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Arizona's First University.

**School Psychology Program  
Ed.S. Student Handbook**

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

**2016-2017**

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# Chapter 1

## Overview, Philosophy, and Goals of the School Psychology EdS Program at the University of Arizona

### Purpose of the Handbook and Students' Obligation

This handbook is prepared for students admitted into the EdS program in School Psychology in Tucson and Chandler. Program applicants can find admission requirements and procedures at [coe.arizona.edu/dps/apply](http://coe.arizona.edu/dps/apply). Although constructed for students, University of Arizona faculty frequently consults 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 in School Psychology at the University of Arizona. Consequently, the 2016-2017 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 2016-2017 EdS cohort complies with policies contained herein; it is not bound to prior policies. Similarly, the 2016-2017 EdS cohort is not obliged to comply with policy changes that might appear in subsequent Handbook iterations. 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 latter requirements apply. Critically, students are obliged to familiarize themselves with the contents of this Handbook and with Graduate College policies ([grad.arizona.edu/](http://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/](http://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 is also a Land Grant university and a member of the prestigious Association of American Universities. 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 Goals and Objectives 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 training goals (listed below). These goals 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.

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

**Goal #2:** Prepare students to utilize a problem solving approach in working with children and adolescents.

**Goal #3:** Prepare graduates to be life-long learners who are skilled in the interface between science, theory, and practice.

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

**Goal #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.

The program also monitors its students regarding mastery of standards created by the National Association of School Psychologists (NASP). These ten training standards, coupled with their sub-elements, indicate the array of skills and knowledge necessary for the effective and ethical practice of school psychology. Students are able to click on the headings below to be connected to further NASP resources.

## **NASP Domains of Practice**

### ***Practices That Permeate All Aspects of Service Delivery***

**Domain 1: Data-Based Decision Making and Accountability** *School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.*

**Domain 2: Consultation and Collaboration** *School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.*

### ***Direct and Indirect Services for Children, Families, and Schools***

#### **Student-Level Services**

**Domain 3: Interventions and Instructional Support to Develop Academic Skills** *School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.*

**Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills** *School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.*

#### **Systems-Level Services**

**Domain 5: School-Wide Practices to Promote Learning** *School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.*

**Domain 6: Preventive and Responsive Services** *School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.*

**Domain 7: Family–School Collaboration Services** *School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.*

#### **Foundations of School Psychological Service Delivery**

**Domain 8: Diversity in Development and Learning** *School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.*

**Domain 9: Research and Program Evaluation** *School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.*

**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.*

### **The Importance of Goals and Their Measurement 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, two additional key program aspects are relevant: the EdS Qualifying Examination and the EdS Comprehensive Examination.

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. Additionally, students maintain a portfolio while enrolled. The portfolio is reviewed in conjunction with the annual student evaluation when possible. 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. Student's 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 familiarize him/herself 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 Earning 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. These are presented in a tabular form (see Table 1), as well as in the text that comprises this chapter.

#### Plan of Study

Students must prepare, and have approved, a plan of study. Table 2 below indicates required courses. The student and the members of his/her committee and/or advisor file the approved program of study using the form found online at [grad.arizona.edu/current-students/forms](http://grad.arizona.edu/current-students/forms). The program's EdS curriculum was developed with three objectives in mind. First, the program's curriculum permits students to complete requirements for certification in school psychology required by the Arizona Department of Education. Second, it facilitates graduates ability to seek the Nationally Certified School Psychologist (NCSP) credential offered by the National Association of School Psychologists. Third, by accessing elective and independent study courses, students' plans of study 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 only offered at the UA-Tucson Campus. 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 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 appendices during their first year in the program and recurrently as they approach these two key classes. ***The Practicum and Internship forms provided in the Appendices are only samples.*** The forms students use will correspond with the year that they participate in their practicum/intern experience. This ensures that the fieldwork meets the most current standards of practice dictated by NASP/APA. Students should discuss the importance of and their emerging preparedness for School Psychology Practicum and School Psychology Internship with their advisor and the Coordinator of Internship repeatedly during their enrollment in the EdS program.

**Table 1****Comprehensive List of School Psychology EdS Program Requirements**

<b>Required Task</b>	<b>Handbook description and details</b>	<b>Approved by</b>	<b>Required Form</b>	<b>Suggested Completion Date</b>
Plan of Study	Page 8	Committee	Gradpath	Qualifying Exam Meeting
EdS Qualifying Examination	Page 9	Committee	Student Forms	Tucson: End of 1 <sup>st</sup> year Chandler: Fall Year 2
Minimum Required Coursework for EdS program	Page 10	Advisor/ Graduate College	N/A	End of 2nd Year
Residency Requirement	Page 13	Advisor	N/A	NA
EdS Comprehensive Examination: PRAXIS	Page 13	Committee	Student Forms	First Semester of 3 <sup>rd</sup> Year
Minimum Academic Grades	Pages 13 & 15			NA
EdS School Psychology Internship	Page 13	-Advisor -Internship Coordinator and Supervisor	Various sample forms in Appendices	End of 3 <sup>rd</sup> year

**Ed.S. 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. Thus, coursework should not be included in the portfolio unless it is directly related to the fieldwork standards and provides data regarding your effectiveness as a school psychologist (e.g., behavior intervention plan). 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 at the same time as portfolio reviews.

Table 2. Portfolio Deadline and Annual Review

	Portfolio	Submit by	Annual Review
YEAR 1	Working Portfolio	Second Friday in April	x
YEAR 2	Working Portfolio	Last Friday in April	x
YEAR 3	Internship Portfolio	Last Friday in April	x

### General Portfolio Guidelines

Portfolios should adhere to the following components/expectations:

- Clearly labeled Table of Contents (Follow Appendix B)
- Layout/presentation quality of each product should be clear and easy to read
- Products should be free of spelling/grammatical errors and instructor comments
- All identifying information regarding clients should be removed/de-identified from each product
- Portfolio pieces should represent the best exemplars of your work and should be selected with input from your faculty adviser.

### 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 B):

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 Qualifying Exam Committee in Year 1). See Table 2 for specific due dates.

### **EdS Qualifying Examination**

All students must pass the EdS Qualifying Examination in route to earning their degree. Prior to sitting for the EdS Qualifying Examination, students select a committee made up of a minimum of two school psychology faculty members. The student's advisor serves as the committee chair and one of the two committee members must be either a tenured or tenure-track faculty member. A third committee member may be selected with approval of the committee chair. Working with his/her committee, the student schedules a time for the Qualifying Examination and provides all committee members with their year 1 portfolio at least two weeks in advance of the meeting. At least two committee members, one of whom is the chair, must be present at the oral portion of the Qualifying Examination.

Students will need to prepare for and be ready to respond orally to questions based on their portfolio materials. Two Qualifying Examination committee members must sign-off indicating their approval at

the end of the Qualifying Examination. Students will be provided oral and/or written feedback from faculty members following the Qualifying Examination. Students on the Tucson campus typically complete the EdS Qualifying Examination toward the end of their 2<sup>nd</sup> semester in the program. Students at UA Chandler typically complete the EdS Qualifying Examination toward the end of Fall semester Year 2. The school psychology faculty will provide advance notice of the Qualifying Examination schedule to students.

### **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, which 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 to petition to transfer courses into their UA Plan of Study from another university. Courses from 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 course that they might replace. In addition, for courses taken more than three years prior to admission, program faculty members typically require that the course is repeated or that the student take a proficiency examination. Once studies are initiated in the UA EdS program, students are expected to complete all course work at the University of Arizona. That is, program students are not typically permitted to matriculate at another university while a program student and then apply non-UA course work to fulfillment of program requirements. 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://grad.arizona.edu/academics/course-listing-and-numbering>.

**Table 3**  
**Program of Study**

<b>EdS Program of Study</b>	<b>credits</b>
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
<b>Total</b>	<b>67</b>

## **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.

## **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 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 on the National Association of School Psychologists (NASP) Nationally Certified School Psychologist (NCSP) Praxis II examination.* 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. More information can be found at the University of Arizona Testing Office website at <http://www.testing.arizona.edu/tests.php>. Testing deadlines can be found at the Praxis' website at [http://www.ets.org/praxis/register/centers\\_dates/praxisii\\_deadlines/](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, she/he 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. 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. In order to receive a grade for their Internship, students must take and pass the written EdS Comprehensive Examination (i.e., Praxis II examination) with a minimum pass score of 147. Students are also required to submit a comprehensive internship portfolio at the completion of internship, highlighting 5 key signature assignments. Details regarding this assignment will be provided during the internship course.

