate to severe Autism. Dr. Kirkpatrick has served as a Response to Intervention (RTI) specialist, an Arizona Department

of Education RTI coach and trainer, and a Reading First assessment coordinator. She also has an extensive background in the implementation of school-wide, data-based decision making systems. She is currently the program director of the UA -- Tucson Program in School Psychology.

**Marsha Spencer, Assistant Professor of Practice (Ph.D., Arizona State University)
Licensed Psychologist, NCSP, AZ Certified School Psychologist.**

Dr. Spencer received her B.S. in Psychology and Sociology from Iowa State University, her M.A. in Educational Psychology from Arizona State University, and her Ph.D. in Educational Psychology from Arizona State University. She is a Licensed Psychologist in Arizona and a Nationally Certified School Psychologist. Dr. Spencer has worked for the Tempe Elementary School District and Mesa Public Schools as a School Psychologist before and during her time with to the University of Arizona. Dr. Spencer's teaching interests focus on psychoeducational assessment and supervision issues. Beyond teaching graduate students she also works to provide ongoing educational opportunities to practicing school psychologists. She is currently the program director of the UA – Chandler EdS Program in School Psychology.

School Psychology Emeritus Faculty

Richard J. Morris, Professor Emeritus (PhD, Arizona State University)

Dr. Morris retired from the University of Arizona in August 2012 after 42 years of being a professor at both the University of Arizona and Syracuse University. He has been elected to the status of Fellow of the American Psychological Association (APA), Charter Fellow of the American Psychological Society, and Fellow of the American Association on Intellectual and Developmental Disabilities. He is also a licensed psychologist, a past Chair and Board Member of the state of Arizona Board of Psychologist Examiners, and a past Vice-President and Board Member of the National Register of Health Service Providers in Psychology. He currently serves as a member of the Board of Trustees of the American Psychological Association Insurance Trust. In 2006, Dr. Morris received The "Faculty Member of the Year" Award from The Arizona Psychological Association. Dr. Morris has authored or edited 13 books and more than 120 journal articles and book chapters in the areas of behavior disorders, psychotherapy, and ethical and professional issues in the delivery of psychological services. His books include *The Practice of Child Therapy, 4th edition* (with Thomas R. Kratochwill), *Evidence-Based Interventions for Students with Learning and Behavioral Challenges* (with Nancy Mather), and *Disability Research and Policy: Current Perspectives*. Dr. Morris' research interests include: the relationship between disability and juvenile delinquency, legal and ethical issues in the delivery of children's mental health services, and managing childhood aggressive and disruptive behaviors in the classroom.

**David L. Wodrich, Professor Emeritus (PhD, Arizona State University)
ABPP, Arizona Licensed Psychologist, Arizona Certified School Psychologist**

Dr. Wodrich received his Bachelor of Science in Psychology from Northern Arizona University in 1970, and his Ph.D. in School Psychology from Arizona State University in 1975. He also completed postdoctoral work in Clinical Neuropsychology at Phoenix Children's Hospital. He is a certified specialist by the American Board of Psychology (School Psychology), fellow of the American Psychological Association (School Psychology Division), a certified school psychologist, and licensed psychologist (Arizona). Dr. Wodrich's research interests concern the effect of pediatric illnesses on school success, inter-professional relations for students with chronic illness, pediatric school psychology, neuropsychology, and the effect of neurocognitive variables on school achievement. His teaching interests are in the area of psychopathology, applied behavior analysis, psychometric assessment, clinical neuropsychology, and pediatric school psychology.

APPENDIX A: Portfolio Table of Contents



University of Arizona School Psychology Program
EdS PORTFOLIO
Year 1 and Year 2 Working Portfolio

Table of Contents

I. Professional Development

Curriculum Vita

A statement of Professional Goals and Objectives

Plan of Study

Updated UA transcript

Documentation of other professional activities (e.g. conference presentation/attendance)

