THE UNIVERSITY OF ARIZONA®

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School Psychology Ph.D. Student Handbook

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

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Purpose of the Handbook and Students' Obligation

Welcome to the University of Arizona's School Psychology Ph.D. Program and to the beautiful southwest and Tucson, Arizona!

This *Handbook* should help answer various questions that you may have about our Ph.D. Program. It should also assist you in consultation with your academic advisor, in planning your doctoral course of study. The faculty encourages you to read all sections of this *Handbook* in order for you to become thoroughly informed about all aspects of the School Psychology Ph.D. Program, the Department of Disability and Psychoeducational Studies (DPS), the college of Education, and the University of Arizona.

This handbook is prepared for students admitted into the PhD Program in School Psychology. Program applicants can find admission requirements and procedures at coe.arizona.edu/dps/apply and the Admission Standards in this handbook (p. 8). Although constructed for students, University of Arizona, faculty frequently consult the Handbook. As such, it signifies a written document in which both students and faculty find policies, procedures, practices, expectations, and guidance regarding the PhD degree in School Psychology at the University of Arizona. Consequently, the 2016-17 Handbook represents, in part, a contract between the program and its incoming students. Both students and faculty are bound by its elements. Critically, the PhD Handbook and its contents change over time. This means that each incoming student cohort follows the information contained in its handbook. In this case, the incoming 2016-17 PhD cohort complies with policies contained herein; it is not bound to prior policies. Similarly, without offering consent, the 2016-17 PhD cohort is not obliged to comply with major policy changes that might appear in subsequent handbook iterations. Current students may adopt a subsequent handbook in consultation with their academic advisor or program director; however, unless otherwise noted, they must abide by all policies contained within their newly adopted handbook.

As a student enrolled at the University of Arizona, School Psychology students must also comply with general University of Arizona student rules and Graduate College policies. The PhD 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/). It is these written documents—not informal practices, verbal statements, or supposition—that embody the University of Arizona's pact with its PhD School Psychology students.

Program Overview

The University of Arizona (www.arizona.edu/) is the flagship institution in the State of Arizona and one of the leading universities in the country. The Carnegie Foundation gave Arizona its highest classification for research activity (VH, "very high"). The university is also a Land/Space 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 been accredited by the American Psychological Association since 1979 and by the National Association of School Psychologists since 1991. During this time, the University of Arizona's philosophy and methods for training school psychologists has evolved to keep pace with a changing and increasingly diverse society and its needs.

The School Psychology Program (https://www.coe.arizona.edu/dps/school-psychology) was first established in the late 1960's. The Ph.D. Program has been accredited since 1979 by the American Psychological Association (APA, Office of Program Consultation and Accreditation) and since 1991 by the National Association of School Psychologists (NASP). The Ph.D. Program is known for its strong emphasis on research, scholarship, and professional practice. Questions related to the program's accredited status should be directed to the Commission on Accreditation:

> Office of Program Consultation and Accreditation
> American Psychological Association
> 750 1st Street, NE, Washington, DC 20002
> Phone: (202) 336-5979 / E-mail: apaaccred@apa.org
> Web: www.apa.org/ed/accreditation

University of Arizona's School Psychology Training Model

The program philosophy is guided by the "scholar-practitioner" training model. According to this model, a psychologist is a scholar, a consumer of research, and a highly trained professional prepared to apply extensive content knowledge and sophisticated techniques to solve clients' problems. Furthermore, the University of Arizona conceptualizes the scholar-practitioner as one who possesses considerable research competence and data analytic ability. This permits him/her to generate new knowledge as well as skillfully apply existing knowledge to problems in accordance with work setting requirements and professional interests.

The notion of the 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 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. These are often applied in school settings, but might be applied elsewhere when school-related social, emotional, and learning problems are present. In addition, the program prepares school psychologists to engage in life-long learning and to advance the profession by conducting research, publishing—or presenting scholarly papers at professional association meetings—and/or leading national, state, and local school psychology organizations. Please see Appendix A for information about licensure and certification requirements to practice as a licensed psychologist or certified school psychologist upon graduation, respectively.

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.

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 in depth 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. A more comprehensive statement of program goals, objectives, and competencies can be found in Appendix B.

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

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

Goal #3: Prepare graduates for lifelong learning 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 to services children and adolescents.

Program Goals and Evaluation

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 apply their acquired 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), typically completed during students' second year, and the school

psychology internship (SERP 693b), typically completed during students' fifth year. Regarding overall development as a scholar-practitioner, three additional key program requirements are relevant: the Doctoral Qualifying Examination, the Doctoral Comprehensive Examination, and the Dissertation and Oral Defense (see Chapter 2 for details of program requirements).

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 the eventual attainment of all program goals. This is accomplished by (1) regular meetings between a student and his/her advisor, (2) annual student evaluations that summarize each student's status and progress toward the program goals, and (3) a student's portfolio of completed assignments, work products, and tangible indicators of progress in the program. Thus, it is particularly important that each student familiarize him/herself with the Goals, Objectives, and Competencies and with the program's method of measurement (outlined in Appendix B). Likewise, regular student-advisor contact is indispensable to understanding the program philosophy and goals, and monitoring of one's progress toward mastery of those goals. Finally, development of skills, knowledge, and refinement of professionalism does not stop when the PhD is granted. Consistent with the program philosophy that graduates become scholar-practitioners committed to life-long learning, the program continues to collect important information from its graduates after program completion. Such information comprises part of the formative and summative data that the program deems essential to long-term success in implementing its training philosophy and curriculum.

Admission Standards

All applicants to the University of Arizona's School Psychology Program must submit applications both to the Graduate College.

1. Admission to the Graduate College

Applicants must meet the minimum standards listed in the UA Graduate Catalog to be considered for admission. Application materials and additional information can be obtained by writing to: Graduate Office, Administration Building – Room 322, 1401 East University Blvd., University of Arizona, Tucson, AZ 85721 or visit https://grad.arizona.edu/admissions

2. Admission to the School Psychology Program

Admission standards to the doctoral programs are designed to attract students with high academic and professional potential. The program does not discriminate in admissions on the basis of gender, race, disability, cultural background, sexual orientation, or national origin. The program actively seeks to build a student body with diverse backgrounds. Each application is evaluated individually and with care.

All students expressing interest in the doctoral program are provided information regarding each program, and the application procedures. Such material is made available prior to application to provide information needed to help the prospective candidate determine if the program is suited to his or her needs. Admission to the program is based upon evaluation of information from the following sources: (1) an application for admission to the Graduate College; (2) transcripts of all previous college work; (3) scores on the GRE (GRE to include Verbal, Quantitative, and Writing Sections) and TOEFL when appropriate; (4) three letters of recommendation, including statements regarding applicant's ability to

pursue advanced study in School Psychology; (5) evidence of previous scholarly activities; and (6) a statement of professional goals and interests. *Note*: MAT scores cannot be substituted for GRE scores. Admission preference to the School Psychology Program is given to applicants who have completed an appropriate Bachelor's or Master's degree in Psychology, Special Education, Educational Psychology, or a related discipline with grade point averages above 3.25; have a minimum GRE combined Verbal and Quantitative score of 308; and present at least three letters of recommendation that comment favorably on the applicant's potential to do advanced graduate work, as well as his/her potential for professional contribution to the field. **The deadline for submission of an application is December 1**. Admission to the Ph.D. Program is only permitted for the fall semester of each academic year.

All applicants are screened by the School Psychology Admissions Committee. Recommendations for admission or non-admission are submitted to the Department Head who then makes a recommendation to the Graduate College. A letter or email is then sent to the applicant in regard to acceptance/non-acceptance to the Doctoral Program in School Psychology.

3. Information about the Program and the Application Process

When an individual is in the process of applying to the School Psychology Program, the contact person is typically the program director. The program director can provide specific information about the program. However, questions about the application process, deadlines, forms, etc., should be directed to the Graduate Coordinator's Office. Among the responsibilities of the Graduate Coordinator is the coordination of application materials from prospective graduate students. The Graduate Coordinator will ensure that applicants are kept informed about the status of their application for admission. The contact person for the Graduate Coordinator's Office can be reached at (520) 626-1248.

CHAPTER 2: REQUIREMENTS FOR EARNING THE PH.D. IN SCHOOL PSYCHOLOGY

Comprehensive List of School Psychology PhD Program Requirements

Table 1 is a list of program requirements and suggested completion dates. Each requirement is described in detail in the following section of the handbook. The student forms are available at grad.arizona.edu/gcforms/ or in the appendix.

Table 1. List of School Psychology Ph.D. Program Requirements

Requirements	Approved by	Required Form	Suggested Completion Date	Detailed description in the handbook
Plan of Study	Committee	GradPath	Qualifying Exam Meeting	p.11
Major & Minor Coursework[†]	Advisor	n/a	End of 5th Year	p.12
Portfolio Requirements	Core Faculty	n/a	See Table 2	p.14
Qualifying Examination	Committee	Student Forms*	End of 2nd Year	p.16
Residency Requirement	Advisor	n/a	End of 4th Year	p.19
1,000 hours of Pre-Internship Experiences	Advisor	Various forms found in Appendices for SERP694B	Prior to Internship	p.20
Leadership/Service Requirement	Advisor	Appendix G	End of 4th Year	p.20
Scholarship Requirements	Advisor	Appendix H	End of 4th Year	p.21
Written and Oral Comprehensive	Committee	Student Forms*	End of 3rd Year	p.18
Dissertation and Oral Defense	Committee	Student Forms*	End of 4th Year	p.21
Internship	Advisor, Internship Coordinator, & Internship Supervisor	Various forms in Appendices	End of 5th Year	p.22
Program Competencies	Core Faculty	Appendix R	End of 5th Year	p.25 & Appendix R

[†]Minimum 3.0 GPA required for all coursework listed on Plan of Study

Academic Advising

Throughout a student's doctoral studies, he or she is expected to maintain regular contact with faculty, particularly her or his academic advisor. Initially, this regular contact is maintained through coursework with various program faculty and discussions with one's academic advisor. As a student advances in the program, she or he is required to work with his or her advisor in the Qualifying Examination Committee, the Comprehensive Examination, and the Dissertation Committee. It should be noted that a student is free to change academic advisors within the program at any time, and there is no requirement that the initial faculty advisor must also be the Chair of the Doctoral Comprehensive Committee or the Chair of the Dissertation Committee. The program does recommend, however, that a student's initial advisor be the Chair of the Qualifying Examination Committee. Students often develop close mentoring relationships with multiple professors to nurture their research interests. Annual reviews of each student's academic progress are conducted by the program faculty and discussed with the student by her or his major advisor. Students receive written feedback on the extent to which they are meeting the program's requirements and performance expectations. Although rarely necessary, conditions for continuation in the program may be the topic considered in the annual review.

Plan of Study

The plan of study should include courses in the school psychology major and minor as well as dissertation. A recommended sequence of course work is presented. The coursework recommended for the first year provides a foundation for applied experiences of the second and third years. Although the course sequence is recommended for full-time students, some individuals enroll as part-time students during a portion of their program. Nonetheless, because the PhD curriculum is sequential, students are encouraged, when possible, to maintain full-time status (> 9 credits of graduate level coursework per semester). It is important to recognize that part-time students may encounter difficultly completing the program in a timely manner and risk exceeding ten years from starting program coursework to completing all degree requirements.

The Graduate College has established policies about the interval during which program requirements must be completed; courses that are more than ten years old will have to be repeated. In addition, students are required to complete all remaining degree requirements within five years of passing the Comprehensive Examination. Students should abide by Graduate College policies and always plan coursework with their academic advisor and follow Graduate College policies. See grad.arizona.edu/academics/program-requirements/doctor-of-philosophy/time-limitation.

Each student's Plan of Study must include a minimum of four courses in research design, statistics, and measurement. The following three courses are required: EDP 641, EDP646, and SERP 695P (or equivalent). *Students without a solid understanding of elementary statistics or a graduate-level course may need to take EDP 541 prior to enrolling in EDP 641.* They should discuss this need with their academic advisor. In addition to the three required courses, students are expected to enroll in one of the following statistics/methodology specialty courses in consultation with their Qualifying Examination committee. Note that independent study or research credits are not permitted to substitute for the specialized statistics requirement.