UA EdS students can fulfill internship requirements in the following ways (1) full-time work (40 hours weekly) at an internship program within a school district for one academic year (minimum of 1200 hours), or (2) half-time (20 hours weekly) at an internship program in a school district over a maximum

of two years (minimum of 1200 hours over the two year period). Students must register for the School Psychology Internship Course each semester that they are on internship.

Students are encouraged to consult with their UA Coordinator of Internship well in advance of the internship application deadlines. Most internship programs in school districts require applications to be submitted at least five months prior to the beginning of the internship. The internship experience must be approved by the Coordinator of Internship upon submission of an Internship Plan and he/she must have completed all tasks listed in Appendix G. Documentation is provided to the Coordinator of Internship.

As most contracts extend past the University deadline, the Graduate College has established the following procedures. The names of all students who have completed the internship course requirements, but are still classified as interns per their contract, will be submitted to the Graduate College at the beginning of the semester for which they plan to graduate. Most applicants will be awarded a Spring degree that will be held until students have completed their final contracted day and turned in their final program documentation. This policy enables students to receive a Spring diploma and apply for certification. Please note the Graduate College will make all final determinations.

### **Institutional Recommendation**

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 at least a master's degree. The IR is an 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 [olgutier@email.arizona.edu](mailto:olgutier@email.arizona.edu) For further questions, please contact Letty Gutierrez, the Certification Officer in the College of Education (or her designee). 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 at least a master's degree, an IR cannot be issued to specialist-level students until they have earned their degree.

## 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 to cover course content 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, Sixth Edition (2010)* <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 Satisfactory (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 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 he/she 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 a course's requirement remain incomplete. Students should make arrangements with the instructor to receive an incomplete grade *before* the last day of classes in a semester. Students have a maximum of one calendar year to remove an Incomplete. Incomplete grades are not included in the calculation of the grade-point average until one year from the date of the award. An Incomplete not removed within one year is replaced by a failing grade of "E" and counted as an "E" in determining the grade-point average. If there is a possibility that the student's cumulative grade-point average will fall below 3.00 through the conversion of 'Incomplete' grades to failing grades, a student will not be permitted to graduate.

### **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 <http://grad.arizona.edu/academics/policies/grading-policies>.

### **Grade Appeal Procedure**

Students having 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 Director of the School Psychology program, DPS Department Head, or follow a formal grade appeal procedure as described at <http://grad.arizona.edu/academics/policies/grading-policies>.

## **Discrimination 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 <http://grad.arizona.edu/academics/policies/grading-policies>.

### **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. The following persons have been designated to handle inquiries regarding the nondiscrimination policies:

Title IX Officer

Mary Beth Tucker

Director, Office of Institutional Equity

University Services Building, Room 217

Phone (520) 621-9438

ADA/504 Compliance Officer

Celina Ramirez

Director, Disability Resource Center

1224 E. Lowell Street

Phone (520) 626-4687; TTY (520) 621-3268

Anyone who believes that she or he has experienced sexual harassment or discrimination should call the Office of Institutional Equity (OIE). She or he 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:

[policy.arizona.edu/sites/default/files/Nondiscrimination.pdf](http://policy.arizona.edu/sites/default/files/Nondiscrimination.pdf)

### **General Guidelines**

#### **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 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>.

### **Satisfactory Academic Progress**

All students must maintain Satisfactory Academic Progress to continue in the program. If they fail to do so, then Graduate Policies apply <http://grad.arizona.edu/node/527>, which may eventuate in dismissal from the program.

Satisfactory Academic Progress is appraised in three ways: 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”), and 3. Program-related Assessment Milestones (see Table 4 below).

**Table 4**

<b>Milestone</b>	<b>Date of completion to evidence Satisfactory Academic Progress</b>
EdS Qualifying Examination	End of 2 <sup>nd</sup> semester in program - Tucson; End of Fall semester Year 2 - Chandler
EdS Internship	End of 6 <sup>th</sup> semester in program
EdS Internship Portfolio	End of 6 <sup>th</sup> semester in program

### **Students’ 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 [Continuous Enrollment](#) policy).

## Student Surveys

The School Psychology program annually surveys its graduates and current students to obtain their opinions, perceptions, and recommendations about changes and modifications in the curriculum, policies, and governance practices. In addition, the program uses these forms to obtain information about students' status in the program and maintain updated student records. In doing so, it follows FERPA guidelines. The faculty also reviews Praxis scores to determine in what sections students appear to have gained mastery of content, in addition to areas where additional coursework or content may be supplemented to improve student knowledge and understanding of related topics.

### Course Transfer from Undergraduate (UA) or Graduate Work from Other Universities

Students entering the EdS program are recommended to meet with their academic advisor as soon as possible if they wish to transfer previous coursework credits, and/or make course substitutions or replacements. The general guidelines are as follows:

- The Graduate College imposes a number of requirements for transfer of credits from other universities (see <http://grad.arizona.edu/academics/program-requirements/doctor-of-philosophy/credit-requirements-and-transfer-credit>). Among these are departmental level approval of transferred courses and credits. Students intending such transfer must submit a memo to program faculty (via their advisor) describing their coursework proposed for transfer. If the proposed transfer coursework concerns the UA program's curriculum (i.e., is not a course intended for use as an elective), then the student must make a case for the following: equivalence of content and rigor to UA courses. Consequently, the student's memo is expected to include an explicit rationale for equivalence and include a catalog course description from the prior university. In addition, a transcript from the prior university must accompany the memo documenting that a grade of A or B was earned in the course, a course syllabus (include an indication of textbook used and a reading list), and copies of any work products required as part of the course. It is the student's responsibility to make his/her case for transferring prior coursework; faculty will base their judgments on material submitted by the student.
- Consistent with policies from the Graduate College, courses taken more than six years prior to UA graduation date may result in courses being repeated or the student taking a proficiency examination in the content area(s) covered by the proposed transferred course(s).
- Students may transfer no more than 20% of the total units required for the degree.
- In special circumstances, a student may have course requirements waived (i.e., due to previous coursework that is deemed equivalent), but once the number of units exceeds the amount to be transferred by the graduate college, alternative courses will need to be selected by the student and his/her advisor so the total units completed is 54, exclusive of internship.

### **Fingerprint Clearance Card**

A fingerprint clearance card is required of program students. It must be provided to the Training Director, or her designee, before an offer of program acceptance can be made to an applicant.

### **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 <http://grad.arizona.edu/catalog/policies/>). Primary possible reasons for termination concern unsatisfactory academic progress. In addition, if a student fails the EdS Comprehensive Examination (i.e., Praxis II) twice, he/she will be terminated from the program unless the student appeals successfully with the DPS Department Head for a third examination.

When a student demonstrates unsatisfactory academic progress in the program, program faculty can recommend to the Graduate College, through the DPS department head, termination from the EdS program in School Psychology. 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.

## 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 1<sup>st</sup> floor of the Education Building, 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. For further information is available at: <http://oscr.arizona.edu> or (520) 621-6727.

##### **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 program has an extensive collection of assessment materials. 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, WJ-IV, KABC-III). Materials can be examined in the library or can be check out by office staff in Room 412. It is impermissible to remove material without checking it out. In Chandler students will check out materials from their course instructors or the coordinator. 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 in test kits or the manual found within them. Lost, unreturned, damaged or altered kits may result in replacement costs for students. Such costs are frequently large.

### **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 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). Assistantships are rarely available on the Chandler campus given its designation as a Distance Campus. 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>.

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. Occasionally, these positions permit simultaneous training and practice and employment. When this is the case and adequate supervision is available, students may be able to use such a job to acquire practicum hours. As always, policies indicated in this Handbook and discussion with one's advisor must be followed. Like the RA, GA, and TA positions above, securing a part-time job in psychology requires vigilance.

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. 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](mailto: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, therapy, assessment and diagnosis, and direct intervention under the supervision of certified school, licensed psychologists, and allied professionals. Consistent with the scholar-practitioner model, students advance toward mastery of program objective 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

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  
Chandler Unified School District  
Florence Unified School District  
Gilbert Public Schools  
Isaac Elementary School District  
JO Combes Unified School District  
Kyrene Elementary School District  
Mesa Public Schools  
Paradise Valley School District  
Phoenix Elementary School District  
Tempe Elementary School District  
Tempe Union High School District  
Washington Elementary 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 <http://www.health.arizona.edu/caps.htm>.