Current IVP Fingerprint Clearance Card

II. Field Experiences

Eligibility Criteria for Practicum

Practicum Placement Form

Practicum Student Fieldwork Plan

Practicum Student Performance Evaluation Form

Practicum Completion Letters

Practicum hours logs in chronological order

Current Insurance Coverage

III. Core Assignments

- Core Assignment #1: Functional Behavior Assessment (FBA) and Behavioral Intervention Plan (BIP) Case Report
- Core Assignment #2: Consultation Case Report
- Core Assignment #3: Comprehensive Psychoeducational Evaluation Report
- Core Assignment #4: Ethical and Legal Dilemma

Year 3 Internship Portfolio

Table of Contents

I. Professional Development

Curriculum Vita

A statement of Professional Goals and Objectives

Plan of Study

Updated UA transcript

Documentation of other professional activities (e.g. conference presentation/attendance)

Current IVP Fingerprint Clearance Card

II. Field Experiences

Eligibility for Internship

Internship Agreement

Current Insurance Coverage

Internship Plan

Internship Student Performance Evaluation form

Internship Student Self Performance Evaluation form

Internship hours and activities logs in chronological order

III. Core Assignments

- Core Assignment #1: Comprehensive Psychoeducational Evaluation
- Core Assignment #2: Functional Behavior Assessment and Positive Behavior Intervention Plan
- Core Assignment #3: Training presentation
- Core Assignment #4: Social and Life Skills Intervention Case
- Core Assignment #5: Academic Intervention Case

IV. Evidence of Competencies

Praxis Exam Report

Specific Portfolio Guidelines

1. Professional Development Section:
 - a. Curriculum Vita
 - b. Statement of professional goals and objectives
 - (1) Outline specific skill sets/competencies to be accomplished in becoming a certified school psychologist;
 - (2) Indicate how your learning has shaped your model of school psychology practice, based on the theory, research, and practice you have been exposed to, and
 - (3) Describe your personal strengths and challenges in professional and personal development. Avoid simply describing what was learned in each class. Instead, these reflections are a place to reflect on what you have learned in classes and to consider this knowledge in light of your individual professional and personal development, including strengths and challenges in areas such as communication, organizational skills, diversity issues, adaptability, initiative and dependability.
 - c. Plan of Study
 - d. UA transcript
 - e. Document your participation in professional activities including attending conferences/workshops or any posters or conference presentations.
 - f. Current IVP Fingerprint Clearance Card
 - (1) If you are unable to maintain a valid fingerprint card you will not be able to continue in the program.

2. Field Experiences Section
 - a. Include documents related to practicum experiences such eligibility and placement forms, fieldwork plans, performance evaluations, completion letters etc.

3. Core Assignments Section
 - a. Working Portfolio - Four assignments that highlight student mastery of various aspects of school psychology practice. Although most students follow a suggested course sequence, the contents may vary depending on which experiences students have completed.
 - Core Assignment #1: Functional Behavior Assessment (FBA) and Behavioral Intervention Plan (BIP) Case Report and Rubric from SERP 517
 - Core Assignment #2: Consultation Case Report and Rubric from SERP 638
 - Core Assignment #3: Comprehensive Psychoeducational Evaluation Report and Rubric from SERP 694B
 - Core Assignment #4: Ethical and Legal Dilemma and Rubric from SERP 696C

 - b. Internship Portfolio – During internship_students are expected to develop an Internship portfolio based on cases assigned in their internship field experiences. The Internship Portfolio includes five core assignments
 - Core Assignment #1: Comprehensive Psychoeducational Evaluation
 - Core Assignment #2: Functional Behavior Assessment and Positive Behavior Intervention Plan
 - Core Assignment #3: Training presentation
 - Core Assignment #4: Social and Life Skills Intervention Case
 - Core Assignment #5: Academic Intervention Case



APPENDIX B: University of Arizona Code of Academic Integrity

PRINCIPLE

Integrity and ethical behavior are expected of every student in all academic work. This Academic Integrity principle stands for honesty in all class work, and ethical conduct in all labs and clinical assignments. This principle is furthered by the student Code of Conduct and disciplinary procedures established by ABOR Policies 5-308 through 5-404, all provisions of which apply to all University of Arizona students. This Code of Academic Integrity (hereinafter "this Code") is intended to fulfill the requirement imposed by ABOR Policy 5-403.A.4 and otherwise to supplement the Student Code of Conduct as permitted by ABOR Policy 5-308.C.1. This Code of Academic Integrity shall not apply to the Colleges of Law or Medicine, which have their own honor codes and procedures.