FSHD 606	Topics in Methodology and Data Analysis
FSHD 617a	Advanced Data Analysis: Structural Equation Modeling
FSHD 617b	Dyadic Analysis

FSHD 617c	Advanced Data Analysis: Multilevel Modeling
LRC/HED 605	Qualitative Methods in Education
HED 696c	Introduction to Multivariate Regression
HED 696	Statistical Programming for data manipulation
HED 616:	Managing and Manipulating Data Using Stata
SERP 590	Single-Subject Research Design

Major and Minor Coursework

Students are required to complete courses in a number of topic areas in their school psychology major (a minimum of 75 credits). The program's philosophy emphasizes sequential skill development, and students typically follow a prescribed course sequence. Students meet with their advisor to plan the steps to fulfill major (school psychology) course requirements, as well as other curricular issues (e.g., transfer credit, considerations for a minor area of concentration, etc.). For course descriptions, see the Academic Catalog (catalog.arizona.edu/); for the UA course numbering system see the Graduate College website: grad.arizona.edu/academics/course-listing-and-numbering.

As part of their plan of study, students must also complete a minor in a related academic area (a minimum of 9 credits). A student's minor must be (1) directly applicable to the field of School Psychology, and (2) associated with a University of Arizona Ph.D. major area of concentration (e.g., sociology, special education, rehabilitation counseling, psychology, rehabilitation, family studies, higher education, educational leadership, educational psychology, etc.). Within minors that are tied to Ph.D. majors, students may have the opportunity to specialize in areas of interest such as special education (e.g., learning disabilities, positive behavioral supports, low incidence disabilities), psychology (e.g., neuropsychology, law and policy), educational psychology (e.g., research methodology and statistics), rehabilitation (e.g., mental health or school counseling, medical aspects of disability), and family studies. The student and the minor member plan coursework for the minor. Some graduate programs may require more than 9 credits for a minor. A doctoral plan of study must be approved by his/her Major and Minor Committees via GradPath on UAccess with the link provided at https://grad.arizona.edu/gcforms/academic-services-forms

Recommended Course Sequence

Year	Semester	Courses
Year 1	Fall	SERP 549: Introduction to School Psychology SERP 674b: Cognitive Assessment SERP 601: Cognition & Development or SERP 695P: Contemporary and Emerging Issues in School Psychology[%] EDP541: Statistical Methods in Education* or SERP685 or SERP511A
	Spring	SERP679: Educational & Psychological Assessment of Children SERP 517: Behavior Modification in Schools SERP 696c: Professional Standards, Ethics, & Issues in School Psychology EDP641: Selected Applications of Statistical Methods
Year 2	Fall	SERP 685: Child Behavior Disorders & Adjustment SERP 638: Psychological Consultation & Supervision SERP 677: Personality Assessment SERP 601: Cognition & Development or SERP 695P: Contemporary and Emerging Issues in School Psychology[%] EDP 646: Multivariate Statistics or SERP511A: Basic Academic Skills for High Incidence Disabilities
	Spring	SERP 602: Early Childhood Assessment & Intervention SERP 686: Child Psychotherapy SERP679: Neuropsychological bases of behavior or SERP 559: Diversity in School Psychology[%] SERP 694b: School Psychology Practicum
Year 3	Fall	SERP 694-017 School-Community Mental Health and Therapy Practicum PSY 560: Advanced Social Psychology SERP 693c: College Teaching & Supervision** EDP 646: Multivariate Statistics or SERP511A: Basic Academic Skills for High Incidence Disabilities Minor Course*
	Spring	SERP 512: Violence in School and Community: Crisis Prevention, Intervention, and Response SERP679: Neuropsychological bases of behavior or SERP 559: Diversity in School Psychology[%] SERP 693c: College Teaching & Supervision** Minor Course*
Year 4	Fall	SERP 920: Dissertation Units Minor Course**
	Spring	SERP 920: Dissertation Units Minor Course**
Year 5	Fall	SERP 693b: School Psychology Internship SERP 920: Dissertation Units

	Spring	SERP 693b: School Psychology Internship SERP 920: Dissertation Units

*Talk to your advisor about needing an entry-level statistics or an alternative course. ** Schedule in consultation with your Qualifying examination Committee and advisor. % indicates courses that are offered every other year.

Portfolio Requirements

Coursework, field experiences, engagement in service, and program requirements provide students the opportunities to meet the program's goals, objectives, and competencies. Requirement and evaluations are aligned with the thresholds for our competencies. 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 are separate from the portfolio process and are 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 reserve 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 each spring as part of the annual student evaluation process. Although we refer to the Working Portfolio (Years 1 to 3) and Professional Portfolio (Years 4 to 5) separately, students do not create separate portfolios, but build one portfolio of their competencies and update their work samples as they go through various courses and field experiences in the program. The working portfolio is also tied to the Qualifying Exam at the end of year 2 and also to the Comprehensive Exam at the end of year 3.

Table 2. Portfolio Deadline, Annual Review, and Examinations

	Portfolio	Submit by	Annual Review	Other exams tied to portfolio
YEAR 1	Working Portfolio	Monday before the last day of classes in Spring	x	

YEAR 2	Working Portfolio	2 weeks prior to scheduled meeting	x	Qualifying Exam
YEAR 3	Working Portfolio	4 weeks prior to scheduled oral exam	x	Comprehensive Exam
YEAR 4	Professional Portfolio	Monday before the last day of classes in Spring	x	
YEAR 5	Professional Portfolio	Four weeks prior to last day of classes	x	

General Portfolio Guidelines

Portfolios should adhere to the following stylistic expectations:

- Include a Table of Contents. Follow the table of contents carefully.
- 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 from each product
- In consultation with your faculty advisor, select the best exemplars of your work

Working Portfolio

The working portfolio documents students' progress in the first three years of the program. It includes the following sections: (1) Professional Development, (2) Field Experiences, (3) Evidence of Doctoral Competencies, and (4) Core Assignments. See Table of Contents in Appendix C. Please note that students may not have all the required experiences that the table of contents lists, when submitting the working portfolio in Year 1 and 2. Students are required to submit materials based on their coursework and experiences at the time of submission, but to update their materials and add new materials in the following year. These materials will be electronically submitted to the advisor, the Qualifying Exam Committee, or the Comprehensive Exam Committee (see Table 2 for specific due dates).

The Professional Development section includes a Curriculum Vita, statement of professional goals and objectives, Plan of Study, and UA transcript. A statement of professional goals and objectives should (1) outline specific skill sets/competencies to be accomplished in becoming a certified school psychologist and/or licensed psychologist, (2) how their learning has shaped their own models of school psychology practice, based on the theory, research, and practice that they have been exposed to, and (3) what strengths and weaknesses they see in professional and personal development. Students should avoid simply describing what was learned in each class. Instead, these reflections are a place to reflect on what is being learned in classes and to consider this knowledge in light of one's individual professional and personal development, including strengths and weaknesses in areas such as communication, organizational skills, diversity issues, adaptabilities, initiative and dependability.

The Field Experiences section includes documents related to practicum experiences such as assessment, intervention, consultation, and other professional competencies. The Evidence of Doctoral Competencies section should include annual reviews and documentation of leadership and scholarship. The Core Assignments section of the working portfolio consists of six 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. As the written products submitted for Core Assignments serves as the Written Qualifying and Comprehensive Examinations, students are encouraged to submit the work product they believe to be the best representation of their experience, knowledge, and skills rather than the first or most straightforward cases. Further, even if students have previously submitted a case report during the annual evaluations or qualifying exam, they should select the *best* case to date when submitting the final working portfolio for their comprehensive examination.

Core Assignments for Working Portfolio

For the working and professional portfolio, there are cores assignments. The detailed instructions and rubrics are provided in Appendix D.

- Core Assignment #1: Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) Case Report
- Core Assignment #2: Consultation Case Report
- Core Assignment #3: Counseling/Therapy Case Report
- Core Assignment #4: Comprehensive Evaluation Report
- Core Assignment #5: Ethical and Legal Dilemma
- Core Assignment #6: Summary of Research Activities

Professional Portfolio

After a successful comprehensive exam at the end of Year 3, students are expected to develop the Professional Portfolio by updating the materials in the Working Portfolio and adding new materials based on their courses and field experiences in Year 4 to Year 5, with the bulk of the cases expected to be developed during internship. The Professional Portfolio includes six core assignments: Comprehensive Evaluation Report, Functional Behavior Assessment and Intervention Plan Report, Training Presentation Report, Counseling/Therapy Case Report, Supervision Philosophy and Experience Report, and Summary of Research Activities. Please see the descriptions of core assignments (Appendix D).

Core Assignments for Professional Portfolio

For the Professional Portfolio, the following cores assignments are required.

- Core Assignment #1: Comprehensive Evaluation Report
- Core Assignment #2: Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) Case Report
- Core Assignment #3: Counseling/Therapy Case Report
- Core Assignment #4: Training Presentation Report
- Core Assignment #5: Supervision Philosophy and Experience Report
- Core Assignment #6: Summary of Research Activities

Qualifying Examination

All students must pass the Ph.D. Qualifying Examination in route to earning their degree. The Doctoral Qualifying Examination is designed to serve two primary purposes: (1) to evaluate a

student's capabilities for completing a doctoral program, and (2) to determine whether the School Psychology Program is appropriate to meet student's professional goals. Students should complete the Doctoral Qualifying Examination no later than the end of the fourth semester in one's program of study. Students must complete a written request at least three weeks prior to the examination. The student chooses a Qualifying Examination Committee of three faculty members. Students should note that two of the three faculty members on the Qualifying Examination Committee must be full-time tenure or tenured-track faculty members in the School Psychology Program, and one of these members must be the Chair of the Qualifying Examination Committee. A third member may be from the student's minor area (encouraged), another School Psychology faculty member, or an eligible faculty member whose interests match the students. If the third committee member is not tenured or tenure-track, the student is advised to check with the graduate college to ensure the individual is approved by the graduate college to serve on committees.

Students are required to submit the Working Portfolio to the Qualifying Examination Committee at least 2 weeks prior to the scheduled meeting. The required materials are listed on the Table of Contents (Appendix C), and the description of core assignments is in Appendix D.

The scholarly paper for the Qualifying Exam (Core Assignment #6: Summary of Research Activities) can be an expanded term paper, a theoretical paper or a literature review on a topic of interest to the student. Its length is typically 15-20 pages, including references and title page. Although the student consults with his/her advisor regarding the topic and scope of the paper, the paper must be submitted without extensive editing from his or her previous course instructor, the advisor, or members of the examination committee. The student will be evaluated, in part, based on appropriate use of the American Psychological Association writing style. In addition, the student is evaluated regarding breadth and depth of knowledge of the field of school psychology as well as his/her familiarity with current issues and practices in school psychology. Consequently, knowledge gained during early doctoral courses, program-related practicum and applied experiences, and publications in school psychology are germane to the Doctoral Qualifying Examination process.

Foundational knowledge is assessed in the following manner in an oral component of the Qualifying Examination. Students will be expected to give a 10-minute presentation on his/her paper. Questions from committee members follow about the paper and presentation. Students will also need to prepare for and be ready to respond orally to a series of questions based on the courses they have completed or are currently enrolled as well as the core assignments of the portfolio. Sample questions are:

(1) Identify what aspect of the course you found the most interesting.
(2) Identify a controversial issue addressed in the course (e.g., diagnosing learning disabilities, roles of school psychologist, ethical issues associated with technology usage) and demonstrate an awareness of the relevant literature.
(3) Identify how material from the course will be applicable in your practice as a school psychologist.

The Doctoral Qualifying Examination follows College of Education and the Department of Disability and Psychoeducational Studies policies. The structure of the Doctoral Qualifying

Examination is as follows: Prior to beginning the exam, all committee members meet briefly—without the student present—to discuss the qualifying paper and discuss questions or concerns about the paper. The student then returns and gives the paper presentation and the above guiding questions about courses (or the topic areas) they have completed or are enrolled. After approximately one hour from the outset of the examination, the student is temporarily excused so that the committee can deliberate. The committee rates the students using a Qualifying Exam Rubric. All items need to be an average of "1" in order to pass; however, the committee can decide to reconvene with the student to propose questions and oral discussion. A vote is required no later than two hours after the examination began. The student is informed of the outcome and coursework recommendations can be made in light of program requirements as well as the student's strengths, weaknesses, interests, and career goals. The committee then reviews the student's Plan of Study, approving it with or without additional or remedial coursework recommendations. At the end of the exam, all committee members must sign the "Report/Waiver for the Qualifying Examination" form (see fp.arizona.edu/dps/main_forms.asp). The student's major and minor advisor must also sign the student's Plan of Study.

Doctoral Comprehensive Exam

The University's Committee on Graduate Studies in Education establishes general policies and guidelines for the doctoral comprehensive examination: https://grad.arizona.edu/gsas/degree-requirements/doctor-philosophy#comprehensive-exam. The examination is intended to test the student's comprehensive knowledge of the major and minor subjects of study, both in breadth across the general field of study and in depth within the area of specialization.