### 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 <http://www.salt.arizona.edu/admissions/fees.shtml>

### 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 of a UA Education - please refer to the following: <http://grad.arizona.edu/financial-resources/costs>: information from the Graduate College Tuition and Registration Costs per Semester - please refer to the following: <http://www.bursar.arizona.edu/students/fees/>

Students at UA Chandler pay tuition through the Outreach College, rather than the Bursar's office. Information can be found through the following link, specifically under the "Tuition Tables" tab.

<https://oc.arizona.edu/student-resources/costs-payments-semester-and-late-start>

## 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 his/her NetID and password. In order to create a NetID, each student will need to know his/her student identification number, and his/her 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 Eligibility for Advisement and Committee Membership 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. Initial faculty advisor-student assignments are made prior to a student's entry to the program. These assignments represent temporary matching of students and faculty members. Students often retain the same advisor throughout their time in the program; however, students are free to select a new advisor at their own discretion. When selecting an advisor, students should consider a faculty member whose practice and professional goals and interests closely align with their own. If a student is considering a move to a new advisor, the student is responsible for scheduling a meeting with the new prospective advisor to discuss this change in advance. If the faculty member and student agree to the change, the student will then notify their initial advisor as well as the designated department secretary of this change. It is important that students select an academic advisor and committee compatible with his/her interests. To this end, concise information on faculty members, and their eligibility for these roles, follows.

#### School Psychology Faculty

**Jennifer Kirkpatrick, Assistant Professor of Practice – *eligible as chair or committee member* (PhD, University of Arizona; 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 over 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. Dr. Kirkpatrick's teaching interests are in cognitive and psychoeducational assessment and intervention, early childhood assessment and intervention, and school psychology practicum, externship, and internship.

**Michelle Perfect, Associate Professor and Associate Program Director-*eligible as chair or committee member* (PhD, 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 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, 2016-2017

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 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.

**Marsha Spencer, Assistant Professor of Practice-eligible as chair or committee member  
(PhD, Arizona State University; Licensed Psychologist, NCSP, Arizona 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 worked for the Tempe Elementary School District as a School Psychologist for 4 years before coming to the University of Arizona. She is currently the Assistant Program Coordinator of the UA-Chandler EdS program in School Psychology. Dr. Spencer's teaching interests focus on psychoeducational assessment. Beyond teaching graduate students she also works to provide ongoing educational opportunities to practicing school psychologists.

**Michael L. Sulkowski, Assistant Professor-eligible as chair or committee member  
(PhD, 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. .

**Kristin Thompson, Adjunct Assistant Professor-eligible as committee member  
(PhD, University of Arizona; Licensed Psychologist, NCSP, Arizona Certified School Psychologist)**

Dr. Thompson received her B.A. in English and Psychology from Luther College (Iowa) in 2004, and her Ph.D. in School Psychology from the University of Arizona in 2010. She completed her APA-accredited pre-doctoral psychology internship at Ethan Allen School (Wisconsin Department of Corrections), and a one year supervised postdoctoral psychology combined internship at the University of Arizona and the Southern Arizona Neuropsychology Associates (Tucson, AZ). She is a Nationally Certified School Psychologist and Licensed Psychologist (Arizona). Dr. Thompson's research interests are the relationship between juvenile delinquency and disability, factors contributing to recidivism in delinquency; and disruptive behavior disorders. Her primary teaching interests are in the area of educational and psychological assessment of children. She teaches courses in the school psychology program.

**Desiree Vega, Assistant Professor-eligible as chair or committee member  
(PhD, Ohio State University; 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.

**Jina Yoon, Program Director and Professor-eligible as chair or committee member  
(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 currently serves as an Associate Editor of the Journal of School Psychology 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.

**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: Eligibility Criteria for Practicum**



### ELIGIBILITY CRITERIA FOR PRACTICUM

A student may enroll in the practicum in School Psychology (SERP 694B) if she/he meets ALL of the following criteria:

- a. The student has been accepted by the Department of Disability and Psychoeducational Studies into the Educational Specialist (EdS) program in School Psychology.
- b. The student has successfully completed the following courses (*incompletes are not acceptable*):
  - a. SERP 517 Behavior Modification and Theory in Schools
  - b. SERP 549 Introduction to School Psychology.
  - c. SERP 638 Psychological Consultation and Supervision
  - d. SERP 674B Cognitive Assessment
  - e. SERP 677 Personality and Social Emotional Assessment
  - f. SERP 679 Educational and Psychological Assessment of Children
  - g. SERP 685 Child Behavior Disorders and Adjustment
  - h. SERP 696C Professional Standards, Ethics and Issues in School Psychology

*Note:* Concurrent enrollment, with instructor and advisor permission, may be permitted under special circumstances.
- c. The student has been recommended for the practicum by his/her Academic Advisor in the School Psychology program.
- d. The student has submitted a Practicum Student Fieldwork Plan to the School Psychology program's Coordinator of Practicum detailing the agreed-upon training objectives for the practicum.
- e. The student has obtained professional insurance.
- f. The student has obtained the Arizona IVP fingerprint clearance card.

I have met the above requirements. \_\_\_\_\_  
Student Signature Date

My advisor has *recommended me/not recommended me* (Advisor: Circle One) for practicum.

\_\_\_\_\_  
Advisor's Signature Date



**APPENDIX B: 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

Professional Organization Memberships

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

##### **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

Professional Organization Memberships

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

#### **II. Field Experiences**

Eligibility for Internship

Internship Placement Form

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

## **Appendix C: Portfolio Guidelines/Working Portfolio Rubrics**

## 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. Professional Organization Memberships
- f. Document your participation in professional activities including attending conferences/workshops or any posters or conference presentations.

### 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
  - Core Assignment #2: Consultation Case Report
  - Core Assignment #3: Comprehensive Psychoeducational Evaluation Report
  - Core Assignment #4: Ethical and Legal Dilemma
- 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



## **Working Portfolio Core Assignments**

School Psychology Program  
University of Arizona

### **Core Assignment 1**

#### **Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) Case Report**

This case report may be completed as part of a requirement in SERP 517 Behavior Modification and Theory in the Schools. Alternatively, it may be completed during fieldwork or practicum. A comprehensive report that includes the following components:

1. Background and context of the problem
  - The referral concern is described
  - Problem is identified in observable, measurable, and functional terms
  - Present and expected level of performance is described
  - Baseline data are provided
2. Description and analysis of the problem
  - Assessment procedures are described
  - Putative functions of problematic behaviors are discussed
  - Specific goals for the intervention are presented
3. Intervention design and implementation
  - Description of the evidence-based intervention (i.e., the BIP)
  - Discussion of factors that effected the design and implementation of BIP
  - Discussion of collaboration efforts with family, school and/or community-based individuals
  - Discussion of the collection and assessment of integrity data related to the BIP and related outcomes
4. Evaluation and outcome of the intervention
  - Provide outcome data and discussion of results
  - Include a graphic presentation of data
  - Discussion of progress toward established goals
  - Discussion of future needs for intervention/support
  - Include recommendations
5. FBA and BIP Case Reflection Paper
  - Based on the referral question, what was the purpose of this functional behavioral assessment?
  - How did the referral question guide the assessment process? To what extent did the techniques selected adequately address the referral question and the child's needs? What would you do differently in terms of selection of techniques?
  - Discuss the empirical bases for the selected BIP. What other interventions did you consider? Provide a rationale for why the selected intervention approach was appropriate or not based on the assessment data, the needs of the client, and the professional literature.

- To what extent did the behavioral intervention result in measurable changes for the client? Was the change sufficient? What factors contributed to this change? What (if anything) would you change if you could do this case over?

*Core Assignment 1: FBA and BIP Rating Rubric*

0 - Unsatisfactory: Demonstrates substantial lack of competency (redo).

1 - Fair: Demonstrates minimal competency but lacks some important components (redo).

2 - Good: Demonstrates ability consistent with competent school psychology practice (pass).

3 - Excellent: Demonstrates commendable ability (pass).