For further clarification, please visit the following website:

<https://deanofstudents.arizona.edu/student-rights-responsibilities/academic-integrity>

Additional information related to remote instruction can be found here:

https://deanofstudents.arizona.edu/sites/deanofstudents.arizona.edu/files/Culture_of_Honesty.pdf

PROHIBITED CONDUCT

Students enrolled in academic credit bearing courses are subject to this Code. Conduct prohibited by this Code consists of all forms of academic dishonesty, including, but not limited to:

1. Cheating, fabrication, facilitating academic dishonesty, and plagiarism as set out and defined in the Student Code of Conduct, ABOR Policy 5-308E.6, E.10, and F.1.
2. Submitting an item of academic work that has previously been submitted or simultaneously submitted without fair citation of the original work or authorization by the faculty member supervising the work.
3. Violating required disciplinary and professional ethics rules contained or referenced in the student handbooks (hardcopy or online) of undergraduate or graduate programs, or professional colleges.
4. Violating discipline specific health, safety or ethical requirements to gain any unfair advantage in lab(s) or clinical assignments.
5. Failing to observe rules of academic integrity established by a faculty member for a particular course.
6. Attempting to commit an act prohibited by this Code. Any attempt to commit an act prohibited by these rules shall be subject to sanctions to the same extent as completed acts.
7. Assisting or attempting to assist another to violate this Code.

STUDENT RESPONSIBILITY

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 generally applicable provisions of this Code whether or not faculty members establish special rules of academic integrity for particular classes. Students are not excused from complying with this Code because of faculty members' failure to prevent cheating.

FACULTY RESPONSIBILITY

Faculty members shall foster an expectation of academic integrity and shall notify students of their policy for the submission of academic work that has previously been submitted for academic advancement, as well as any special rules of academic integrity or discipline specific ethics established for a particular class or program (e.g., whether a faculty member permits collaboration on coursework; ethical requirements for lab and clinical assignments; etc.), and make every reasonable effort to avoid situations conducive to infractions of this Code.

STUDENT RIGHTS

Students have the right to a fair consideration of the charges, to see the evidence, and to confidentiality as allowed by law and fairness to other affected persons. Procedures under this Code shall be conducted in a confidential manner, although a student has the right to an advisor in all procedures under this Code. The Dean of Students serves as advisors to students on any questions of process related to this Code.

ACADEMIC INTEGRITY PROCEDURES

I. Faculty-Student Conference

The faculty member of record for the course (i.e., responsible for signing the grade sheet) conducts these procedures and is responsible for ensuring that they are followed. If faculty allege a violation of this Code has occurred they shall make sure that students receive written notice in advance of the conference within a reasonable timeframe, detailed reason for the conference and fair consideration of the charges against them. The faculty member must confer with the student within 15 academic days (hereinafter referred to as "days") of receiving evidence of a suspected violation of this Code, unless good cause is shown for an extension of no more than 30 days. Such an extension must be approved by the Dean of the College. After 15 academic days the faculty member may proceed with imposing decision and sanction for an alleged violation if the student has not responded to reasonable attempts for the conference to take place. If the faculty member has not acted on the alleged violation after 15 academic days, then the student shall not be subject to this code for the alleged violation in question. The faculty member shall confer with the student in private, explain the allegations, present any evidence, and hear the student's response. If more than one student is involved in an incident, separate conferences are recommended but not required. When dealing with students who are unavailable for the conference, students not enrolled in the class, or graduate students, refer to the General Provisions. After the conference the faculty member shall decide, by a preponderance of the evidence, whether or not the student has committed an act prohibited by this Code. "Preponderance of the evidence" means that it is more likely than not that a violation of this Code occurred. If the evidence does not support a finding of a violation, the University will make no record of the incident in any University files. The student may continue in the class without prejudice.