The comprehensive exam will not be scheduled until the majority of student coursework is completed. At least six months prior to scheduling the comprehensive examination, the student should select his/her committee members. The School Psychology Program applies the following policy regarding committee membership: Two of the three faculty members on the comprehensive examination committee must be full-time tenured or tenured-track faculty members in the School Psychology Program, and one of these members must be the chair of the committee. A third member, representing the major committee, can be another school psychology faculty member or an eligible faculty member whose interests match the students. A fourth member is the faculty advisor (or designee) from the student's minor department.

The comprehensive examination consists of the written and oral exams. For the written exam, students will submit the working portfolio to the committee, as described in the portfolio requirements above. The portfolio format allows the comprehensive examination committee to determine whether the student has acquired and integrated the knowledge and skills needed to be effective school psychologists prior to graduation.

In the Comprehensive Examination Portfolio and the oral exam, students should demonstrate content knowledge on the following domains:
- Biological bases of behavior
- Social bases of behavior
- Cognitive bases of behavior
- Individual differences in behavior
- Affective bases of behavior

- Research methods and analysis
- Psychometrics
- Professional development and ethics
- Intervention
- Consultation
- Assessment process and techniques
- Diagnostic skills/conceptualization
- Cultural diversity

The domains cited above and covered substantially during the written exam may receive additional questions in the oral examination. Moreover, any of the cited domains not assessed during the written examination are covered in the oral examination. The portfolio will be evaluated using rubrics for each assignment, and students will receive a grade of "Pass" or "Fail." Passing of the written examination in the major area is based on whether the ratings meet the criteria by the majority vote of doctoral major committee members. The minor committee member conducts assessment of the written examination in the student's minor area, and the student should consult with the minor committee member, regarding the requirement of the written exam and grading procedure. A student must pass the written examination in both the major and minor areas before she or he will be permitted to take the oral examination. If a student fails the written examination portion of the comprehensive examination, he/she may petition the committee to take the written examination a second time.

The oral examination is typically scheduled four weeks after the Working Portfolio is submitted. It must be taken within six months of the written comprehensive examination and all committee members must be present. The oral examination will be a minimum of one hour and a maximum of three hours. The committee may conclude the student has successfully responded to questions covering all domains, or decide to continue the examination. The committee members use a Comprehensive Examination Rubric. If a student fails the oral examination portion of the comprehensive examination, he/she may petition the committee to take the oral examination a second time. If a student fails either the written examination or oral examination portions of the comprehensive examination a second time, he or she will be terminated from the School Psychology Program.

Following the successful completion of the Doctoral Comprehensive Examination, a student must complete the Advancement to Candidacy Form (see GradPath) and submit it to the department graduate coordinator.

Residency Requirements

Graduate College and Program Requirements

The program requires two consecutive semesters of full-time academic study on campus (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. Students must complete a minimum of 30 units of graduate credit in residence at the University of Arizona (18 units of dissertation plus 12 units of regular graded coursework taken at the

university). "In residence" is defined as units offered by The University of Arizona, whether or not they are offered on campus. Summer session attendance does not satisfy residency requirements, nor does registration for extended dissertation credit (e.g., SERP 930).

APA Requirements

The American Psychological Association requires that all students enrolled in its accredited programs complete a minimum of three full-time academic years of graduate study – at least two of which must be at the institution from which the doctoral degree is granted and at least one year of which must be in full-time residence or the equivalent thereof. This requirement may be fulfilled by enrolling in the following: required courses as a full-time student (minimum of nine credits per semester), the one year school psychology internship, and registering a minimum of nine credits per semester of dissertation excluding summer sessions.

Pre-Internship Practicum Hours

Students are required to complete 1,000 pre-internship hours through various course-related externship and practicum experiences prior to their internship. For some students, especially those ultimately seeking non-school based pre-doctoral internships, these 1,000 hours may need to be completed during their first three years in the program, thus creating flexibility for distributing the internship hours over 24 months in both school and non-school settings (see School Psychology Internship for details regarding internship options). In order to count toward the 1,000 pre-internship hours, students' practicum/externship placements need to be pre-approved and a plan for supervision must be in place prior to logging hours.

Students should discuss appropriateness and eligibility of field experience sites with the externship coordinator, their advisor, or the program director. Students must maintain a log of their supervised psychological experiences to be signed by both their field supervisor and university supervisor. Further, they must have their advisor sign off on the completion of the 1,000 pre-internship hours. "Supervised psychological experiences" include all professional activities associated with the delivery of psychological services to client(s) including psychotherapy/counseling, teacher/school/parent consultation, educational and behavioral interventions, psychoeducational assessment, scoring and interpretation of tests, report writing, and library/database searches associated with a particular case. A copy of the signed logs should be submitted to the graduate coordinator for inclusion in the student's permanent graduate file. There are specific forms regarding eligibility, placement, evaluations, and completion for the field experiences associated with SERP694B: Practicum in School Psychology and externship coursework (see Appendices E to F). *The practicum 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.

For the 1,000 pre-internship hours, students must be supervised in school settings by a certified school psychologist, preferably one who is licensed from an accredited university in either school, counseling, or clinical psychology; clinical neuropsychology; or applied developmental

psychology. Note that students are responsible to determine certification and license requirements in states where they might practice. In the case of students involved in practicum or externship work in non-school settings, the supervisor must be an Arizona licensed psychologist, other licensed mental health professional, or a licensed physician. If the primary site supervisor is not a doctoral level licensed psychologist, the student may be offered supervision by a University supervisor who is a licensed psychologist. Although states vary regarding requirements for the number of pre-doctoral hours for licensure eligibility, Arizona currently requires at least 75% of supervision hours to occur under the direction of a licensed psychologist. Moreover, for every 10 hours of practicum or externship work, an hour of supervision must occur. Overall, 50% of all supervision must be individually delivered and occur face-to-face.

Leadership/Service Requirement

Students are required to complete two activities that reflect either leadership or service within the program or to the profession. These activities require activities that benefit others, enhance the field of school psychology, or improve the UA School Psychology Program. The following are examples of acceptable activities: (1) holding a Student Affiliates in School Psychology (SASP) position (e.g., President, Vice-President, Secretary, Treasurer, Committee Chair), (2) serving as a doctoral student representative, (3) providing a continuing education seminar or workshop within a school district or for program, DPS, or College of Education faculty and/or students, (4) serving as a reviewer of GPSC travel grant applications, (5) serving as the GPSC Representative to the College of Education, (6) presenting on the field of school psychology to students during School Psychology Awareness Week, (7) serving on a graduate student editorial board of a journal (or reviewer for multiple manuscripts), (8) serving as student coordinator for a school psychology research teams, (9) serving on a departmental committee as a student member (e.g., Research Culture Committee, search committee, etc.) or (10) serving as a representative to a regional, national, or international organization related to the field of school psychology (e.g., NASP, APA, SAPA, etc.). This list is not exhaustive, and other options are possible if approved by the student's advisor in advance of participation. Students select leadership/service activities in conjunction with their advisor and document their completion via the form found in Appendix G. The completed form is filed with the Graduate Coordinator.

Scholarship Requirements

Students are required to submit a scholarly work to one of the following: (1) a school psychology-related conference (state or national), (2) a scholarly journal for publication, (3) a chapter that appears in an edited book, or (4) another publication outlet approved by your advisor. The conference presentation must be accepted and the student (or someone on their behalf) should follow through with their commitment to present the accepted presentation. The submission of a manuscript does not need to be accepted for publication to satisfy the scholarship requirement, but it must be pre-approved by the advisor and determined to be of publishable quality (see the Documentation of Scholarship Form in Appendix H). Students must document their submission as follows. For conference submissions, any of the following: email confirmation of acceptance from a conference official, and/or listing in a conference abstract or program. For journal submissions, any of the following should be documented: abstract or the first page of the article or chapter, email or letter of decision status (either rejection or acceptance), or an email verifying submission. Completion of the requirement and documentation of other scholarly activities outside of coursework is documented

annually via the Documentation of Scholarship Involvement Form in Appendix I and submitted to the Graduate Coordinator.

Dissertation and Oral Defense

Students should familiarize themselves with Graduate College policies and accompanying forms regarding the dissertation (https://grad.arizona.edu/gsas/degree-requirements/doctor-philosophy#dissertation). The successful completion of a dissertation depends on two major steps: a dissertation proposal and a written dissertation that culminates with a successful oral defense of the written dissertation.

Dissertation Committee

The Graduate College requires a minimum of three members, all of whom must be current University of Arizona faculty members that are tenured, tenure-track, or approved as tenure equivalent. Two of the three faculty members on the student's dissertation committee must be full-time tenured or tenured-track faculty members in the School Psychology Program. One of these two school psychology faculty members must be the chair or co-chair of the dissertation committee.

Proposal and Written Dissertation

1. Register for a minimum of 18 credits in SERP 920 Dissertation. SERP 920 may be taken concurrently with other coursework as well as during proposal development and while completing research. Students must pass their comprehensive examination prior to enrolling in dissertation credits. If a student does not complete their dissertation after taking 18 credits in SERP 920 Dissertation, he or she must take at least one additional SERP 920 Dissertation credit each semester until his or her dissertation is successfully defended. This is a requirement of the UA Graduate College.
2. Develop a dissertation proposal in consultation with the dissertation advisor. Typically, the proposal consists of three chapters (Introduction, Literature Review, and Methodology).
3. Schedule a proposal meeting and obtain approval from the dissertation committee.
4. Submit a copy of approved prospectus and the Proposed Dissertation Subject and Report on the Dissertation Proposal forms (https://www.coe.arizona.edu/sites/coe/files/dissertation-proposal_and_report-fillable_0.doc) to the department's Graduate Coordinator (Room 412). Students are responsible for completing the forms, taking it to the proposal meeting. When the forms are submitted, the coordinator will submit the prospectus/proposal confirmation form in GradPath on behalf of the student.
5. Conduct dissertation research, analyze data, and complete the results and discussion sections.
6. Prepare and submit a final draft of dissertation to all dissertation committee members who will participate in the oral defense examination.

Oral Defense Examination

Following the Graduate College policies, the dissertation committee conducts the oral defense examination. The decision by the committee can be one of the following: Pass, Pass with stipulated changes, or Fail. The student should contact his/her dissertation advisor regarding the format of the oral defense. Students are evaluated on their scholarship as well as the breadth and depth of their knowledge of the dissertation. Students should follow the following steps:

1. Prepare and schedule Dissertation Oral Defense, obtain all needed signatures on the scheduling form and submit to the Graduate College at least three weeks prior to the scheduled examination.
2. Meet with the dissertation advisor to review the structure and format regarding the exam.
3. A copy of the dissertation should be submitted to each dissertation committee member no later than two weeks prior to the scheduled examination.
4. Following the examination, make all necessary changes in the dissertation and obtain written approval for the changes from the dissertation director and, if necessary, dissertation committee members. Follow Graduate College step for submitting a final copy. It is the student's responsibility to be aware of the required date to submit the final dissertation in order to be eligible for graduation (https://grad.arizona.edu/gsas/degree-requirements/doctor-philosophy#dissertation).

School Psychology Internship

The school psychology internship is a capstone experience. It is designed to help students master program-related competencies and refine their school psychology practice-related skills. Internship programs are selected in collaboration with the academic advisor and approved by the Internship Coordinator. Students are strongly encouraged to consider a site accredited by the American Psychological Association (http://www.apa.org/education/grad/internship.aspx) and Association of Psychology Postdoctoral and Internship Centers (APPIC; http://www.appic.org), and a site that meets the doctoral level internship guidelines of the Council of Directors of School Psychology (CDSPP; https://sites.google.com/site/cdspphome/2012guidelines).

The eligibility criteria for pre-doctoral internship is listed in Appendix L. It is important to review the criteria and work with the internship coordinator. Please note that students must have his/her dissertation proposal approved by the committee prior to accepting an internship offer.

The UA School Psychology Program requires that a site supervisor (or a designee) be present at the intern's site at least 50% of the time unless approved otherwise by the school psychology core faculty and the internship coordinator.

There are three options for internship placement:

1. Full-time (40 hours weekly) in a school district for one academic year (>1,500 hours total); sites may or may not be accredited by APA or APPIC
2. Full-time (40 hours weekly) in a non-school site accredited by APA or APPIC for one academic year (>1,500 hours total); 600 hours of which should be school related services
3. Part-time in a school district and non-school site for two academic years (>1,500 hours total); sites may or may not be accredited by APA or APPIC

All students, including those exercising option two, must comply with National Association of School Psychologists' internship guidelines. As a NASP-approved program, the University of Arizona's School Psychology Program wishes to ensure that graduates meet NASP standards. In this regard, students must complete 600 hours of their overall internship experience in a school setting. According to the Standards for the Credentialing of School Psychologists of the NASP, a school setting is "one in which the primary goal is the education of students of diverse backgrounds,

characteristics, abilities, disabilities, and needs. Generally, a school setting includes students who are enrolled in Grades pre-K–12 and has both general education and special education services. The school setting has available an internal or external pupil services unit that includes at least one state credentialed school psychologist and provides a full range of school psychology services. Other internship settings, if allowed by the program beyond the 600 hours in a school setting, are consistent with program objectives and may include relevant school psychology activities in other educational contexts within, for example, hospitals, juvenile justice institutions, and community agencies that provide collaborative services for schools" (p.6).