Background and setting factors	0	1	2	3
Appropriate assessment procedures to answer referral questions	0	1	2	3
Operationalized behavior	0	1	2	3
Documented evidence of the function of the behavior	0	1	2	3
Recommendations	0	1	2	3
Behavior intervention Plan write up	0	1	2	3
Develop specific and measurable goals	0	1	2	3
Intervention monitoring	0	1	2	3
Communication of results	0	1	2	3
Quality of reflections	0	1	2	3

## Core Assignment 2 Consultation Case Report

This case report may be completed as part of a requirement in **SERP 638**. Alternatively, it may be completed during fieldwork or practicum. Complete a consultation experience in the school setting. For example, you may decide to address a problem identified by a teacher through a school's pre-referral intervention process (Student Success Team). **Select a consultation model to follow. You will need to take the necessary steps to identify the problem and develop an intervention plan.** Chart the student's progress to provide feedback to consultee. Upon completion of the consultation experience, write a paper describing:

- The setting
- The model you selected
- The steps you followed
- Examples of how you met each step in the consultation process
- Challenges you faced in maintaining the consultation process
- How well the model you selected worked in the selected setting
- Alternative models you would try, if any
- Future challenges for you to apply consultation in the applied setting
- Goals for further training and how you will meet these goals
- How you will further develop your consultation skills

Example consultation process (over several meetings)

1. Introductions
  - a. Greeting
  - b. Purpose of the meeting (provide context)
  - c. Definition of the consultant/consultee roles (how do you see consultation/what do you see as role of each participant)
2. Problem Definition
  - a. Define problem in behavioral terms
  - b. Identify antecedent determinants
  - c. Identify consequences that may maintain the behavior
  - d. Assess other relevant environmental factors
3. Intervention Development and Selection
  - a. Identify goals
  - b. Brainstorm range of possible interventions
  - c. Evaluate pros and cons of each intervention
  - d. Select intervention from the alternatives generated (it may be that your intervention is to further assess the problem)
  - e. Identify all available resources
4. Closure
  - a. Summarize what transpired
  - b. Clarify responsibilities of each party
  - c. Decide on next meeting date



*Core Assignment 2: Consultation Case Report Rating Rubric*

0 - Unsatisfactory: Demonstrates substantial lack of competency (redo).

1 - Fair: Demonstrates minimal competency but lacks some important components (redo).

2 - Good: Demonstrates ability consistent with competent school psychology practice (pass).

3 - Excellent: Demonstrates commendable ability (pass).

A model was specified and followed step by step	0	1	2	3
A contract (informal or formal) was developed	0	1	2	3
The problem was defined	0	1	2	3
Interventions were generated and one selected	0	1	2	3
Data were collected and charted to evaluate and inform strategy	0	1	2	3
Follow-up sessions guided further implementation	0	1	2	3
Quality of reflections	0	1	2	3
Effect Size	0	1	2	3

### **Core Assignment 3**

#### **Comprehensive Psychoeducational Evaluation Report**

The comprehensive evaluation report could be based on a psychoeducational, social-emotional, or developmental. The report should include the following:

- For this assignment include a section titled **Evaluation Plan** after the review of existing data. Evaluation plan should clearly address the referral question. Indicate the assessments that you will use to collect data and identify any other team members that will be collecting data. Standardized assessments should be appropriate for the student. State what eligibilities are being assessed for.
- The review of existing data should include basic demographic information as well as developmental, family, and school history. Progress monitoring data relevant to the referral concern should be reported (behavioral and/or academic). Input should be provided by parents/guardians and teachers as to areas of concern and areas of strength for the student. Parents/guardians and teachers should articulate what they are hoping to get from the evaluation process.
- Collect data in multiple ways to address the referral question. For this assignment, they must select a referral that includes the following components at a minimum: an individually administered assessment of cognitive and academic abilities (if intern does not administer academic assessment this should be indicated in the report), data collected from other team members via interviews and/or rating scales, and direct observation of the student on multiple occasions. Consider an individual examinee's characteristics and select appropriate measures (e.g., age, ethnicity/culture, language, ability level). Any concerns about the validity of assessments selected must be clearly addressed.
- The evaluation should include a summary of the assessment that incorporates the available relevant data. This summary should center on the referral question and provide a clear description of how the child is functioning (both areas of strength and concern). Interpret the data in an appropriate way and is clearly communicating to the audience (over reliance on jargon and numbers should thus be avoided). The assessment results should be linked with the conclusions regarding this student's eligibility for special education services.
- Recommendations for evidence-based interventions should be included (even if the student did not qualify for services). The number of recommendations should directly address a few targeted areas of concern. Lengthy boilerplate recommendations should be avoided.

#### **Comprehensive Psychoeducational Case Reflection Paper**

- Based on the referral question, what was the purpose of this evaluation (RtI, classification, diagnosis, program planning, intervention development, eligibility determination)?
- How did the referral question guide the assessment process? To what extent did the techniques selected adequately address the referral question and child's needs? What would you do differently in terms of selection of techniques?
- What legal and/or ethical considerations affected the selection of the measures and techniques used in the evaluation? For example issues related to special education services and supports and/or issues related to the reliability and validity.
- Discuss the link between assessment and possible interventions. To what extent does this report provide evidence for the development and evaluation of intervention strategies? For this assignment the intern should include citations and a rationale for the recommendations. If you find the report inadequate in this regard, how would you change the assessment process to improve the link between assessment and intervention?

**Core Assignment 4: Comprehensive Psychoeducational Evaluation Report Rating Rubric**

- 0 - Unsatisfactory: Demonstrates substantial lack of competency (redo).
- 1 - Fair: Demonstrates minimal competency but lacks some important components (redo).
- 2 - Good: Demonstrates ability consistent with competent school psychology practice (pass).
- 3 - Excellent: Demonstrates commendable ability (pass).

Educational history	0	1	2	3
Family, health, development	0	1	2	3
Cultural and linguistic history of child	0	1	2	3
Selected appropriate assessment techniques	0	1	2	3
Observations	0	1	2	3
Assessment results	0	1	2	3
Interpretation	0	1	2	3
Eligibility determination (or diagnosis) was supported by data/history	0	1	2	3
Recommendations based on assessment data	0	1	2	3
Quality of reflections	0	1	2	3

**Core Assignment 4  
Ethical and Legal Dilemma**

This case report may be completed as part of a requirement in **SERP 696C**. Alternatively, it may be completed during fieldwork or practicum. Students must identify an ethical dilemma that is germane to the practice of school psychology. Students should identify relevant sections of the APA and/or NASP codes of ethics, describe how the dilemma can be prevented, and discuss how the dilemma can be resolved. This dilemma should reflect a legal or ethical dilemma experienced by the student either directly or vicariously during his or her graduate training.

- Describe the context for the dilemma (i.e., what events occurred that lead to the dilemma?).
- Identify competing ethical issues (e.g., consider competing principles).
- Identify relevant sections of the ethics codes that pertain to the dilemma.
- Describe your use of a decision-making process and how the dilemma was addressed.
- Describe how this dilemma may have been avoided.
- Describe how similar dilemmas may be prevented.

*Core Assignment 5: Ethical and Legal Dilemma Rating Rubric*

- 0 - Unsatisfactory: Demonstrates substantial lack of competency (redo).
- 1 - Fair: Demonstrates minimal competency but lacks some important components (redo).
- 2 - Good: Demonstrates ability consistent with competent school psychology practice (pass).
- 3 - Excellent: Demonstrates commendable ability (pass).

The dilemma is clearly conceptualized from multiple angles	0	1	2	3
Relevant codes and laws address the dilemma	0	1	2	3
Relevant codes and laws are applied to address the dilemma	0	1	2	3
Ways to address the dilemma are well reasoned and thorough	0	1	2	3
The report is devoid of writing errors	0	1	2	3
Quality of reflections	0	1	2	3

## Appendix D: Practicum Field Placement Form



## **APPENDIX E: *Sample* Practicum Fieldwork Plan and Evaluation**

**Students will be bound to the Practicum Plan/Evaluation that corresponds with the year they participate in their practicum experience to ensure that it meets the most current standards of practice dictated by NASP/APA**





**1. Data-Based Decision Making and Accountability**

School psychologists have knowledge of varied models and methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. 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 use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

Goals:		
General Activity	Comment/Progress	Date

**2. Consultation and Collaboration**

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and 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.

Goals:		
General Activity	Comment/Progress	Date

**3. Interventions and Instructional Support to Develop Academic Skills**

School psychologists have knowledge of 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, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.

Goals:		
General Activity	Comment/Progress	Date

**4. Interventions and Mental Health Services to Develop Social and Life Skills**

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

Goals:		
General Activity	Comment/Progress	Date

### 5. School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Goals:		
General Activity	Comment/Progress	Date

### 6. Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Goals:		
General Activity	Comment/Progress	Date

## 7. Family–School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

Goals:		
General Activity	Comment/Progress	Date

## 8. Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide effective professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations for all aspects of service delivery.