If the evidence supports a finding that the student has engaged in misconduct, the faculty member shall impose sanctions after considering the seriousness of the misconduct, the student's state of mind, and the harm done to the University and to other students. In addition, the faculty member shall consider mitigating and aggravating factors in accordance with the provisions of ABOR Policy 5-308.H. A faculty member may impose any one or a combination of the following sanctions: a written warning, loss of credit for the work involved, reduction in grade, notation of the violation(s) on the student's transcript, a failing grade in the course, or revocation of a student's degree. The faculty member may also impose a sanction of suspension or expulsion from the program, department, college, or University. When appropriate faculty members may also assign students to participate in educational sanctions that address the violation of this Code. If the faculty member assigns a notation on the transcript, suspension or expulsion from the University or revocation of a degree as a sanction, the student is automatically granted an appeal to the Dean of the

College. Within 10 days of the conference, the faculty member shall prepare a written decision outlining the charges, evidence, findings, conclusions and sanctions imposed. The faculty member should use the standard form entitled "Record of Faculty-Student Conference," and furnish copies to the student (as provided in the "Notice" section under General Provisions) and to all others as noted on the form, including the Dean of Students Office. When possible, the faculty member should have the student sign the "Record of Faculty-Student Conference." See the General Provisions section for Grade before Appeals.

II. Additional Sanctions for Multiple Violations

Multiple violations of this Code may subject students to additional sanctions, including suspension or expulsion at the discretion of the Academic Dean or his/her designee. Upon receiving the Record of Faculty-Student Conference, the Dean of Students Office will notify the student and the Academic Dean of the existence of multiple violations. The Academic Dean will decide within 20 days if any additional sanctions are to be imposed on the student as a result of multiple violations. The Academic Dean shall not revisit the decisions made in previous violations of the Code. The Academic Dean will notify the student, the Dean of Students Office and the Dean of the College where the violation occurred as provided in the "Notice" section under General Provisions within 20 days of receipt of notice of multiple violations from the Dean of Students Office in writing of any additional sanctions and related information. The Academic Dean should use the form entitled "Sanctions for Multiple Violations," and outline the findings and conclusions supporting his/her decision for any additional sanctions. Except in cases where the sanction for multiple violation results in suspension or expulsion from the University, a notation on the student's transcript or revocation of a student's degree the additional sanctions imposed by the Academic Dean for multiple violations of this Code shall be final. If the case is appealed as set forth below, the Academic Dean will present the case for the additional sanction.

III. Appeal to Dean of the College

The student may appeal the faculty member's decision and sanctions to the Dean of the College or his/her designee. The student shall deliver the form entitled "Request for Appeal of the Code of Academic Integrity" to the Dean of the College within 10 days of the date on which the "Record of Faculty-Student Conference" is postmarked electronically or via postal mail. The Dean of the College may extend this filing period if the student shows good cause for the extension. If a student does not appeal within the time provided, the decision and sanctions of the faculty member will be final.

Within 15 days of receiving the appeal, the Dean of the College shall schedule the appeal hearing for this specific case only. The appeal hearing must be concluded within 30 days of receiving the appeal. Upon appeal, the Dean of the College shall review the faculty member's decision, sanctions and supporting evidence, and any evidence provided by the student, and shall confer with the faculty member and the student. The Dean of the College shall have the authority to uphold, modify, or overturn the faculty member's decision and sanctions. If the Dean of the College finds:

1. that the conclusion of a violation is not supported by the evidence, then he/she shall render a finding of no violation and that the sanction(s) imposed be overturned.
2. that the conclusion of a violation is supported by the evidence and the sanction imposed is appropriate, then he/she shall uphold the faculty member's decision and sanction(s).
3. that the conclusion of a violation is supported by the evidence, and the sanction(s) imposed are inadequate or excessive, then he/she shall modify the sanction(s) as appropriate.

The Dean of the College shall notify the student, the faculty member and the Dean of Students in writing of his/her decision as provided in the "Notice" section under General Provisions. The Dean of the College should use the form entitled "Record of Appeal to Dean of the College" for this purpose. If the Dean of the College decides no violation occurred, all reference to the charge shall be removed from the student's

University records, and the student may continue in the class without prejudice. If the semester has ended prior to the conclusion of the appeal process, the faculty member shall calculate the grade without the sanction. If work was not completed due to the academic integrity allegation, the faculty member and the student shall confer and a grade of "I" shall be assigned. If a grade of "I" is assigned, the student shall have the opportunity to complete any remaining work without prejudice within the timeframe set forth in the student's academic catalog.