The 600 hours may be completed in pre internship (externship) capacity after a successful completion of practicum; however, it has to be a part of coordinated field experiences that address all the competencies expected on the internship plan.

Students anticipating internship option #2, must consult with their academic advisor and internship coordinator regarding the ability to fulfill the school setting requirement or its equivalent. For some students, 600 or more school-based internship hours may be completed as part of a combined school and non-school internship occurring during a 24 month interval that includes all internship experiences and accumulation of all internship hours. This is particularly important for students completing school hours in the 12 months preceding, or following, their APA or APPIC internship year. These hours can be counted as part of a pre-doctoral internship (in essence the internship is spread over two back-to-back years).

If a student is completing options 1 and 2, the primary supervisor must be a licensed psychologist and should be a certified school psychologist. If the student is exercising option 3, the primary supervisor of the APA or APPIC internship will be licensed. The supervisor of the additional 600-hour school based internship before or after the full-time internship must be a certified school psychologist, preferably one who is licensed. In total, regardless of which internship option students select, at least 1500 hours of a pre-doctoral internship must have a licensed psychologist as the primary supervisor.

Before beginning an internship, students must meet with their advisor and complete the Eligibility Criteria for Internship form (Appendix L). The signed copy should be submitted to the Internship Coordinator prior to the start of the internship. Students must register for a minimum of 6 credits in each of the Fall and Spring semesters. If students need to complete their internship in the Summer (see below), they should enroll in at least one credit during the summer session that corresponds to their completion.

For students wishing to complete degree requirements by the conclusion of Spring semester, all internship tasks and hours **must** be completed by the end of the spring semester. This includes completing all internship-related duties and procuring all site supervisor signatures. If a student has defended their dissertation and any part of the contracted internship extends beyond the graduation requirement deadline, we have worked out the following arrangement with the graduate college: 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 by the beginning of the semester for which they plan to graduate. The graduate college makes the final determination, but most likely they will agree to award a Spring degree but it will be held until students have completed their final contracted day. This policy enables students to receive a Spring diploma and apply for certification.

The internship coordinator provides an internship orientation and offers assistance to students on internship applications. The internship coordinator will offer students extensive guidance on internship, including Internship Plan, Timelines for Internship, Internship Placement Form, Internship Agreement, Site-Visit Procedures, Internship Evaluation Form, and Internship Supervisor Evaluation Form (Appendix L to R). ***The 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.

The internship site, university program, and intern must have a written agreement that includes a clear statement of the expectations and responsibilities of each party (including total hours and duties to be performed by the intern), benefits and support to be provided by the internship site, and the process by which interns are to be supervised and evaluated. Additionally, the University of Arizona has an approved Memorandum of Understanding MOU that should be signed before a student begins their internships. An internship site may request modification, in which case a UA representative (most likely from the legal department) will need time to review the document. If the site you are placed insists on their MOU, the UA will need time to review it. The written agreements and any other official documents will be handled by the Internship Coordinator.

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. 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.

Program Competencies and Annual Evaluation

The School Psychology Program must officially approve that students have achieved all Program Goals, Objectives, and Competencies prior to graduation. This usually occurs after students complete their dissertation and internship. However, during each year of program enrollment, the student will receive feedback regarding his/her status on Goals, Objectives, and Competencies. The faculty will strive to meet to complete annual evaluations for Ph.D. students each year at the completion of the academic year. The exception will be for students scheduled to graduate during the spring semester; the annual evaluation will be completed approximately two weeks prior with final endorsement once internship competencies have been verified. If a student is planning to graduate in the summer, the annual evaluation will be completed in the spring semester, but outstanding competencies will be verified prior to the awarding of the degree. Students are evaluated using two forms: 1) the Annual Evaluation Form that documents whether a student is fulfilling program requirements in a timely manner (e.g., Qualifying Examination, Completion of Coursework, etc.) and 2) the Annual Competency Achievement Form that indicates if the student

has met the Program's Goals and Objectives.

The students' responsibilities include the following:
1. Submit the portfolio: the working portfolio for Year 1 to Year 3 and the professional portfolio for Year 4 and Year 5.
2. Complete the self-evaluation of the objectives, paying careful attention to the competencies within them and the minimum thresholds for each competency.
3. Respond to feedback and requests following the annual evaluation and if recommended, meet with the advisor to discuss progress.
4. If a remediation plan is established, work with advisor and engage in activities to gain competencies needed to complete the program.

School Psychology Program's responsibilities include the following:
1. Remind students of the portfolio submission and annual evaluation.
2. Meet annually to evaluate students' progress.
3. Send students their annual evaluation form once they are completed.
4. Advisor will be available to meet with the student to discuss the annual evaluation results.
5. Remediation using a Professional Growth Plan (Appendix V) will be developed if student is not making adequate progress or having difficulty fulfilling program competencies.

As completion of the program approaches, the student and his/her advisor review all the program goals, objectives, and required competencies using the Doctoral Student Annual Competency Achievement Form. Students will be asked to complete a self-evaluation and provide supporting documentation that they met minimum thresholds. This must be completed no later than six weeks before graduation and any last minute additions will be made in the immediate run up to the date of graduation. A signed form confirming that all competencies (see Appendix W) are met is required before the student is eligible to graduate.

CHAPTER 3: ADDITIONAL INFORMATION AND POLICIES

Coursework and Grades

Guarantee of Course Syllabi

At the beginning of each semester, instructors 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 instructor and student. An instructor may change course requirements and grading policies in a syllabus during the semester if all students are in agreement. However, schedules within the syllabus can be listed as tentative and adjusted based on students' needs without the need for student approval.

Obligatory use of APA Style

Papers submitted school psychology or related courses are expected to conform to the most recent version of the Publication Manual of the American Psychological Association (APA). Consequently, students should familiarize themselves with the manual's content, and their writing products should adhere to the manual.

Minimum Course Grades for School Psychology Courses

Instructors 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 it does not reflect sufficient competence. The UA School Psychology Program requires students to receive a grade of A or B in their courses to satisfy the program requirements. Therefore, students who receive a "C" grade must repeat the course to receive a grade of A or B to satisfy the program requirements. This policy applies to the following courses:

SERP 517   Behavior Modification and Theory in the Schools
SERP 549   Introduction to School Psychology
SERP 695P   Contemporary and Emerging Issues in School Psychology
SERP 602   Early Childhood Assessment Intervention
SERP 638   Psychological Consultation and Supervision
SERP 674B   Cognitive Assessment
SERP 677   Personality 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
EDP 641   Selected Applications of Statistical Methods

A similar policy exists regarding S, P, 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 to earn a grade of S or P.

SERP 693C   Internship in Supervision and College Teaching

      SERP 694-017   School-Community Mental Health and Therapy Practicum
      SERP 694B   School Psychology Practicum
      SERP 693B   School Psychology Internship
      SERP 694-XX   Variable section numbers for externship

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 remains 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 meet course requirements 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. When the student's cumulative grade point average falls 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://catalog.arizona.edu/2015-16/policies/grade.htm.

Grade Appeal Procedure

Students with concerns about the grade they receive in a course should first contact the course instructor. If the concerns are not resolved at the instructor level, then the student may opt to contact the program director and then DPS Department Head if the issue is not resolved. If the issue continues to remain unresolved, the student can make a formal grade appeal as described at http://catalog.arizona.edu/2015-16/policies/gradappeal.htm.

Grievance, Discrimination and Anti-Harassment Policy

Student Grievance Procedure

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

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
Sue Kroeger
Director, Disability Resource Center
Campus Health Center, Room 104
Phone (520) 626-7674; 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: http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy.

Confidentiality

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 to serve faculty in designing educational environments that are inclusive. For more information, visit the DRC website at 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 students submit their own work. Students engaging in academic dishonesty diminish their own education and discredit to the academic community. Students shall not violate the Code of Academic Integrity and shall avoid situations that can 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 Appendix W (Code of Academic Integrity) and at https://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity.

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 (https://grad.arizona.edu/policies/academic-policies), which may result in dismissal from the program. Satisfactory Academic Progress is appraised in two ways: (1) Graduate College GPA requirements (minimum 3.0 GPA) and (2) program-related milestones (see Table 3 below).

Table 3

Milestone	Date of completion to evidence satisfactory academic
PhD Qualifying Examination	End of 4th semester in Program
PhD Comprehensive Examination	End of 7th semester in Program
Dissertation Proposal	Prior to accepting an internship offer
Pre-doctoral Internship	End of 10th semester in Program
Dissertation Defense	End of 10th semester in Program

†Many students complete these milestones before these dates, and prompter completion is recommended (see Table 1, page 8)

The School Psychology Program faculty reviews students' progress on an annual basis throughout the program. This includes practicum, internship, and dissertation phases of study. Students who are making unsatisfactory progress are formally informed and required to meet with their academic advisor in order to develop a plan for making recommended improvements (see Professional Growth Plan in Appendix T).

Doctoral Continuous Enrollment Policy

A student admitted to a doctoral program must register each Fall and Spring semester for a minimum of three graduate units from the date entering the Program until the completion of all course requirements, including written and oral comprehensive exams, and 18 dissertation units. When these requirements are met, doctoral students not on financial assistance and/or needing to maintain appropriate visa status must register for a minimum of one unit each semester until final copies of the dissertation are submitted to the Graduate Degree Certification Office. See the link below for more information on required enrollment during dissertation work and completion: https://grad.arizona.edu/policies/enrollment-policies/continuous-enrollment. Students receiving funding should check with their program advisor and funding source to ensure qualification. Doctoral students do not need register for graduate units during summer sessions unless they plan to make use of university facilities or faculty time.

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. Students considering such leaves should begin discussing this issue 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. If granted a LOA, 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 while pursuing their degree 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. If granted a LOA, 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 (LOAs) 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 LOA. Failure to obtain a LOA or remain in continuous enrollment may result in penalties. See LOA policy at https://grad.arizona.edu/policies/enrollment-policies/leave-absence.

Student Surveys and Annual Data Collection

The School Psychology Program periodically surveys its current students and graduates to obtain their opinions, perceptions, and recommendations about changes and modifications in the curriculum, policies, and governance practices. In addition, the program uses these surveys to obtain information about students' status in the program and update student records. Each year the program is required to submit data on *each* student and alumni (up to 10 years from graduation or until licensed, whichever comes first) for APA accreditation purposes. Thus, students/alumni should expect to complete the student-level data by mid-August of each year.

Course Transfer from Undergraduate or Graduate Work from Other Universities

Students entering the Ph.D. 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:

1. The Graduate College has a number of requirements for transfer of credits from other universities (https://grad.arizona.edu/gsas/degree-requirements/doctor-philosophy#credit-requirements).

2. Students must submit a memo to their advisor describing their coursework that they propose for transfer. If the proposed transfer coursework concerns the School Psychology Program's curriculum, 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 must accompany the memo from the prior university, a course syllabus (include an indication of textbook used and a reading list), and copies of any work products that are 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.

3. Graduate College policies also concern length of time from completion of prior coursework to transfer. For more information, please consult the Graduate College website. Older coursework may not be eligible for transfer or 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).

Fingerprint Clearance Card

A fingerprint clearance card is required of students. It must be acquired early in the first semester so that students are eligible to complete course-related requirements in Arizona public schools. Fingerprint clearance applications are available in the Office of Student Services, College of Education, Room 247. For more information, contact the Office of Admissions, Advising & Student Services at (520) 621-7865.

Termination of a Student from the Program and Due Process

The School Psychology Program follows the guidelines of the UA Graduate College regarding termination of students from the program (https://grad.arizona.edu/policies/academic-policies). Primary reasons for termination concern making unsatisfactory academic progress. In addition, a student who fails the Doctoral Comprehensive examination twice will be terminated from the program unless the student appeals successfully for a third examination with the DPS Department Head.