Goals:		
General Activity	Comment/Progress	Date

### 9. Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to 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.

Goals:		
General Activity	Comment/Progress	Date

### 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 demonstrate skills to 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 respect for human adaptability, initiative, dependability, and technology skills.

Goals:		
General Activity	Comment/Progress	Date



## University of Arizona School Psychology Program

### Practicum Performance Evaluation Form

The following evaluation form should be used to assess the student's ability to perform the following tasks with minimal supervision. The first row under each item serves as a mid-semester and/or mid-year evaluation, while the second row serves as the end of the field experience evaluation. Evaluators are encouraged to review this form with the student more frequently (e.g., end of 1<sup>st</sup> and 3<sup>rd</sup> quarters as well) to provide formative feedback. At the completion of the spring Practicum course, the minimum threshold for EdS students to receive a 'Pass' for the course is an average rating of "3" (developing).

Please be aware that your ratings serve as an indication of a student's readiness to progress to internship. If you find that a student is performing below a "3" and is not improving please contact the university supervisor for additional support.

When evaluating practicum students the evaluator should compare the current practicum student's performance to other practicum students. It is generally expected that practicum students will be performing most skills in the "Developing" range when first assessed. Ideally supervisors should work with practicum students to be functioning at the "Competent" level by the end of the year. Ratings of "Exceptional" are just that, exceptional, and should be reserved for areas where the practicum student truly stands out and exceeds expectations for a student at this level of training. When completing the performance evaluation form, please use the white row for the first evaluation and the shaded row for the final evaluation

- 1. Unsatisfactory.** Student's performance reflects lack of critical knowledge and skill. Consultation with University Supervisor is recommended.
- 2. Needs improvement.** Student's performance and skills are relatively weak. Close supervision and frequent monitoring are required.
- 3. Developing.** Student's skills are developing in this area. Plans should be made to assure student has continued supervised practice in this area.
- 4. Competent.** Student's skills in this area are well developed and performed at an expected level. Student practices independently with appropriate supervision. This is the most common rating, as it is the expected level of performance.
- 5. Exceptional.** Student demonstrates an unusually complete mastery of skill for a student at the practicum level. This rating is reserved for unusually high performance.

<b>Data-Based Decision Making and Accountability</b>	<b>1=Unsatisfactory 2=Needs Improvement 3=Developing 4=Competent 5=Exceptional</b>	<b>No Opportunity</b>
1. Uses referral question to guide assessment or intervention.	1 2 3 4 5	
	1 2 3 4 5	
2. Collects data for decision-making through a variety of assessment methods (testing, interviews, observation, ratings, etc.).	1 2 3 4 5	
	1 2 3 4 5	
3. Applies knowledge of psychometric standards when selecting appropriate assessment methods for area under consideration.	1 2 3 4 5	
	1 2 3 4 5	
4. Appropriately applies and interprets assessment data (e.g., formal and informal, observational, behavioral, curriculum-based, environmental, etc.).	1 2 3 4 5	
	1 2 3 4 5	
5. Appropriately administers standardized tests, scales, and instruments.	1 2 3 4 5	
	1 2 3 4 5	
6. Accurately interprets assessment data sensitive to student, family, and school cultures.	1 2 3 4 5	
	1 2 3 4 5	
7. Integrates own assessment data with that of others to generate and support reasonable hypotheses.	1 2 3 4 5	
	1 2 3 4 5	
8. Links assessment data to useful, functional recommendations.	1 2 3 4 5	
	1 2 3 4 5	
9. Communicates assessment information effectively to relevant others.	1 2 3 4 5	
	1 2 3 4 5	
10. Collects data that facilitates progress monitoring and evaluation for an individual student, group or school.	1 2 3 4 5	
	1 2 3 4 5	
<b>Consultation and Home, School, Community Collaboration</b>	<b>1=Unsatisfactory 2=Needs Improvement 3=Developing 4=Competent 5=Exceptional</b>	<b>No Opportunity</b>

11. Employs effective consultation approaches with teachers, administrators, and school personnel.	1	2	3	4	5	
	1	2	3	4	5	
12. Employs effective consultation approaches with parents, family members or community agency personnel.	1	2	3	4	5	
	1	2	3	4	5	
13. Demonstrates sensitivity to personal characteristics of consultee, as well as diverse values and viewpoints.	1	2	3	4	5	
	1	2	3	4	5	
14. Demonstrates concern and consideration of cultural communication preferences and the diverse needs of students, parents, and staff.	1	2	3	4	5	
	1	2	3	4	5	
15. Is knowledgeable about the collaborative partnerships, or lack thereof, among schools, families, and community agencies at site and can reflect upon the impact this makes on students.	1	2	3	4	5	
	1	2	3	4	5	
<b>Instruction and Intervention</b>	<b>1=Unsatisfactory 2=Needs Improvement 3=Developing 4=Competent 5=Exceptional</b>					<b>No Opportunity</b>
16. Designs instruction and/or interventions that reflect understanding of individual student characteristics such as biological, social/cultural, experiential, and economic influences on student learning and behavior.	1	2	3	4	5	
	1	2	3	4	5	
17. Designs instruction and/or interventions that reflect an understanding of classroom management, routines, curriculum, and school systems.	1	2	3	4	5	
	1	2	3	4	5	
18. Demonstrates knowledge of evidenced-based instruction and/or intervention to address academic, cognitive, social, emotional, adaptive, and behavioral student goals.	1	2	3	4	5	
	1	2	3	4	5	
19. Coordinates useful behavior intervention plans for school and includes parents in the process.	1	2	3	4	5	
	1	2	3	4	5	
20. Delivers recommendations for evidence-based family and parent interventions.	1	2	3	4	5	
	1	2	3	4	5	
21. Delivers evidence-based individual and group counseling.	1	2	3	4	5	
	1	2	3	4	5	



22. Delivers or provides recommendations for evidence-based individual or group academic instruction and/or intervention.	1	2	3	4	5	
	1	2	3	4	5	
23. Selects and uses methods to evaluate integrity of instruction and/or interventions.	1	2	3	4	5	
	1	2	3	4	5	
24. Develops intervention outcome goals that are objective and measurable.	1	2	3	4	5	
	1	2	3	4	5	
25. Evaluates instructional and/or intervention effectiveness and then uses this data to make modifications when needed.	1	2	3	4	5	
	1	2	3	4	5	
<b>Prevention, Crisis Intervention, School and Systems Organization</b>	<b>1=Unsatisfactory 2=Needs Improvement 3=Developing 4=Competent 5=Exceptional</b>					<b>No Opportunity</b>
26. Displays current knowledge of risk and resiliency influences on health, psychopathology and behavioral outcomes.	1	2	3	4	5	
	1	2	3	4	5	
27. Identifies system-wide practices and the role of school psychologists that promote safe, healthy, and nurturing environments for learning and development (e.g., wellness and system-wide mental health programs) at site (school and/or district level).	1	2	3	4	5	
	1	2	3	4	5	
28. Reviews school and agency policies and practices regarding prevention and crisis intervention..	1	2	3	4	5	
	1	2	3	4	5	
29. Implements effective crisis prevention and management strategies, including ensuring safety and well being during a crisis or during crisis preparedness drills.	1	2	3	4	5	
	1	2	3	4	5	
30. Demonstrates knowledge of school and systems structures for regular and special education.	1	2	3	4	5	
	1	2	3	4	5	
<b>Professional Practice and Work Characteristics</b>	<b>1=Unsatisfactory 2=Needs Improvement 3=Developing 4=Competent 5=Exceptional</b>					<b>No Opportunity</b>
31. Demonstrates respect and tolerance for diverse values and viewpoints.	1	2	3	4	5	
	1	2	3	4	5	

32. Interacts comfortably with culturally diverse students, staff, and families.	1	2	3	4	5	
	1	2	3	4	5	
33. Relates well to children and adolescents.	1	2	3	4	5	
	1	2	3	4	5	
34. Exhibits ethical behavior.	1	2	3	4	5	
	1	2	3	4	5	
35. Adapts to difficult and changing situations.	1	2	3	4	5	
	1	2	3	4	5	
36. Displays initiative, motivation, and resourcefulness.	1	2	3	4	5	
	1	2	3	4	5	
37. Is dependable, punctual, and prepared.	1	2	3	4	5	
	1	2	3	4	5	
38. Demonstrates strong interpersonal communication skills, which includes the ability to listen, adapt, clarify ambiguity, and remain patient in difficult situations.	1	2	3	4	5	
	1	2	3	4	5	
39. Has a clear sense of own limitation, biases and professional expertise.	1	2	3	4	5	
	1	2	3	4	5	
40. Accepts constructive criticism and uses appropriate defenses.	1	2	3	4	5	
	1	2	3	4	5	
41. Writes clearly and concisely with the intended audience in mind.	1	2	3	4	5	
	1	2	3	4	5	
42. Reports are accurate and completed in a timely manner.	1	2	3	4	5	
	1	2	3	4	5	
43. Engages in self-care strategies.	1	2	3	4	5	
	1	2	3	4	5	
44. Understands general and special education regulations, policies, and procedures.	1	2	3	4	5	
	1	2	3	4	5	
45. Accesses and utilizes information resources and technology to enhance services.	1	2	3	4	5	
	1	2	3	4	5	