If the alleged academic integrity violation and subsequent appeal process continues past a student's graduation date, the Dean of the College should make every reasonable attempt to hear the appeal in an expedited manner. If the Dean of the College is unable to hear the appeal in an expedited manner the Vice President for Instruction will hear the appeal according to the procedures set forth above.

IV. Interim Action

1. The Dean of the College involved may suspend the student from one or more classes, clinics or labs for an interim period prior to resolution of the academic integrity proceeding if the Dean of the College believes that the information supporting the allegations of academic misconduct is reliable and determines that the continued presence of the student in classes or class-related activities poses a significant threat to any person or property.
2. The Dean of the College must provide a written notice of the interim suspension to the student, with a copy to the Provost and the Dean of Students Office. The interim suspension will become effective immediately on the date of the written notice.
3. A student who is suspended for an interim period may request a meeting with the Provost or his/her designee to review the Dean of the College's decision and to respond to the allegations that he or she poses a threat, by making a written request to the Provost for a meeting. The Provost or his/her designee will schedule the meeting no later than five (5) days following receipt of the written request and decide whether the reasons for imposing the interim suspension are supported by the evidence.
4. The interim suspension will remain in effect until a final decision has been made on the pending academic misconduct charges or until the Provost, or his/her designee, determines that the reasons for imposing the interim suspension no longer exist or are not supported by the available evidence.

V. Appeal to University Hearing Board

The student may appeal to a University Hearing Board any decision of the Dean of the College or the Academic Dean that imposes suspension or expulsion from the University, provides for a notation on the student's transcript, or revokes a student's degree. The student may also appeal to a University Hearing Board if the Dean of the College failed to act on a request for an appeal of a faculty member's decision within the 30 day period. The Dean of the College may grant the student the option to appeal to a University Hearing Board if the sanction of a failing grade is imposed and the Dean of the College believes reasonable persons would disagree on whether a violation occurred. The appeal must be filed within 10 days from receipt of the decision or the Dean of the College's failure to act, by providing written notice of appeal to the Dean of Students Office. The student should use the form entitled "Request for Appeal to a University Hearing Board" for this purpose. If a student does not appeal within the time allowed, the most recent decision of record shall become final. The University Hearing Board shall follow the procedures set forth in ABOR Policy 5-403.D with the following modifications:

1. The Hearing Board shall be composed of three faculty members and two students and shall convene within 30 days of the time the student files the appeal.
2. Wherever the term Vice President of Student Affairs appears, it shall be replaced with Senior Vice President for Academic Affairs/Provost. The Provost is empowered to change grades and the Registrar shall accept the Provost's decision. The Provost shall also notify the parties of the final decision. The Provost may designate a Vice Provost or other Vice President to act on his/her behalf.
3. Wherever the Dean of Students is indicated as presenting evidence or witnesses, it shall be replaced with the faculty member who made the charges or his/her representative. Additionally, the Academic Dean or designee may also present evidence to support sanctions for multiple violations.
4. The student may be assisted throughout the proceedings by an advisor or may be represented by an attorney. If the student is represented by an attorney, the faculty member may also be represented by an attorney selected by the University's Office of the General Counsel.
5. The faculty member has the same right as students to challenge the selection of any Board member, as noted in the Student Disciplinary Procedures (5-403.D.3.f).
6. The Board may, in its recommendation, address any egregious violations of process.
7. Sanctions for multiple violations will be recommended and presented to the Board by the Academic Dean or his/ her designee.

GENERAL PROVISIONS

Academic Days

"Academic Days" are the days in which school is in session during the regular fall and spring semesters, excluding weekends and holidays. If possible, Faculty-Student Conferences and appeals may be heard during the summer or winter break. The Dean of the College or Dean of Students may extend these time limits when serving the interests of a fair consideration or for good cause shown. Alleged violations of the Code during Pre-Session, Summer Sessions, or Winter Session shall proceed according to the timeline for the faculty-student conference set forth above. Appeals from an alleged violation during Pre-Session, Summer Sessions, or Winter Session shall proceed at the availability of the Dean of the College or if unavailable, the Dean's designee.