The program also adopted the College of Education due process in order to monitor students' difficulties and establish a plan for assisting the student with improving performance (Appendix Y or

https://www.coe.arizona.edu/flow_chart). Students who are struggling academically or do not meet program competencies may be asked to develop a Professional Growth Plan (Appendix V) in consultation with their academic advisor, discussed with program faculty, and co-signed with the program director. When a student demonstrates unsatisfactory academic progress in the program and does not fulfill the expectations agreed upon in the Professional Growth Plan, the program faculty can recommend the termination of the student from the Doctoral Program in School Psychology to the DPS department head. If the department head endorses the recommendation of the program faculty, the recommendation is then forwarded to the Dean of the Graduate College for review and action.

Another reason for termination from the program is failure to register each fall and spring semester for at least three graduate credits (or one unit of dissertation credit if it is the only remaining requirement).

Obtaining a Master's Degree in School Psychology

Optional Master's Degree in School Psychology

A doctoral student in School Psychology may add the Master of Art degree in route to earning the Ph.D. degree.

Requirements for Obtaining the MA Degree

A student may elect to obtain the MA degree by fulfilling the following requirements:
1. Submit to the graduate college the Master's Plan of Study that includes a listing of those 30 credit hours (minimum) that the student plans to complete in required core courses within the School Psychology PhD Program.
2. Pass the PhD Qualifying Examination in the School Psychology Program.
3. Receive a grade of "B" or higher in all courses listed in the Master's Plan of Study.
4. Submitting consent through Grad Path by the student's academic advisor to the DPS Graduate Coordinator indicating that the student has completed the 30 credit hours on the Master's Plan of Study, and recommending that the student be awarded the Master's degree.
5. Submission to the Graduate College of the Completion of Master's Degree form.

Graduate College Procedures for Filing Paperwork for MA Degree

Students should complete the change of program form, which is now available (as a .PDF) from our web site at https://arizona.app.box.com/v/grad-gsas-changeprogram. The form should be filled out to indicate the student is adding a second program, which should be specified as the MA in School Psychology (No sub-plan needs to be noted on this form). It needs a departmental approval signature, which can come from the program director or department head. An international student also needs to get approval from International Student Services. Students need to first submit the Plan of Study. Once that is approved, they need to submit the Master's/Specialist Committee Appointment form, on which they either report a committee or just confirm their advisor.

CHAPTER 4: RESOURCES TO HELP STUDENTS MASTER PROGRAM GOALS AND COMMENCE IN LIFELONG LEARNING

The program is committed to helping its students master the program goals and launch their careers as life--long learners. This also includes students' transition from undergraduate study, with its emphasis on individual course performance that is consistent with the rigors of graduate and professional study. For many, the transition signals much greater emphasis on self-directed inquiry on how to access the extensive resources available to all students enrolled in a research-intensive university such as the University of Arizona. Faculty members will assist with this process, especially each student's advisor. Some of the university-wide and program-specific resources that are supportive of this process are listed below.

Field Experience and Practicum Resources

The Program enjoys strong affiliations with numerous public schools, as well as on--campus and off--campus service organizations that are 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 licensed psychologists and allied professionals. Consistent with the scholar--practitioner model, students advance toward mastery of Program objectives as they work in collaboration with university faculty and community professionals. The Program works hard to secure community professionals who model a commitment to lifelong learning and exemplify professionalism that is compatible with Program objectives.

The following sites have recently provided supervision of psychological services to our Ph.D. students:

- Air and Space Academy Charter School
- Amphitheater Public Schools
- Arizona Health Sciences Center, Department of Pediatrics and Department of Family Medicine
- Arizona State Hospital
- Catalina Foothills School District
- Casa De Los Ninos
- Douglas Arizona School District
- Easter Seals Blake Foundation
- Flowing Wells School District
- Gilbert Arizona Public Schools
- Indian Oasis Unified School District
- Jewish Child and Family Services
- La Frontera Mental Health Centers
- Marana School District
- Our Family Child and Family Services
- Paradise Valley School District
- Phoenix Unified School District
- Pima County Juvenile Court Center
- Providence Corporation Community Mental Health Center
- Safford Arizona Public Schools
- Sahuarita Unified School District

Southgate Academy Charter School
Sunnyside Unified School District
Tucson Unified School District
University of Arizona Medical Center, Department of Psychiatry
University of Arizona Angel Wing Clinic (Pediatric Endocrinology)
Vail Unified School District
Wildcat Charter School

School Psychology Assessment Materials Library

The School Psychology Assessment Materials Library has an extensive collection of assessment materials. It is located in Room 104D and 105 of the Education Building. Included in the library 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, W-J-IV, K-ABC-III). Material can be examined in the library or can be checked out by the program coordinator in Room 442. Students should not remove materials from the library without checking them out. Furthermore, it is essential that all test kits remain intact and unaltered. Students should never exchange components from one kit to another; they should never write on test kits, manuals, or on other testing materials. Lost, unreturned, damaged or altered kits may result in replacement costs for students. Such costs are frequently substantial.

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 vpr.arizona.edu/. A collection of books and periodicals that provides 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.

University Information Technology Services

1. The University Information Technology Services (UITS) Lab is located on the 1st 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 Office of Student Computing Resources (http://www.uits.arizona.edu/departments/oscr) or at (520) 621-6727.

2. 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 www.uits.arizona.edu/departments/oscr or (520) 626-TECH (8324), the UITS 24/7 Helpdesk number.

University Libraries

The UA Libraries include the Main Library, the Arizona Health Sciences Library, The Science Library, the Fine Arts Library, and the Special Collections Library. Combined, the Libraries offer access to over 6 million print books, close to 2 million e books, 64,000 e- journals, over 700 online journal databases, approximately 30,000 films and 50,000 audio recordings.

The UA Libraries' goal is to provide campus users with the most information resources and services at the lowest possible cost. One strategy to achieve this goal is to become primarily a digital library. Simply put, it is no longer possible to sustain the massive print collections of the past. By shifting the focus from large print collections to electronic resources that are available anytime/anywhere, the Libraries have moved from a "just in case" strategy, involving purchasing materials without certainty they will be used, to a "just in time" approach involving on-demand purchasing and speedy interlibrary loan. More than 95% of the serials and 22% of all of the books are now electronic. In 2005, we became the nation's first all-electronic Federal Government Depository Library. In FY2013-14, electronic book purchases exceeded 70% of total monographs purchased. We make collections decisions based on customer feedback, which has grown consistently more positive over the years.

In addition, the liaison librarian assigned to the Department of Disability and Psychoeducational Studies partners with faculty, students and other personnel to:

- Develop and deliver effective and efficient instructional services through the developing and delivering course and program integrated instruction including online tutorials and guides and in-class or train-the-trainer sessions.
- Acquire and manage information resources needed by faculty, students and staff and track new and emerging information resources within assigned subject areas.
- Meet (face-to-face or virtually) with students, faculty, and staff for individual information consultations for their particular research needs. http://www.library.arizona.edu/help/ask/meet
- Collaborate with other librarians and library staff with relevant areas of in-depth expertise (data management, copyright support, etc.) to support the learning and research needs of the faculty and students in the Department of Disability and Psychoeducational Studies.
- Library staff can also help with course materials by digitizing articles and book chapters, streaming videos, and more. http://www.library.arizona.edu/services/faculty/instruct-services.html
- General library assistance is available by phone, email, chat, or in person via one of the public service reference desks anytime the Main Library is open. http://www.library.arizona.edu/ask
- Tutorials are available for library users to learn research skills independently. http://new.library.arizona.edu/research/tutorials

The UA Libraries provide computer workstations, available to students, faculty & staff on a first-come, first-served basis, during all operation hours of the libraries. One hundred sixty three software programs are available on library workstations for students, faculty and staff. The Main Library hosts an Office of Student Computing Resources (OSCR) Lab which features computers equipped with the latest video/audio editing software. Students can borrow a wide variety of equipment, including

laptops (Mac and PC), iPads, Android tablets, wireless keyboards, projectors, cameras, camcorders, tripods, calculators, USB flash drives, headphones, 35mm slide adapters, metronomes, and cassette players.

One hundred thirteen individual and group study rooms are available for students to utilize:
(1) 52 Group study rooms (3-16 People) available at the Fine Arts, Main and Science libraries can be reserved online at: http://rooms.library.arizona.edu and (2) 61 Individual quiet study rooms (1-2 people) are available for checkout at the Main and Science libraries on a first-come, first-served basis checked out to students for a period of 6 hours. Spaces specifically for graduate students include (http://new.library.arizona.edu/visit/spaces):

Comp Exam Rooms:
Study for your comps in peace at the library. These rooms are available to current UA graduate students studying for comprehensive exams based on availability. You will be assigned a room for one month. If there is no waiting list, you can request an extension.

Long Term Study Rooms:
Get a private space for your library research. These rooms are available to UA research faculty (including emeritus and visiting faculty), as well as PhD candidates working on dissertation research or writing. Assignments are for one year. You may be asked to share the space. When possible we'll match you with someone from the same department.

Dissertation Writing Rooms:
Get working on your dissertation in a quiet shared space. Assignments are for one semester based on availability. You must have completed your comprehensive exams and be currently working on a dissertation. Rooms include partitioned desks and lockers for storing research materials.

Scholars' Corner:
Come study, relax, or reflect on the day. Scholars' Corner is a comfortable space for graduate students and faculty. Small group work and conversations with 2-5 people are allowed.

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 four important potential sources for PhD students to consider.

1. The Department of Disability and Psychoeducational Studies (DPS) routinely offers some financial assistance for the first year (and sometimes thereafter) in tuition remission, scholarships/fellowships, and assistantships. Students typically learn about such assistance from the program director. They should contact their advisor or the program director for other sources of possible funding. Students should anticipate that DPS funds are generally restricted to first year support only. Consequently, students should anticipate securing other sources of support later in their program of study. Some such sources are described below.

2. Many students find support as research associates (RA), graduate associates (GA) assigned to particular projects or campus centers, or teaching associates (TA). For example, school psychology students have recently found such support from Department of Psychology,

Department of Optics, the University Medical Center, and the Center for Strategic Learning as well as from research grants in Disabilities and Psychoeducational Studies. More information on these positions can be found here: https://grad.arizona.edu/forms/financial-resources. Students find these positions by inquiring, watching for job postings, checking with their advisor, and networking with other students. Students are discouraged from more than .50 university employment and are precluded by university policy from holding more than .75 employment. More detail on GA positions can be found here: https://grad.arizona.edu/funding/ga.

3. Community agencies, companies, and schools sometimes offer part-time positions related to school 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, 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 in consultation with one's advisor must be followed.

4. The Office of Financial Aid is a potential resource for federal Stafford loans, university scholarships, and scholarship and loans from various private foundations. In addition, scholarship funds and tuition waiver funds are available through the Office of the Associate Dean of the Graduate College for students 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 http://financialaid.arizona.edu/

Student Support Services

1. 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, substance use/abuse concerns, life crises, and other issues. Other available services include support groups for eating and body image concerns; consultative services by phone; and online screenings for depression, eating disorders, suicide, alcohol, and anxiety problems. There are also services designed to meet the needs of graduate students to help facilitate their success. Information on CAPS can be found at http://www.health.arizona.edu/caps.htm.

2. The Strategic Alternative Learning Techniques (SALT) Center is a freestanding, fee-based department within the Division of Campus Life that serves college students with Learning Disabilities or Attention Deficit Hyperactivity Disorder. SALT students receive individualized educational planning and monitoring, assistance from trained tutors with course work, and an array of workshops geared toward the addressing their academic needs. For more details see: http://www.salt.arizona.edu/admissions/fees.shtml

CHAPTER 5: ADDITIONAL INFORMATION: STUDENT OUTCOMES, COURSE REGISTRATION, AND HOUSING INFORMATION

Accreditation Status of the School Psychology Program

The APA has continuously accredited the School Psychology Program since 1979. The program's current accreditation is approved through the 2016-2017 academic year. Students' outcomes including time to completion, internship information, and attrition rates are available on the Program's website. Questions related to the program's accredited status should be directed to the Commission on Accreditation:

>Office of Program Consultation and Accreditation
>American Psychological Association
>750 1st Street, NE, Washington, DC 20002
>Phone: (202) 336-5979 / E-mail: apaaccred@apa.org
>Web: www.apa.org/ed/accreditation

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/

Obtaining Residency Status

Students from other states who wish to become permanent Arizona residents may consider starting the process as soon as possible. Residency classification standards and procedures at The University of Arizona are based on the Arizona Board of Regents Policy on Tuition Classification. Each student must be classified as either a "resident student" or a "non-resident student" for tuition purposes. A student who is not classified as a resident student is charged non-resident tuition in addition to other registration fees and charges. It is the responsibility of each student to provide the information necessary to obtain a correct residency classification and raise the issue of a disputed classification in a timely manner. For more information on becoming a resident student see: http://registrar.arizona.edu/residency

Registration

After the student is admitted to the Graduate College, he or she can register through the Online Registration System: UAccess (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 at http://www.registrar.arizona.edu/courses/how-register-courses.