Other (please specify).	1	2	3	4	5	
	1	2	3	4	5	

**A. Formative and summative evaluation comments**

1. Major accomplishments/achievements in the areas of assessment, intervention, consultation, and/or personal/professional development.

a. Mid-point:

b. End of year:

2. Areas of demonstrated strengths.

a. Mid-point:

b. End of year:

3. Areas needing improvement or enhancement.

a. Mid-point:

b. End of year:

4. Specific steps, actions, and/or experiences that will be taken to further address areas in need of improvement or enhancement (as needed).

a. Mid-point:

b. End of year:

**B. Mid-point Signatures and Date**

Student \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Field Site Supervisor \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

University Supervisor/Coordinator \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

**C. End of Year Overall Evaluation**

FAIL            NEEDS IMPROVEMENT            PASS            PASS (OUTSTANDING)

***Supervisor: Please indicate your recommendation for this individual.***

Ready to advance to full-time internship

Other \_\_\_\_\_

I certify that I have read the above evaluation and agree with the recommendation(s) by the Field Site and University Supervisor.

Student \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Field Site Supervisor \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

University Supervisor/Coordinator \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

**APPENDIX F Practicum Completion Letter**



**PRACTICUM COMPLETION LETTER**

SERP 694b, School Psychology Practicum, is an important capstone experience regarding aspects of school psychology practice.

\_\_\_\_\_ has successfully completed all of the requirements of the School Psychology practicum experience (SERP 694b) at: \_\_\_\_\_ under the supervision of \_\_\_\_\_, a Certified School Psychologist, in partial fulfillment of the requirements of the School Psychology program. The Practicum requirement was completed during the \_\_\_\_\_ semester/year.

\_\_\_\_\_  
(Insert name and credentials of course instructor)

\_\_\_\_\_  
(Insert name and credentials of training directors)

\_\_\_\_\_  
Date

**APPENDIX G: Internship Eligibility Criteria**



**School Psychology Program  
University of Arizona  
ELIGIBILITY CRITERIA FOR INTERNSHIP**

A student may enroll in the internship in School Psychology (SERP 693B) if she/he meets ALL of the following criteria:

The student has been accepted by the Department of Disability and Psychoeducational Studies into the Educational Specialist (EdS) Degree program in School Psychology.

The student has successfully completed the following courses, earning at least a grade of “B” or “P” in each course (incompletes are not acceptable):

SERP 517	Behavior Modification and Theory in 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 and Psychological Assessment of Children
SERP 685	Child Behavior Disorders and Adjustment
SERP 686	Child Psychotherapy
SERP 694B	Practicum in School Psychology
SERP 696C	Professional Standards, Ethics and Issues in School Psychology

The student passed the Qualifying Examination on \_\_\_\_\_(date).

The student has submitted and received approval from the School Psychology Program’s Coordinator of Internship, in consultation with program faculty, for his/her intended internship placement.

The student has obtained professional insurance.

The student presents a signed internship agreement and Memorandum of Understanding (MOU) demonstrating that the planned internship will fulfill program requirements.

The student has obtained a fingerprint clearance card.

In addition, the student acknowledges that she/he will be responsible for the following upon completion of the internship:



The student will submit the, internship logs, agreement for internship placement, internship plan, and supervisor evaluation form to be filed with the department;

Because most internship contracts extend beyond the University semester, even if only briefly, students will be awarded a grade of "I" (Incomplete). The student will provide change of grade requests to the Graduate Coordinator at the end of the second semester of internship. No grade will be given until the full requirements for Internship are met (one full year of internship or 2 years of half-time internship).

I have met the above requirements.

---

Student's Printed Name

---

Signature and Date

---

Advisor's Printed Name,

---

Signature and Date

**APPENDIX H: Internship Agreement**



**School Psychology Program**

**University of Arizona**

**Internship Agreement**

As part of the requirements of the internship, an Internship Agreement needs to be formulated that reflects the goals and objectives of your specific internship placement in the field.

This agreement needs to be signed by the Intern, the Site Supervisor (or appropriate district personnel such as Lead Psychologist or Special Education Director), and the University of Arizona Coordinator of Internship or Academic Advisor for Chandler students.

This agreement should be completed prior to accepting an internship contract and placed in the student's file.

<b>Student Contact Information</b>	
1. Student's Name:	
2. Student's Address:	
3. Student's Phone Number:	
4. Student's E-mail Address:	
<b>District and Site Supervisor Contact Information</b>	
5. Name of District/Site:	
6. Site Address:	
7. Site Phone Number:	
8. Name of Site Supervisor:	
9. Site Supervisor's Degree and Credentials: (Check all that apply)	<input type="checkbox"/> Arizona Certified School Psychologist <input type="checkbox"/> Arizona Licensed Psychologist <input type="checkbox"/> Nationally Certified School Psychologist <input type="checkbox"/> Master's Degree <input type="checkbox"/> Specialist's Degree <input type="checkbox"/> Doctoral Degree, please specify _____ <input type="checkbox"/> Other credentials _____
10. Site Supervisor Phone Number:	
11. Site Supervisor E-mail Address:	
12. Please list name and credentials of a secondary supervisor if the above listed supervisor is unavailable.	
<b>Internship Plan Details</b>	
13. Internship Start Date:	
14. Internship End Date:	
15. Will 51% or more of the internship be completed in a school setting?	<input type="checkbox"/> Yes <input type="checkbox"/> No
16. Internship Salary:	
17. Days and Hours to be Spent on Site:	<input type="checkbox"/> Monday, _____ hours

	<input type="checkbox"/> Tuesday, _____ hours <input type="checkbox"/> Wednesday, _____ hours <input type="checkbox"/> Thursday, _____ hours <input type="checkbox"/> Friday, _____ hours Total Hours per week: _____
18. How many hours will the intern accumulate?	<input type="checkbox"/> 1200 <input type="checkbox"/> 1500 <input type="checkbox"/> 2000  Comments:
19. Number of Weekly Face-to-Face Supervision Hours (please note in the comments section if interns receive more supervision at the beginning of the year or other relevant information)	<input type="checkbox"/> 2 hours (required minimum by University) <input type="checkbox"/> 3-4 (preferred by University) <input type="checkbox"/> 5+ Comments:
20. Will access to a supervisor (primary or secondary) be available to an intern on an ongoing basis (either face-to-face or by phone) understanding that certain cases or situations require supervision beyond the 2-hour minimum required by the University?	<input type="checkbox"/> Yes <input type="checkbox"/> No
21. Average Assessment Case Load for a School Psychologist in the district:	
22. Average Assessment Case Load for School Psychologist Intern: (must not exceed ¼ of the average case load in the district)	
23. Please describe the intern's primary placement, including grade levels, presence of specialized programs and how often a primary or secondary supervisor will be in the building.	
24. If relevant please describe any secondary placements such as rotations through different buildings or programs and how often a primary or secondary supervisor will be in the building.	
25. Approximate number of hours of continuing education/training offered by district per month	
26. Regardless of the district's ability to pay for continuing education, will you allow students professional development time to attend conferences, trainings, and for other relevant off-campus visits (such as visiting private placement sites)?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:

Please read through the following information. The Site Supervisor or other appropriate personnel (e.g., Lead Psychologist or Special Education Director) should initial the following statements.

\_\_\_ If changes to this form are required (e.g., change in site, or supervisor, etc.) a new copy will be filed with the University of Arizona.

\_\_\_ In accordance with NASP guidelines, school psychology interns receive support services consistent with school psychologists working for the district. This includes reimbursement for work-related expenses, a safe and secure work environment, and adequate office space.

\_\_\_ If at any time during the internship the district has concerns about the performance of the intern, it is expected that those concerns will be addressed with the intern. Interns will be given a chance to describe and/or improve their behavior. Either the district or the intern can invite the University supervisor to become involved in this process.