If the appeal process cannot proceed during Pre-Session, Summer Sessions, or Winter Sessions the student shall continue in the class without prejudice and the timeline for the appeal process shall continue at the start of the next regular fall or spring semester. Appeals involving a student who has graduated shall follow the expedited process set forth above.

Academic Dean

The Academic Dean is the Dean of the academic college where the student's major is housed. In the case of dual degree students, the Dean of the student's primary major college will hear the appeal.

Under this Code, the Academic Dean may designate another member of the college administration to act on his/her behalf.

Advisor

An individual selected by the student to advise him/her. The advisor may be a faculty or staff member, student, attorney, parent or other representative of the student. The student will be responsible for any fees charged by the advisor. The advisor may confer with the student during any proceedings provided by this Code, but may only speak during a University Hearing Board. The advisor may be dismissed from the hearing if University Hearing Board Chairperson finds that the advisor is disruptive. If the advisor is dismissed from the meeting, the student has the right to end the meeting and reschedule when a new advisor can be present.

Dean of the College

The Dean of the College is the Dean of the faculty member's academic college where the alleged violation occurred. In the cases where the alleged violation is initiated by the Graduate College or the Honors College, the Deans of those Colleges will hear the appropriate appeal. Under this Code, the Dean of the College may designate another member of the college administration to act on his/her behalf.

Dean of Students

The Dean of Students serves as administrators of this Code and advisors to students and faculty when questions of process are raised by either party.

Grade Before Appeals

Students must be allowed to continue in class without prejudice until all unexpired or pending appeals are completed. If the semester ends before all appeals are concluded, a grade of "I" shall be recorded until appeals are completed.

Graduate Students

In cases involving graduate students, faculty shall follow the procedures outlined for undergraduate students except that in all cases where the student is found to have violated this Code, the faculty member (and in the case of appeals, the Dean of the College or Hearing Board) shall notify the Associate Dean of the Graduate College.

Notice

Whenever notice is required in these procedures it shall be written notice delivered by hand or by other means that provides for verification of delivery including email delivery to a secure University email account

Record

Whenever a sanction is imposed, the sanction and the rationale shall be recorded in the student's academic file as appropriate. It is recommended that the forms entitled "Record of Faculty-Student Conference" and "Record of Appeal to Dean of the College" be used. These forms are available from the Dean of Students Office website.

Rights and Responsibilities of Witnesses

Witnesses from within the University community are expected to cooperate in any proceedings under this Code. The privacy of a witness shall be protected to the extent allowed by law and with consideration to fairness to the students charged and other affected persons. Retaliation of any kind against witnesses is prohibited and shall be treated as a violation of the Student Code of Conduct or of other applicable University rules.

Students or Faculty Not Available For Conference

In cases where the student is not available, e.g., out of the area after final exams, the faculty member shall make every reasonable effort to contact the student through personal contact, telephone, University email, or mail to inform the student of the charges. If the faculty member is able to contact the student, the Faculty-Student Conference shall be scheduled as soon as both parties are available, e.g., at the beginning of the next semester. The student shall be given the grade of Incomplete until the conference is held. If either of the parties will not be available for an extended period, the Faculty-Student Conference shall be held via telephone. If after several efforts, contact cannot be established, the faculty member may impose sanctions but must send a letter or copy of the "Record of Faculty-Student Conference" form via certified return receipt requested mail to the student's last permanent address outlining the charges, findings, conclusions and sanctions.

Students Not In Class

If students not enrolled in the class are involved in a violation of this Code, faculty shall file a Student Code of Conduct complaint with the Dean of Students Office.

Role of the Department Head

Academic Department Heads serve a consultative role for faculty members working with matters of academic integrity since Department Heads are not part of the appeal process

APPENDIX C: UA School Psychology Performance Concern Process

UA School Psychology Performance Concern Process

Orientation:

- Student given copy of *UA School Psychology Professional Standards*, with links to all applicable professional standards.
- Student signs *UA School Psychology Professional Standards* indicating understanding of the standards and the consequences for failing to meet them.