In order to utilize UAccess for registration, each student must use 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://www.arizona.edu/information/current-students/academics/registering-classes

CHAPTER 6: SCHOOL PSYCHOLOGY FACULTY

Faculty members fulfill many important roles for PhD students. This includes academic, research, 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 at any point during their program of study. When selecting an advisor, students should consider a faculty member whose research, practice, and professional goals 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.

Core School Psychology Faculty

Jina Yoon, Program Director and Professor (Ph.D., Texas A&M University)
Licensed Psychologist and NCSP. Eligible as chair or committee member

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.

Michelle Perfect, Associate Professor (PhD, University of Texas-Austin)
Licensed Psychologist and AZ certified school psychologist. Eligible as chair or committee member

Dr. Perfect received her B.A. in Psychology and History from Ithaca College (NY), her M.A. in Psychology from New York University, and her PhD in Educational Psychology with a School Psychology Specialization from the University of Texas at Austin in 2004. She completed her pre-doctoral internship in an APA-approved program in Child and Adolescent Psychiatry at the

University of Medicine and Dentistry of New Jersey in Newark, NJ. She completed two years of postdoctoral fellowship training. Her first year was a Postdoctoral Fellowship (2004 – 2005) in Pediatric Psychology (including providing services at a school-based mental health clinic) at the University of Texas Medical Branch in Galveston, TX and her second year was a Postdoctoral Fellowship in Health Psychology and Biostatistics at Scott and White Memorial Hospital in Temple, TX.

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

Michael L. Sulkowski, Assistant Professor (PhD, University of Florida)
Licensed Psychologist, NCSP, and AZ Certified School Psychologist. Eligible as chair or committee member

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

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

Desiree Vega, Assistant Professor
(PhD, Ohio State University; NCSP). Eligible as chair or committee member

Dr. Vega received her B.A. in Psychology from Binghamton University-State University of New York (SUNY) and both her M.A. and doctorate in School Psychology from The Ohio State University. She completed her pre-doctoral internship in the Omaha Public Schools (OPS) district through the Nebraska Internship Consortium in Professional Psychology, an APA accredited and

APPIC approved internship program. Dr. Vega worked as a bilingual school psychologist at OPS from 2010-2013. Prior to joining the faculty at the University of Arizona, she was a faculty member in the School Psychology program at Texas State University from 2013-2016.

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

Jennifer Kirkpatrick, Assistant Professor of Practice (PhD, University of Arizona)
AZ certified school psychologist. Eligible as a committee member

Dr. Kirkpatrick earned her B.S. in Psychology from the College of William and Mary, her M.S. in Special Education from Syracuse University, and her Ph.D. from the University of Arizona, Department of Educational Psychology. Dr. Kirkpatrick has worked as a school psychologist in Arizona for 13 years in a variety of settings including public schools, public charter schools, and Bureau of Indian Education schools. Prior to becoming a school psychologist, Dr. Kirkpatrick worked as a special education teacher for students with moderate to severe Autism. Dr. Kirkpatrick has served as a Response to Intervention (RTI) specialist, an Arizona Department of Education RTI coach and trainer, and a Reading First assessment coordinator. She also has an extensive background in the implementation of school-wide, data-based decision making systems.

Marsha Spencer, Adjunct Assistant Professor (PhD, Arizona State University)
Licensed Psychologist, NCSP, AZ certified school psychologist

Dr. Spencer received her BS in Psychology and Sociology from Iowa State University, her MA in Educational Psychology from Arizona State University, and her PhD in 2007 in Educational Psychology. 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 Coordinator of the UA-Chandler Ed.S. Program in School Psychology.

Kristin Thompson, Adjunct Faculty (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. She teaches courses in the school psychology program. Her primary teaching interests are in the area of educational and psychological assessment of children.

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)

Dr. Wodrich retired from the University in June 2014. He received his Bachelor of Science in Psychology from Northern Arizona University in 1970, and his PhD 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. He teaches the introductory course on school psychology, as well as the psychopathology and neuropsychology courses.

APPENDIX A: LICENSURE/CERTIFICATION INFORMATION

The following links provide information about licensure and certification in Arizona and national certification in school psychology.

National Certified School Psychologist: http://www.nasponline.org/certification/index.aspx

Arizona School Psychology Certification: http://www.azed.gov/educator-certification/files/2015/01/requirements-for-school-psychologist-certificate.pdf

Arizona Board of Psychologist Examiners License: https://psychboard.az.gov

APPENDIX B: PROGRAM GOALS, OBJECTIVES, AND COMPETENCIES
_____

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

Objective 1.1 Students will demonstrate knowledge of the contribution of cultural and individual diversity to the education and socialization of children and adolescents.

Competency 1.1a.1 Students are expected to demonstrate knowledge of cultural diversity as reflected in course-specific work products detailed in the syllabus of SERP 559 ("Cultural Diversity in School Psychology") or SERP 545 ("Psychosocial, Cultural, and Familial Diversity in Counseling").

Minimum threshold for achievement of Competency 1.1a.1 is a grade of "B" or better on three specified assignments.

Competency 1.1a.2 Students are expected to be aware of major sources of individual and group variation and perform analysis and synthesis of cultural diversity issues in the practice of school psychology as reflected in the written and oral components of the doctoral comprehensive examination.

Minimum threshold for achievement of Competency 1.1a.2 is determined by the student's doctoral committee.

Objective 1.2 Students will develop an awareness and skills necessary to provide school psychological services that are sensitive to a culturally diverse population.

Competency 1.2a.1 Students are expected to address issues of cultural diversity in the selection of psychological tests, interpretation of assessment data, and communication of findings taking into account the examinee's cultural background as evidence by at least one work product from the following courses.

• SERP 677: Personality Assessment (Minimum rating: 3 out of 5)
• SERP 602: Early Childhood Assessment and Intervention (Minimum rating: 6 out of 10)
• SERP 679: Educational and Psychoeducational Assessment of Children (Minimum 2 out of 3 on case evaluation)

Minimum threshold for achievement of Competency 1.2a.1 is determined by minimum rating indicated for assignments noted on the course list for this competency.

Competency 1.2a.2 Students are expected to demonstrate culturally competent practices with diverse populations during practicum.

Minimum threshold for achievement of Competency 1.2a.2 is determined by practicum supervisors' average rating of 3 out of 5 (with no ratings of "1") from SERP694B: School Psychology Practicum on evaluation items 6, 13, 14, 16, 31, and 32.

Competency 1.2a.3 Students are expected to demonstrate culturally competent practices with diverse populations on internship.

Minimum threshold for achievement of Competency 1.2a.3 is internship supervisors' ratings of 4 or higher on evaluation items 6, 13, 14, 16, 31, and 32 (or the equivalent for students interning at an APA-accredited site).

Objective 1.3 Students will be able to evaluate theoretical and empirical literature for its relevance to diverse clientele.

Competency 1.3a.1 Students are expected to incorporate the theoretical and empirical literature in cultural diversity on select term and/or conceptual papers in the following courses:

•SERP 559: Cultural Diversity in School Psychology (Grade of "B" or better)
•SERP 601: Cognition and Development (Minimum rating: 2 out of 3)

Minimum threshold for achievement of Competency 1.3a.1 is determined by minimum rating indicated for assignments noted on the course list for this competency.

Competency 1.3a.2 Students, in their dissertations, are expected to address cultural diversity issues.

Minimum threshold of acceptable coverage required of Competency 1.3a.2 is determined by all members of a student's doctoral committee.
_____

GOAL #2:
Prepare students to utilize a problem solving approach in working with children and adolescents.
_____
Objective 2.1 Students will acquire knowledge and skills required to solve problems associated with the practice of school psychology.

Competency 2.1a pertains to selection of assessment strategies

Competency 2.1a.1 Students are expected to demonstrate appropriate decision-making skills in the selection of assessment techniques to answer referral questions. Work products in the following courses reflect this:

•SERP 517: Behavioral Modification and Theory in Schools (Minimum rating: 3 out of 5)
•SERP 677: Personality Assessment (Minimum rating: 3 out of 5)
•SERP 679: Educational and Psychological Assessment of Children (Minimum 2 out of 3 on case evaluation)
•SERP 602: Early Childhood Assessment and Intervention (Minimum rating: 3 out of 5)

Minimum threshold for achievement of Competency 2.1a.1 is determined by minimum rating indicated for assignments noted on the course list for this competency.

Competency 2.1a.2 Students are expected to demonstrate decision-making procedures when choosing assessment techniques to answer referral questions in consultation with school psychology practicum supervisors.

Minimum threshold for achievement of Competency 2.1a.2 is school psychology practicum supervisors' average rating of 3 out of 5 (with no ratings of "1") from SERP694B: School Psychology Practicum on evaluation items 1, 2, and 3.

Competency 2.1a.3 Students are expected to demonstrate decision-making procedures when choosing assessment techniques to answer referral questions in consultation with internship supervisors on internship.

Minimum threshold for achievement of Competency 2.1a.3 is internship supervisors' ratings of 4 or higher on evaluation items 1 and 2 (or the equivalent for students interning at an APA-accredited site).

Competency 2.1b pertains to diagnostic competency

Competency 2.1b.1 Students are expected to demonstrate their ability to define and/or diagnose learning, behavioral, and emotional problems in the following courses:

•SERP 517: Behavior Modification and Theory in Schools (Minimum rating: 3 out of 5)
•SERP 602: Early Childhood Assessment and Intervention (Minimum rating: 6 out of 10)
•SERP 638: Psychological Consultation and Supervision (Grade of "B" or better on
 consultation case)
•SERP 677: Personality Assessment (Minimum rating: 3 out of 5)
•SERP 679: Educational and Psychological Assessment of Children (Minimum rating: 7
 out of 10 on final case evaluation)
•SERP 685: Child Behavior Disorders and Adjustment (Grade of "B" or better in course)
•SERP 686: Child Psychotherapy (Minimum rating: 6 out of 10)

Minimum threshold for achievement of Competency 2.1b.1 is determined by minimum rating indicated for assignments noted on the course list for this competency.

Competency 2.1b.2 Students are expected to demonstrate their ability to diagnose learning, behavioral, emotional problems in school psychology practica.

Minimum threshold for achievement of Competency 2.1b.2 is determined by average supervisor ratings of 3 out of 5 (with no ratings of "1") in SERP694B: School Psychology Practicum on evaluation items 4 and.

Competency 2.1b.3 Students are expected to demonstrate their ability to diagnose behavioral and emotional problems in mental health and therapy practica.

Minimum threshold for achievement of Competency 2.1b.3 is determined by average supervisor ratings of 3 out of 5 (with no ratings of "1") in SERRP694‑017: Practicum (School‑Community Mental Health and Therapy Practicum) on evaluation items 4 and 7.

Competency 2.1b.4 Students are expected to demonstrate the ability to diagnose learning, behavioral, and emotional problems on internship.

Minimum threshold for achievement of Competency 2.1b.4 is internship supervisor ratings of 4 or higher on evaluation items 4 and 7 (or the equivalent for students interning at an APA-accredited site).

Objective 2.2 Students will identify and apply theoretical and empirical literature when recommending, designing, or implementing interventions for school psychological practice.

Competency 2.2a pertains to making recommendations

Competency 2.2a.1 Students are expected to demonstrate adequate skills for recommending accommodations or interventions based on the referral questions and assessment findings in the following courses:
•SERP 638: Psychological Consultation and Supervision (Minimum of "B" on consultation case)
•SERP 677: Personality Assessment (Minimum rating: 3 out of 5)
•SERP 679: Educational and Psychological Assessment of Children (Minimum rating: 2 out of 3 on case evaluation)
•SERP 602: Early Childhood Assessment and Intervention (Minimum rating: 3 out of 5)
•SERP 686: Child Psychotherapy (Minimum rating: 6 out of 10)

Minimum threshold for achievement of Competency 2.2a.1 is determined by minimum rating indicated for assignments noted on the course list for this competency.

Competency 2.2b pertains to designing and/or implementing interventions

Competency 2.2b.1 Students are expected to demonstrate adequate skills in designing and/or implementing interventions based on the referral questions, assessment findings, and evidence‑based practices in the following courses:
•SERP 517: Behavior Modification and Theory in Schools (Minimum rating: 3 out of 5)
•SERP 638: Psychological Consultation and Supervision (Minimum of "B" on consultation case)
•SERP 602: Early Childhood Assessment and Intervention (Minimum rating: 3 out of 5)

Minimum threshold for achievement of Competency 2.2b.1 is determined by minimum rating indicated for assignments noted on the course list for this competency.