\_\_\_ If at any time during the internship, the student has concerns about their placement or field supervisor, the intern is expected to address his or her concerns with the site supervisor and/or the university supervisor so that any conflict might work to be resolved.

\_\_\_ The school district understands that the following basic criteria must met for the internship to occur: more than 51% of hours must be in a school setting, there is a 1200 hour minimum for the internship, an intern may not be assigned a case load higher the  $\frac{3}{4}$  of the district's average case load, 2 hours of face-to-face supervision is required per week, and regardless of the level of autonomy in an intern's daily duties a Site Supervisor will be available for consultation and support by phone or in person during business hours.

---

Print, Sign and Date  
**Primary Site Supervisor**

---

Print, Sign and Date  
**District/Site Representative** (e.g., Special Education Director, Lead Psychologist)

---

Print, Sign and Date  
**University of Arizona Coordinator of Internship or the Intern's Advisor**

With this agreement, I \_\_\_\_\_ as the Intern, also assume responsibility to discharge all my duties and requirements in accordance with APA and NASP guidelines for Professional and Ethical Conduct and, in concert with the rules, regulations, and culture of the internship training facility. I also understand that this agreement requires (**circle one**) 40 hours/week for 1500 hours *or* 20 hours/week over 2 years at 750 hours per year. I agree not to enter into any other employment agreement that may conflict with internship training.

---

Print, Sign and Date  
**School Psychologist Intern**

## **APPENDIX I: *Sample* Internship Fieldwork Plan and Evaluation**

**Students will be bound to the Internship Plan/Evaluation that corresponds with the year they participate in their internship experience to ensure that it meets the most current standards of practice dictated by NASP/APA**



## INTERNSHIP STUDENT FIELDWORK PLAN

Completed by: Self \_\_\_\_\_ Field Supervisor \_\_\_\_\_

Name of Student \_\_\_\_\_ Date \_\_\_\_\_

School/District \_\_\_\_\_ Semester/Year \_\_\_\_\_

Field Site Supervisor \_\_\_\_\_ Degree/Credential \_\_\_\_\_

University Supervisor \_\_\_\_\_ Degree/Credential \_\_\_\_\_

### A. Please describe your contact with the student over the past semester.

Did you have regularly scheduled supervision time:  Yes  No

Frequency of supervision  Daily  Weekly

Duration of supervision sessions  1 hour/week  2 or more hours/week

### B. Fieldwork Plan Instructions:

The development of the fieldwork plan is a series of outcomes the student should meet at the completion of the fieldwork. The fieldwork plan is developed with the American Psychological Association Standards for Professional Practice and the National Association of School Psychologists' Domains of Professional Practice. The student could demonstrate knowledge of each of these domains in a wide variety of ways. These domains should be addressed in the plan by writing expected activities outcomes. The domains below are not mutually exclusive and should be fully integrated into graduate level curricula, practica, and internship. Additionally, participating in activities within these domains ensures that students have the opportunity to meet all competencies outlined in the annual evaluations. The Program's Goals, Objectives, and Competencies are detailed in the program handbook. The NASP Domains of Professional Practice are more fully illustrated on page 10 of NASP's *Standards for Training and Field Placement Programs in School Psychology*.

Students must present the University instructor with a draft fieldwork plan prior to the start of any new fieldwork experience. The University instructor will work with each student to refine the individualized plan. A copy of the plan will be filed with the university field placement coordinator no later than one month after the fieldwork has commenced.

### 1. Data-Based Decision Making and Accountability

School psychologists have knowledge of varied models and methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. 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 use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

Goals:		
General Activity	Comment/Progress	Date

### 2. Consultation and Collaboration

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and 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.

Goals:		
General Activity	Comment/Progress	Date



### 3. Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of 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, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.

Goals:		
General Activity	Comment/Progress	Date

### 4. Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

Goals:		
General Activity	Comment/Progress	Date

### 5. School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Goals:		
General Activity	Comment/Progress	Date

### 6. Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Goals:		
General Activity	Comment/Progress	Date

## 7. Family–School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

Goals:		
General Activity	Comment/Progress	Date

## 8. Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide effective professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations for all aspects of service delivery.

Goals:		
General Activity	Comment/Progress	Date

### 9. Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to 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.

Goals:		
General Activity	Comment/Progress	Date

### 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 demonstrate skills to 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 respect for human adaptability, initiative, dependability, and technology skills.

Goals:		
General Activity	Comment/Progress	Date



### Internship Student Performance Evaluation Form

The following evaluation form should be used to assess the student's ability to independently perform the following tasks. The first row under each item serves as a mid-year evaluation, while the second row serves as the end of the internship evaluation. Evaluators are encouraged to review this form with the intern more frequently (e.g., end of 1<sup>st</sup> and 3<sup>rd</sup> quarters as well) to provide formative feedback. The minimum threshold for EdS students completing internship is an average rating of "4" (Competent) with additional room for written comments in section D. Please be aware that your ratings serve as an indication of an intern's readiness to progress to professional practice. If you find that a student is performing below a "3" and is not improving please contact the university supervisor for additional support.

When evaluating interns the evaluator should compare the current intern's performance to other interns. It is generally expected that interns will be performing most skills in the "Developing" range when first assessed. Supervisors should work with interns to be functioning at the "Competent" level by the end of the year. Ratings of "Exceptional" are just that, exceptional, and should be reserved for areas where the intern truly stands out and exceeds expectations for a student at this level of training.

- 1. Unsatisfactory.** Student's performance reflects lack of critical knowledge and skill. Consultation with University Supervisor is recommended.
- 2. Need improvement.** Student's performance and skills are relatively weak. Close supervision and frequent monitoring are required.
- 3. Developing.** Student's skills are developing in this area. Plans should be made to assure student has continued supervised practice in this area.
- 4. Competent.** Student's skills in this area are well developed and performed at an expected level. Student practices independently with appropriate supervision. This is the most common rating, as it is the expected level of performance.
- 5. Exceptional.** Student demonstrates an unusually complete mastery of skill for a student at the practicum level. This rating is reserved for unusually high performance.

<b>Data-Based Decision Making and Accountability</b>	<b>1-Unsatisfactory, 2-Need Improvement, 3-Developing, 4- Competent, 5-Exceptional</b>	<b>No Opportunity</b>
1. Uses referral question to guide assessment or intervention.	1 2 3 4 5	
	1 2 3 4 5	
2. Collects data for decision-making through a variety of assessment methods (testing, interviews, observation, ratings, etc.).	1 2 3 4 5	
	1 2 3 4 5	
3. Applies knowledge of psychometric standards when selecting appropriate assessment methods for area under consideration.	1 2 3 4 5	
	1 2 3 4 5	
4. Appropriately applies and interprets assessment data (e.g., formal and informal, observational, behavioral, curriculum-based, environmental, etc.).	1 2 3 4 5	
	1 2 3 4 5	
5. Appropriately administers standardized tests, scales, and instruments.	1 2 3 4 5	
	1 2 3 4 5	
6. Accurately interprets assessment data sensitive to student, family, and school cultures.	1 2 3 4 5	
	1 2 3 4 5	
7. Integrates own assessment data with that of others to generate and support reasonable hypotheses.	1 2 3 4 5	
	1 2 3 4 5	
8. Links assessment data to useful, functional recommendations.	1 2 3 4 5	
	1 2 3 4 5	
9. Communicates assessment information effectively to relevant others.	1 2 3 4 5	
	1 2 3 4 5	
10. Collects data that facilitates progress monitoring and evaluation.	1 2 3 4 5	
	1 2 3 4 5	
<b>Consultation and Home, School, Community Collaboration</b>	<b>1-Unsatisfactory, 2-Need Improvement, 3-Developing, 4- Competent, 5-Exceptional</b>	<b>No Opportunity</b>
11. Employs effective consultation approaches with teachers, administrators, and school personnel.	1 2 3 4 5	
	1 2 3 4 5	