Concern is Initiated:

- May be initiated by UA Instructor, UA Staff, University Supervisor, Fieldwork Supervisor
- Concern may be submitted to the Program Director via phone call or email, but will subsequently be detailed via a *Performance Concern Form*

Minor Performance Concerns:

- Program Director meets with student to discuss the alleged concern and proposed remediation
- A *Response to Concern Form* is prepared and shared with student and relevant personnel

If the issue persists, student may be placed on a Professional Growth Plan

Major Performance Concerns:

- Program Director prepares a *Professional Growth Plan (PGP)* which outlines the alleged concerns, specifies the expectations which must be met and the support to be provided, as well as potential consequences for the student should it be deemed at a later date that the expectations have not been met
- Program Director convenes a Professional Growth Team to support the student
- Director and Team hold an initial meeting with student to discuss, sign and initiate the PGP.
- Director and Team hold a subsequent meeting to determine if expectations have been met.

If the student has not met the PGP expectations, the Program Director determines the appropriate consequence.

Alleged Conduct Violations:

- When circumstances warrant it, a student may be immediately removed from the field placement pending review.
- For alleged violations of ABOR Student Code of Conduct, the UA Code of Academic Integrity, the UA Professional Expectations for School Psychology Candidates, and/or the Arizona State Board of Education Professional Practices for Certificate Holders, Program Director conducts an appropriate review of the circumstances.
- Pending review, the student may be referred to the [Dean of Students Office](#).

Possible Consequences:

- Withdraws from course. Placed on PGP. Allowed to re-take course in future.
- Fails course (as determined by instructor). Placed on PGP. Allowed to re-take course in future.
- Withdrawn from program. Must petition for readmission.
- Dismissed from program.

* All appeals follow the process outlined at: <https://catalog.arizona.edu/policy/grade-appeal>

**APPENDIX D: UA School Psychology Professional Preparation Programs
Performance Concern Form**

Student Name:

College:

Program:

CONCERNS *(Summarize the events/circumstances that necessitated this referral)*

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

Submitted by:

Date:

Position/Title:

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

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

**APPENDIX E: UA School Psychology Professional Preparation Programs
Response to Concern Form**

Student Name:

College:

Program:

Met with student on:

Summary of concerns that were discussed:

Next steps:

Director:

Date:

Student signature if needed:

Date:

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

**APPENDIX F: UA School Psychology Professional Preparation Programs
Professional Growth Plan**

UA School Psychology Program
PROFESSIONAL GROWTH PLAN

Student Name:

Date:

College and Program:

Professional Growth Team Members:

STRENGTHS *(Optional)*

CONCERNS *(Summarize any events/circumstances that necessitated the creation of this growth plan.)*

Standards/Areas of Concern	Changes & Expectations
Learning Environment	
Measures	
Support	
Planning and Preparation	
Measures	
Support	
Instruction and Assessment	
Measures	
Support	
Professionalism and Growth	
Measures	
Support	

Behavior and Academic Standards (as delineated in the UA TPP Professional Standards document)	
Measures	
Support	

In order to successfully meet the expectations stated in this professional growth plan, the student must satisfactorily fulfill the terms of the plan set forth in the measures portion of the instrument.

Action to meet the measures will begin on the date of this conference by the student and the Professional Growth Team members.

A subsequent meeting will be conducted with the student and Professional Growth Team Members to assess the student's progress with regard to the expectations listed in this document and to ascertain if more or different support is warranted. This meeting is scheduled for _____. At any time prior to or after that meeting, if any of the members of the Professional Growth Team feel that the student is not fulfilling all responsibilities or is unable to meet the expectations required by this document, a meeting will be called to discuss options for the future. The options may include but are not limited to:

- removal from course or clinical placement
- a failing grade in course (as determined by the course instructor)
- withdrawal from the teacher preparation program with the right to petition for re-admission*
- dismissal from the teacher preparation program

*If a petition is not submitted or is denied, the student will not continue in the program and, as a result, will not be recommended for certification.