Competency 2.2b.2 Students are expected to demonstrate the ability to apply appropriate (evidence‑based) interventions in the remediation of learning, behavioral, emotional, and social skill problems in clients in the School Psychology practicum.

Minimum threshold for achievement of Competency 2.2b.2 is determined by average supervisor ratings of 3 out of 5 (with no ratings of "1") in SERP694B: School Psychology Practicum on evaluation items 8, 19, 20, 21, and 22.

Competency 2.2b.3 Students are expected to demonstrate the ability to apply appropriate (evidence-based) interventions in the remediation of behavioral, emotional, and relationship problems in clients and/or families in the School-Community Mental Health and Therapy Practicum.

Minimum threshold for achievement of Competency 2.2b.3 is determined by average supervisor ratings of 3 out of 5 (with no ratings of "1") in SERP694-017: Practicum (School-Community Mental Health and Therapy Practicum).

Competency 2.2b.4 Students are expected to demonstrate the ability to apply appropriate interventions in the remediation of learning, behavioral, emotional, social skill and/or relationship problems in clients and/or families on internship.

Minimum threshold for achievement of Competency 2.2b.4 is internship supervisor's ratings of 4 or higher on evaluation items 8, 19, 20, 21, and 22 (or the equivalent for students interning at an APA-accredited site).

Objective 2.3 Students will evaluate the effectiveness of their school psychological intervention and consultation practices.

Competency 2.3a.1 Students are expected to collect relevant data regarding the effectiveness of interventions and make appropriate modifications to interventions as needed, in the following courses:
•SERP 517: Behavior Modification and Theory in Schools (Minimum rating: 3 out of 5)
•SERP 638: Psychological Consultation and Supervision (Minimum of "B" on consultation case)
•SERP 602: Early Childhood Assessment and Intervention (Minimum rating: 3 out of 5)

Minimum threshold for achievement of Competency 2.3a.1 is determined by minimum rating indicated for assignments noted on the course list for this competency.

Competency 2.3a.2 Students are expected to collect relevant data regarding the effectiveness of interventions and make appropriate modifications of interventions as needed, in the practice of school psychology.

Minimum threshold achievement of Competency 2.3a.2 is average supervisor ratings of 3 out of 5 (with no ratings of "1") fromSERP694B: School Psychology Practicum on evaluation items 10, 23, 24, and 25.

Competency 2.3a.3 Students are expected to collect relevant data regarding the effectiveness of mental health interventions and make appropriate modifications as needed.

Minimum threshold for achievement of Competency 2.3a.3 is practicum ratings of average 3 out of 5 (with no ratings of "1") from SERP694-017: Practicum (School-Community Mental Health and Therapy Practicum) on evaluation items 10, 23, 24, and 25

Competency 2.3a.4 Students are expected to collect relevant data regarding the effectiveness of interventions and make appropriate modifications as needed, on internship.

Minimum threshold for achievement of Competency 2.3a.4 is internship supervisor ratings of 4 or higher on evaluation items 10, 24, and 25 (or the equivalent for students interning at an APA-accredited site).

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

Objective 3.1 Students will develop attitudes and skills essential for lifelong learning, scholarly inquiry, and professional problem solving.

Competency 3.1a refers to knowledge of research

Competency 3.1a.1 Students are expected to demonstrate knowledge of current psychological research and scholarship that advances school psychological practice in at least five written products from the following courses:
•SERP 559: Cultural Diversity in School Psychology
•SERP 601: Cognition and Development
•SERP 685: Child Behavior Disorders and Adjustment
•SERP 638: Psychological Consultation and Supervision
•PSYC 560: Advanced Social Psychology

Minimum threshold for achievement of Competency 3.1a.1 is a grade of "B" or better on relevant assignments.

Competency 3.1a.2 Students are expected to demonstrate knowledge of background research and/or contemporary issues in broad psychology areas and school psychology in the written and oral components of the qualifying examination.

Minimum threshold for achievement of Competency 3.1a.2 is an average rating of 1 or higher on item 2 of the qualifying exam rubric.

Competency 3.1a.3 Students are expected to demonstrate knowledge of current psychological research and scholarship that advances school psychological practice in their dissertation written products.

Minimum threshold for achievement of Competency 3.1a.3 is passing of the Dissertation

Defense.

Competency 3.1b refers to engagement in scholarly activities
Competency 3.1b.1 Students are expected to demonstrate involvement in scholarly activities outside of coursework.

Minimum threshold for achievement of Competency 3.1b.1 is acceptable involvement as determined by school psychology faculty. (updated form should be submitted each year)

Competency 3.1b.2 Students are expected to demonstrate the ability to synthesize research literature by independently contributing to the knowledge base of school psychology through the publication and/or presentation of research.

Minimum threshold for achievement of Competency 3.1b.2 is submission of manuscript for consideration of publication in a journal, book, or other approved outlet (that is determined to be of publishable quality by advisor) or acceptance of a scholarly paper/poster to a local, regional, or national conference.

Objective 3.2 Students will demonstrate the ability to design, implement, and/or analyze research that addresses theoretical and/or practice issues in school psychology using diverse methodologies.

Competency 3.2a.1 Students are expected to demonstrate knowledge of research methods, measurement, and statistics through course examinations and related assignments in the following courses (or equivalent):
SERP695P: Contemporary and Emerging Issues in School Psychology (Research and Measurement for School Psychologists)
EDP 541: Statistical Methods for Research
EDP 641: Advanced Statistical Methods for Research

Minimum threshold for achievement of Competency 3.2a.1 is a grade of "B" or better in each course.

Competency 3.2a.2 Students are expected to demonstrate knowledge of research methods, measurement, and statistics in written and/or oral components of the comprehensive examination.

Minimum threshold for achievement of Competency 3.2a.2 is determined by an average score of 1 or higher on Research Methods and Analysis AND the Psychometrics areas on the comprehensive exam rubric.

Competency 3.2a.3 Students are expected to demonstrate understanding of research methods and statistical analyses through their dissertation study.

Minimum threshold for achievement of Competency 3.2a.3 is passing of the Dissertation Defense.

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

Objective 4.1 Students will demonstrate supervisory, teaching, and leadership skills related to the provision of school psychological services.

Competency 4.1a refers to knowledge of supervision models.

Competency 4.1a.1 Students are expected to demonstrate knowledge of supervision models and practices through examinations and/or work products in SERP 638: Psychological Consultation and Supervision.

Minimum threshold for achievement of Competency 4.1a.1 is a grade of "B" or better on the examination and/or relevant work products.

Competency 4.1b refers to practice of supervision skills.

Competency 4.1b.1 Students are expected to supervise students in at least one course having a field experience component while enrolled in SERP 693C: Internship in Supervision and College Teaching.

Minimum threshold for achievement of Competency 4.1b.1 is a grade of "P" or better in SERP 693C: Internship in Supervision and College Teaching.

Competency 4.1b.2 Students are expected to develop supervision skills during internship.

Minimum threshold for achievement of Competency 4.1b.2 is internship supervisor ratings of 4 or higher on evaluation items 46, 47, and 48 (or the equivalent for students interning at an APA-accredited site).

Objective 4.2 Students will develop a professional identity for assuming leadership roles in the field of school psychology.

Competency 4.2a.1 Students are expected to take a leadership or service role in at least two professional school psychological activities.

Minimum threshold for achievement of Competency 4.2a.1 is acceptable performance as determined by student's advisor.

Competency 4.2a.2 Students are expected to join at least one school psychology professional organization by the time of the student's qualifying examination.

Minimum threshold for achievement of Competency 4.2a.2 is documentation of membership.

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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.

Objective 5.1 Students will demonstrate knowledge of the current APA and NASP ethical principles and code of conduct and relevant laws related to the provision of school psychological services and research. *Competency 5.1a pertains to psychological practice*

Competency 5.1a.1 Students are expected to demonstrate knowledge of ethical principles, standards, and laws relevant to the practice of school psychology through examination and/or work products in SERP 696C: Professional Standards, Ethics, & Issues in School Psychology.

Minimum threshold for achievement of Competency 5.1a.1 is a grade of "B" or better in SERP 696C: Professional Standards, Ethics, & Issues in School Psychology.

Competency 5.1b pertains to research

Competency 5.1b.1 Students are expected to demonstrate knowledge of ethical principles, standards, and laws relevant to school psychological research by passing of the human subjects research examination (e.g. CITI training).

Minimum threshold for achievement of Competency 5.1b.1 is passing the Human subjects research examination (e.g. CITI training).

Objective 5.2 Students will be able to identify and evaluate ethical dilemmas in the practice of school psychology.

Competency 5.2a relates to psychological practice

Competency 5.2a.1 Students are expected to demonstrate ethical and legal standards in the provision of school psychological services as determined by course professor or supervisor ratings in school psychology practica.

Minimum threshold for achievement of Competency 5.2a.1 is determined by average supervisor ratings of 3 out of 5 in SERP694B: School Psychology Practicum on evaluation item 34.

Competency 5.2a.2 Students are expected to demonstrate ethical and legal standards in the provision of school psychological services as determined by course professor or supervisor ratings in mental health and therapy practica.

Minimum threshold for achievement of Competency 5.2a.2 is determined by average supervisor ratings of 3 out 5 in SERRP694-017: Practicum (School-Community Mental Health and Therapy Practicum) on item 34.

Competency 5.2a.3 Students are expected to demonstrate ethical and legal standards in the provision of school psychological services as determined by course professor or supervisor ratings on internship.

Minimum threshold for achievement of Competency 5.2a.3 is internship supervisor ratings of 4 or higher on evaluation item 34 (or the equivalent for students interning at an APA-accredited site).

Competency 5.2b pertains to research

Competency 5.2b.1 Students are expected to conduct research that follows ethical and legal standards in their dissertation studies.

Minimum threshold for achievement of Competency 5.2b.1 is acceptable conduct as determined by the doctoral committee.

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APPENDIX C: PORTFOLIO REQUIREMENT
School Psychology Program
University of Arizona

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APPENDIX D: WORKING PORTFOLIO CORE ASSIGNMENT

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 field work 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 Refection 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				

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 field work 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
Counseling/Therapy Case Report

This case report may be completed as part of a requirement in **SERP 694-017**. Alternatively, it may be completed during field work or practicum. Provide a case conceptualization and treatment plan that includes the following components

- Identify student/family with whom you worked. Include demographic information, relevant history of concerns and background information (including prior treatment history), and indicate that parent permission has been obtained.
- Present pre-treatment data. This could be done in a number of ways (pre-post rating scale, student interview, baseline data from specific goals), but of course must be measureable and sensitive to change.
- Provide a conceptualization of contributing factors for the problem, including any cognitive, cultural, familial, or contextual factors. Include any anticipated barriers to progress.
- Provide a diagnosis according to the DSM-V (or eligibility criteria/alternative summary of core problems)
- Connect pre-treatment data with well-defined and measurable treatment goals and then measurable objectives. Indicate desired outcome (e.g. student/teacher/parent would identify meaningful progress as…)
- Identify evidence-based approaches that were planned to be used to address treatment goal. If appropriate discuss theoretical orientation associated with approach.
- Include treatment notes following each session. Treatment notes should indicate any necessary changes to treatment goals or treatment approach.
- Include a Termination/Treatment Summary containing the main referral information, any new information, pre- and post-assessment data, and progress made toward *each objective,* interventions that were used (and rational if differed from original plan). Include recommendations for what the student needs following this intervention

Counseling/Therapy Case Refection Paper
A reflection paper that answers the following questions:

- Identify and discuss the primary theoretical orientation or model that was selected to guide this case. Provide a rationale for the selected theoretical orientation or model. How did the selected orientation or model affect the methods, decisions, and outcomes of this case?
- Discuss the empirical bases for the selected counseling/therapeutic approach. What other approaches did you consider? Provide a rationale for why the selected approach was appropriate or not based on the assessment data, the needs of the client, and the professional literature. (provide citations when relevant)
- What multicultural or diversity issues did you encounter with this case? How did you respond to these issues? What types of thoughts and feelings did you experience while working with this client on this case and how did you respond to these thoughts and feelings?
- To what extent did the case result in "measurable positive changes for the client?" Was the change sufficient? What are the primary factors that contributed to this positive or negative change?