12. Employs effective consultation approaches with parents, family members or community agency personnel.	1	2	3	4	5	
	1	2	3	4	5	
13. Demonstrates sensitivity to personal characteristics of consultee, as well as diverse values and viewpoints.	1	2	3	4	5	
	1	2	3	4	5	
14. Demonstrates concern and consideration of cultural communication preferences and the diverse needs of students, parents, and staff.	1	2	3	4	5	
	1	2	3	4	5	
15. Creates and coordinates collaborative partnerships among schools, families, and communities agencies.	1	2	3	4	5	
	1	2	3	4	5	
<b>Instruction and Intervention</b>	<b>1-Unsatisfactory, 2-Need Improvement, 3-Developing, 4-Competent, 5-Exceptional</b>					<b>No Opportunity</b>
16. Designs instruction and interventions that reflect understanding of biological, social/cultural, experiential, and economic influences on learning and behavior.	1	2	3	4	5	
	1	2	3	4	5	
17. Designs instruction and interventions that reflect an understanding of classroom management, routines, curriculum, and school systems.	1	2	3	4	5	
	1	2	3	4	5	
18. Demonstrates knowledge of evidenced-based instruction and intervention to address academic, cognitive, social, emotional, adaptive, and behavioral student goals.	1	2	3	4	5	
	1	2	3	4	5	
19. Coordinates useful behavior intervention plans for school and home settings.	1	2	3	4	5	
	1	2	3	4	5	
20. Delivers evidence-based family and parent interventions.	1	2	3	4	5	
	1	2	3	4	5	
21. Delivers evidence-based individual and group counseling.	1	2	3	4	5	
	1	2	3	4	5	
22. Delivers evidence-based individual or group academic instruction or intervention.	1	2	3	4	5	
	1	2	3	4	5	
23. Selects and uses methods to evaluate treatment integrity.	1	2	3	4	5	
	1	2	3	4	5	

24. Develops objective accountability measures and procedures to monitor progress towards goals and to assess outcomes	1	2	3	4	5	
	1	2	3	4	5	
25. Evaluates instructional and intervention effectiveness and then uses this data to make modifications when needed.	1	2	3	4	5	
	1	2	3	4	5	
<b>Prevention, Crisis Intervention, School and Systems Organization</b>	<b>1-Unsatisfactory, 2-Need Improvement, 3-Developing, 4-Competent, 5-Exceptional</b>					<b>NO- No Opportunity</b>
26 Displays current knowledge of risk and resiliency influences on health, psychopathology and behavioral outcomes.	1	2	3	4	5	
	1	2	3	4	5	
27. Assists in the development of system-wide practices that promote safe, healthy, and nurturing environments for learning and development (e.g., wellness and system-wide mental health programs)	1	2	3	4	5	
	1	2	3	4	5	
28. Assists schools and agencies to evaluate current prevention and crisis intervention policies and practices.	1	2	3	4	5	
	1	2	3	4	5	
29. Implements effective crisis prevention and management strategies, including ensuring safety and well being during a crisis.	1	2	3	4	5	
	1	2	3	4	5	
30. Demonstrates knowledge of school and systems structures for regular and special education.	1	2	3	4	5	
	1	2	3	4	5	
<b>Professional Practice and Work Characteristics</b>	<b>1-Unsatisfactory, 2-Need Improvement, 3-Developing, 4-Competent, 5-Exceptional</b>					<b>NO- No Opportunity</b>
31. Demonstrates respect and tolerance for diverse values and viewpoints.	1	2	3	4	5	
	1	2	3	4	5	
32. Interacts comfortably with culturally diverse students, staff, and families.	1	2	3	4	5	
	1	2	3	4	5	
33. Relates well to children and adolescents.	1	2	3	4	5	
	1	2	3	4	5	
34. Exhibits ethical behavior.	1	2	3	4	5	
	1	2	3	4	5	
35. Adapts to difficult and changing situations.	1	2	3	4	5	
	1	2	3	4	5	
36. Displays initiative, motivation, and resourcefulness.	1	2	3	4	5	
	1	2	3	4	5	
37. Is dependable, punctual, and prepared.	1	2	3	4	5	
	1	2	3	4	5	



38. Demonstrates strong interpersonal communication skills, which includes the ability to listen, adapt, clarify ambiguity, and remain patient in difficult situations.	1	2	3	4	5	
	1	2	3	4	5	
39. Has a clear sense of own limitation, biases and professional expertise.	1	2	3	4	5	
	1	2	3	4	5	
40. Accepts constructive criticism and uses appropriate defenses.	1	2	3	4	5	
	1	2	3	4	5	
41. Writes clearly and concisely with the intended audience in mind.	1	2	3	4	5	
	1	2	3	4	5	
42. Reports are accurate and completed in a timely manner.	1	2	3	4	5	
	1	2	3	4	5	
43. Engages in self-care strategies.	1	2	3	4	5	
	1	2	3	4	5	
44. Understands general and special education regulations, policies, and procedures.	1	2	3	4	5	
	1	2	3	4	5	
45. Accesses and utilizes information resources and technology to enhance services.	1	2	3	4	5	
	1	2	3	4	5	
Other (please specify).	1	2	3	4	5	
	1	2	3	4	5	

**D. Formative and summative evaluation comments**

1. Major accomplishments/achievements in the areas of assessment, intervention, consultation, and/or personal/professional development.

a. Mid year:

b. End of year:

2. Areas of demonstrated strengths.

a. Mid year:

b. End of year:

3. Areas needing improvement or enhancement.

a. Mid year:

b. End of year:

4. Specific steps, actions, and/or experiences that will be taken to further address areas in need of improvement or enhancement (as needed).

a. Mid year:

b. End of year:

**D. Mid-year Signatures**

Student \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Field Site Supervisor \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

University Supervisor/Coordinator \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

**E. Overall Evaluation** (Please complete this section at the end of the year)

FAIL                      NEEDS IMPROVEMENT                      PASS                      PASS (OUTSTANDING)

***Supervisor: Please indicate your recommendation for this individual.***

Ready for independent practice

Other \_\_\_\_\_

I certify that I have read the above evaluation and agree with the recommendation(s) by the Field Site and University Supervisor.

Student \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Field Site Supervisor \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

University Supervisor/Coordinator \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

**APPENDIX J: Visitation Procedures for School Psychology Internships**



### Visitation Procedures for School Psychology Internships

1. On-site visits will be made by the program's Coordinator of Internship (when not possible via telephone and e-mail contacts). Site supervisors may call the Coordinator of Internship at any time.
2. Visitations (when possible) will begin no later than October.
3. All new sites will be visited first; all sites will be visited by the end of the school year (if possible).
4. Interns will be evaluated as to expected development and participation in the internship.
5. Internship placement will be evaluated in terms of meeting the requirements for an internship in school psychology. The setting will also be evaluated in terms of providing a training opportunity for providing a variety of school psychological services.
6. Evaluations will be communicated to administrators, supervisors, and interns. The School Psychology faculty has full responsibility for the evaluation and will keep it on file for future reference. In the event that differences, in the interpretation of training practices, arise, the student and/or Site Supervisor should contact the University coordinator to assist in resolving any questions, concerns, etc.
7. Discontinuations of the Internship Program.
  - a. If the intern does not have the necessary skills to profit from the internship, the coordinator and other School Psychology faculty will consult with the intern and the site supervisor to determine the best course of action for the intern to follow. One of the following decisions may be made:
    - i. To discontinue training until skills are acquired.
    - ii. To enroll in a class to gain necessary skills, if this can be done without detriment to the internship program.
    - iii. To extend the internship program.
    - iv. To have the intern leave the field of school psychology to pursue an alternate career.
    - v. Other possibilities not covered by the above may be mutually determined by the School Psychology faculty and the persons involved.

b. If an internship program is exceptionally deficient in rendering suitable professional

preparation experiences for school psychology interns, the following procedures will be enacted:

- i. The Intern Supervisor will be informed of the official evaluation and given one month to rectify the situation.
- ii. The internship site will be revisited at the end of one month. If the situation is not rectified, the internship program approval will be rescinded. The School Psychology faculty will aid the intern in finding another site but will not guarantee placement.

**APPENDIX K : Request for Arizona School Psychology Certification/Verification of Internship  
(Only necessary when IR is not requested within first year after program  
completion.)**



**School Psychology Program  
University of Arizona**

**Request for Arizona School Psychology Certification/Verification of Internship**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

The student listed above is requesting Arizona School Psychology certification. He/she has met the following requirements.

<b>Area</b>	<b>Verification</b>
Completed master's (or higher degree)	Date conferred
Completed all school psychology coursework (in a University of Arizona school psychology program comprising at least 60 graduate semester hours)	Signature of school psychology academic advisor
Completed 1,200+ hours of an internship/600+ hours in school	Signature of Internship Coordinator

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Department Head or Designee (Director of School Psychology Program) Signature

**APPENDIX L: Code of Academic Integrity**



Code of Academic Integrity  
University of Arizona

**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:  
<<http://deanofstudents.arizona.edu/codeofacademicintegrity>>

**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 M: College of Education Due Process**



## UA TPP Due Process Flow Chart