SIGNATURES

Professional Growth team member name & role

Signature

Date

Professional Growth team member name & role

Signature

Date

Professional Growth team member name & role

Signature

Date

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

Student Signature

Date

Subsequent Professional Growth Plan (PGP) Meeting Notes

Student Name:	
Meeting Date:	
Professional Growth Team Members Present:	
Description of Progress Made:	
Steps Still Needed for PGP to be completed:	
Next Meeting, if needed, Planned for:	
Additional Notes:	

SIGNATURES

Professional Growth team member name & role

Signature

Date

Professional Growth team member name & role

Signature

Date

Professional Growth team member name & role

Signature

Date

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

Student Signature

Date

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

Program Director Signature

Date

APPENDIX G: UA School Psychology Professional Preparation Programs Professional Standards

The University of Arizona has a responsibility to the educational community to ensure that individuals who are recommended to the State of Arizona for school psychology certification merit acceptance into the school psychology profession. As a student in a University of Arizona school psychology preparation program, you are expected to meet a number of professional standards, policies and requirements.

Academic Standards

The University of Arizona School Psychology program follows the NASP and APA standards for professional preparation.

- NASP Standards for Professional Preparation of School Psychologists (<https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted>)
- APA Standards of Accreditation (<https://www.apa.org/ed/accreditation/about/policies/standards-of-accreditation.pdf>).

The University of Arizona School Psychology program has aligned their curricula and assessments to these standards. Throughout your school psychology preparation program, there will be a series of benchmark assignments, including the capstone experience of internship, to assess your progress towards meeting them.

Behavior Standards

You are expected to behave professionally during the program, both as a student and a school psychology trainee, while on the UA campus and school district/field experience campuses. There are three categories of behavior standards to which you must adhere:

- Professional Standards
 - NASP Principals for Professional Ethics (<https://www.nasponline.org/standards-and-certification/professional-ethics>)
 - APA Ethical Principles of Psychologists and Code of Conduct (<https://www.apa.org/ethics/code/>)
- State of Arizona Standards:
 - *Arizona State Board of Education Professional Practices for Certificate Holders* (Appendix S)
- University of Arizona Standards:
 - *ABOR Student Code of Conduct* (<https://public.azregents.edu/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf>)
 - *Threatening Behavior Policy* (<http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>)
 - *Non-Discrimination and Anti-Harassment Policy* (<http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>)

- *Code of Academic Integrity* (<http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity>)
- *Professional Expectations for UA School Psychology Candidates* (Appendix T).
- School District Standards:
 - District codes of conduct for faculty and staff

Knowledge of the Standards

You are required to review the aforementioned academic and behavior standards:

- The NASP and APA Standards are available at the links provided above.
- Copies of the *Arizona State Board of Education Professional Practices for Certificate Holders* will be distributed and discussed at the outset of the program.
- The University of Arizona standards for behavior (ABOR Student Code of Conduct, Threatening Behavior Policy, Non-Discrimination and Anti-Harassment Policy, Code of Academic Integrity) are available at the links provided above.
- The *Professional Expectations for UA School Psychology Candidates* will be distributed and discussed at the outset of the program and can be located in Appendix T.
- School District codes of conduct for faculty and staff must be obtained from your assigned school or district.

Adherence to Standards

Successful completion of the school psychology preparation program is dependent upon a student's ability to meet the academic and behavior standards. If a student's performance raises concerns about their ability to successfully complete the program, university or field-based professional educators in the program may initiate a *Performance Concern Form*. Depending on the seriousness of the issue, the student may be placed on a *Professional Growth Plan*, which identifies the steps for remediation, provides support, and establishes expectations that must be met. Possible consequences for not meeting the expectations in the *Professional Growth Plan* include removal from a course or clinical placement, a failing grade in a course, withdrawal from the school psychology preparation program with the right to petition for readmission, or dismissal from the school psychology preparation program. It is important to note that alleged violations of the ABOR Student Code of Conduct or the Code of Academic Integrity may lead to immediate removal from a course or field placement pending review. Alleged violations of the ABOR Student Code of Conduct will also be referred to the UA Dean of Students Office.