Core Assignment 3: Counseling/Therapy 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 clear statement of reason for referral.	0	1	2	3
Comprehensive background information is provided including ecological and cultural issues	0	1	2	3
Client diagnose of behavioral or emotional problems matched data and history	0	1	2	3
Case conceptualization is comprehensive and reflective of client's characteristics and contextual variables.	0	1	2	3
A clear rationale for selection of the counseling theory/approach (intervention) is provided.	0	1	2	3
Provides evidence that strategy is based on theory & research	0	1	2	3
Details of the evidence-based intervention are described	0	1	2	3
Demonstrated ability to apply appropriate (evidence-based) intervention	0	1	2	3
Data were gathered regarding the effectiveness of interventions and used to modify interventions	0	1	2	3
Discussion of treatment facilitators and barriers.	0	1	2	3
Evidence that student followed appropriate ethical guidelines, including informed consent, confidentiality, safety of client, representation as a trainee, etc.				
Quality of reflections				

Core Assignment 4
Comprehensive 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 intern's 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 boiler plate 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 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				

Core Assignment 5
Ethical and Legal Dilemma

This case report may be completed as part of a requirement in **SERP 696C**. Alternatively, it may be completed during field work 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				

Core Assignment 6
Summary of Research Activities

For this core assignment, students need to provide a summary of research activities, describing specific topic area, types of activities (e.g., literature review, data collection, analyses, etc.), and any products resulting from the activities (e.g., paper, presentation, etc.). For the working portfolio, students may submit a research paper that he/she has wrote in a class. Also, the paper could be a conference presentation or a manuscript that students co-authored. For the comprehensive exam, students are expected to present a research abstract that describes a research area, research questions, methodology, and analytic approaches. This could be a potential area of students' dissertation study or any research for which the students are engaged. Students are also expected to provide a timeline of their dissertation completion

Core Assignment 6: Summary of Research Activities 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).

Demonstrate knowledge of current psychological research and scholarship that advances school psychology	0	1	2	3
Research methods are appropriate to answer research questions	0	1	2	3
Appropriate data analyses are considered.	0	1	2	3
Evidence of the ability to synthesize research literature				
The implications of research findings are considered.	0	1	2	3
The written documents provided are devoid of writing errors	0	1	2	3
The writing is consistent with the APA style and format guidelines.	0	1	2	3
Student consistently demonstrated involvement in scholarly activities outside of coursework	0	1	2	3

APPENDIX E: ELIGIBILITY CRITERIA FOR PRACTICUM
School Psychology Program
University of Arizona

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

(1) The student has been accepted by the Department of Disability and Psychoeducational Studies into the Doctoral (PhD) Program in School Psychology.
(2) 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 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.
(3) The student has completed a formal interview by the prospective placement supervisor or by his/her designee.
(4) The student has received the written approval for the practicum from the Site Supervisor.
(5) The student has been recommended for the practicum by his/her Academic Advisor in the School Psychology Program.
(6) The student has submitted a practicum plan to the coordinator of practicum and internships detailing the agreed-upon training objectives for the practicum.
(7) The student has obtained professional insurance.
(8) The student has obtained fingerprint clearance card.

I have met the above requirements.

_____   _____
Student Signature   Date

The advisor's signature below indicates that the student is recommended to start practicum.

_____   _____
Advisor Signature   Date

APPENDIX F: PRACTICUM PLACEMENT FORM

Practicum Field Placement Form
School Psychology Program
University of Arizona

STUDENT INFORMATION

Student's Name   _____

Address   _____

Telephone   _____   _____   _____

            Home   Work   Cell

Student's Degree   EdS _____   PhD _____

E-mail Address   _____

AGENCY AND SITE SUPERVISOR INFORMATION

Name of   _____   School District   _____
School/Agency
Address: _____

Supervisor'   _____   Telephone: _____
Name:
Site Supervisor   _____
E-mail:
Supervisor's   AZ School Psych. _____   NCSP _____   License (#): _____
Credentials:
Starting Date   _____/_____/_____   Ending Date: _____/_____/_____

TENTATIVE SCHEDULE

	MON	TUE	WED	THUR	FRI
Days and hours (to be spent on site)					
Supervision *tentative day					

*One hour of Individual, face-to-face supervision should occur for every 10 hours of practicum experience.

_____   _____

Signature of Agency Supervisor   Signature of University of Arizona Supervisor

APPENDIX G: *SAMPLE* PH.D. PRACTICUM PLAN AND PERFORMACE EVALUATION FORM

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

University of Arizona School Psychology Program

PRACTICUM STUDENT FIELDWORK PLAN

Completed by Self _____   **Completed by Field Supervisor** _____

Name of the 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

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 to correspond to American Psychological Association Standards for Professional Practice and the National Association of School Psychologist's Domains of Professional Practice. 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. Each semester, the student must gain feedback from the fieldwork supervisor and turn in an updated fieldwork plan (due the last day of U of A finals each semester).

 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. *Activities within this domain provide students with the opportunity to develop competency in selecting tests (Competency 2.1a.3), diagnostic skills (Competency 2.1b.4), making recommendations (Competency 2.2b.4), and evaluating effectiveness of interventions (Competency 2.3a.4)*

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. *Activities within this domain provide students the opportunity to develop competency in applying assessment findings, designing or implementing interventions (Competency 2.2b.4) and evaluating the effectiveness of those interventions (Competency 2.3a.4).*

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. *Activities within this domain provide students the opportunity to develop competency in applying assessment findings, designing or implementing interventions (Competency 2.2b.4), and evaluating the effectiveness of those interventions (Competency 2.3a.4).*

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. *Activities under this domain provide students the opportunity to develop competency in understanding how diversity affects the provision of school psychological services and demonstrate culturally competent practices with diverse populations during internship (Competency 1.2a.3).*

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. *Activities within this domain provide students with the opportunity to develop competency in evaluating intervention effectiveness (Competency 2.3a.4).*

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. *Activities under this domain provide students the opportunity to develop competency in demonstrating ethical and legal standards in the provision of school psychological services (Competency 5.2a.3).*

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 1st and 3rd quarters as well) to provide formative feedback. At the completion of the spring Practicum course, the minimum threshold for students 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. **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.

Data-Based Decision Making and Accountability	1 – Unsatisfactory 2 – Needs Improvement 3 – Developing 4 – Competent 5 – Exceptional					No Opportunity
1	Uses referral question to guide assessment or intervention. *Competency 2.1a.2*	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.). *Competency 2.1a.2*	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. *Competency 2.1a.2*	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.). *Competency 2.1b.2*	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. *Competency 1.2a.2*	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. *Competency 2.1b.2*	1	2	3	4	5	
		1	2	3	4	5	
8	Links assessment data to useful, functional recommendations. *Competency 2.2b.2*	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. *Competency 2.3a.2*	1	2	3	4	5	
		1	2	3	4	5	
Consultation and Home, School, Community Collaboration	1 – Unsatisfactory 2 – Needs Improvement 3 – Developing 4 – Competent 5 – Exceptional					No Opportunity
11		1	2	3	4	5	

							No Opportunity
	Employs effective consultation approaches with teachers, administrators, and school personnel.	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. *Competency 1.2a.2*	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. *Competency 1.2a.2*	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	
Instruction and Intervention		1 – Unsatisfactory 2 – Needs Improvement 3 – Developing 4 – Competent 5 – Exceptional					No Opportunity
16	Designs instruction and interventions that reflect understanding of biological, social/cultural, experiential, and economic influences on learning and behavior. *Competency 1.2a.2*	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. *Competency 2.2b.2*	1	2	3	4	5	
		1	2	3	4	5	
20	Delivers evidence-based family and parent interventions. *Competency 2.2b.2*	1	2	3	4	5	
		1	2	3	4	5	
21	Delivers evidence-based individual and group counseling. *Competency 2.2b.2*	1	2	3	4	5	
		1	2	3	4	5	
22	Delivers evidence-based individual or group academic instruction or intervention. *Competency 2.2b.2*	1	2	3	4	5	
		1	2	3	4	5	

#		1	2	3	4	5	No Opportunity
23	Selects and uses methods to evaluate treatment integrity. *Competency 2.3a.2*	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. *Competency 2.3a.2*	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. *Competency 2.3a.2*	1	2	3	4	5	
		1	2	3	4	5	
Prevention, Crisis Intervention, School and Systems Organization		1 – Unsatisfactory 2 – Needs Improvement 3 – Developing 4 – Competent 5 – Exceptional					No Opportunity
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	
	Other (please specify):	1	2	3	4	5	
		1	2	3	4	5	
Professional Practice and Work Characteristics		1 – Unsatisfactory 2 – Needs Improvement 3 – Developing 4 – Competent 5 – Exceptional					No Opportunity
31	Demonstrates respect and tolerance for diverse values and viewpoints. *Competency 1.2a.2*	1	2	3	4	5	
		1	2	3	4	5	
32	Interacts comfortably with culturally diverse students, staff, and families. *Competency 1.2a.2*	1	2	3	4	5	
		1	2	3	4	5	

#	Item	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. *Competency 5.2a.1*	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 limitations, 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 utilized resources and technology to enhance services.	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-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

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 H: PRACTICUM COMPLETION LETTER
School Psychology Program
University of Arizona

_____ has successfully completed all of the requirements of the School Psychology practicum experience (SERP 694b) at _____ under the supervision of _____, a Licensed Psychologist/Certified School Psychologist (circle each that applies), in partial fulfillment of the requirements of the UA School Psychology Program. The practicum requirement was completed during _____.

_____   _____

University Supervisor (Name and Credentials)   Date

_____   _____

Program Director (Name and Credentials)   Date

APPENDIX I: DOCUMENTATION OF LEADERSHIP FORM
School Psychology Program
University of Arizona

Name of Student: _____

Academic Advisor: _____

Leadership:
Please describe the manner in which you have demonstrated two leadership activities (may need to provide evidence/supporting documents):

Activity 1.

Semester/Date Completed: _____
Description:
_____
_____
_____
_____

Activity 2.

Semester/Date Completed: _____
Description:
_____
_____
_____
_____

_____   _____
Student's Signature   Date

_____   _____
Advisor's Signature   Date

APPENDIX J: DOCUMENTATION OF SCHOLARSHIP FORM
School Psychology Program
University of Arizona

Name of Student: _____

Academic Advisor: _____

Scholarship Requirement:
Attach the materials that meet the criteria for presentation/publication submission:

For conference check one of the following:
[ ] Email confirmation of acceptance OR rejection from conference of journal
[ ] Verification of presentation completed

For publication:
[ ] Abstract or first page of published article/chapter
[ ] Email or letter of decision status (accepted or rejected)
[ ] Email verifying submission

I have reviewed the above materials and agree with the completion of the above criteria. A submitted manuscript that was not accepted was determined by the students' advisor or faculty co-author to be publishable quality.

_____   _____

Student's Signature   Date

_____   _____

Advisor's Signature   Date

APPENDIX K: DOCUMENTATION OF SCHOLARLY INVOLVEMENT
School Psychology Program
University of Arizona

Name of Student: _____

Semester/Date: _____

Academic Advisor: _____

Scholarly Involvement:
Please describe the manner in which you have demonstrated involvement in scholarly activities outside of coursework during each academic year.

Examples include: consistent participation on a thematic research team, active data collection or participation on a funded study, attending regular team meetings or attending a conference (may need to provide evidence/supporting documents):

_____
_____
_____
_____
_____
_____
_____
_____

_____   _____
Student's Signature   Date

_____   _____
Advisor's Signature   Date

APPENDIX L: ELIGIBILITY CRITERIA FOR PRE-DOCTORAL INTERNSHIP
School Psychology Program
University of Arizona

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

1. The Department of Disability and Psychoeducational Studies accepted the student into the PhD Program in School Psychology.

2. The student has successfully completed the following courses earning at least a grade of "B" in each course *(incompletes are not acceptable):*
   a. SERP 517   Behavior Modification and Theory in Schools
   b. SERP 549   Introduction to School Psychology.
   c. SERP 602   Early Childhood Assessment and Intervention
   d. SERP 638   Psychological Consultation and Supervision
   e. SERP 674B   Cognitive Assessment
   f. SERP 677   Personality Assessment
   g. SERP 679   Educational and Psychological Assessment of Children
   h. SERP 685   Child Behavior Disorders and Adjustment
   i. SERP 686   Child Psychotherapy
   j. SERP 693C   College Teaching & Supervision (either "S"or "P" for this course)
   k. SERP 694B   School Psychology Practicum (either "S"or "P" for this course)
   l. SERP 694-017 School-Community Mental Health Practicum (either "S"or "P" for this course)
   m. SERP 696C   Professional Standards, Ethics and Issues in School Psychology
   n. SERP 694-xx   Practicum (externship)

3. The student has successfully completed the PhD Qualifying Examination.

4. The student has written approval from his/her Academic Advisor in the School Psychology Program

5. The student has completed 1,000 or pre-internship practicum hours.

6. The student has completed a formal interview by the prospective site supervisor or by his/her designee.

7. The student has submitted and received approval from the internship coordinator regarding his/her internship placement.

8. The student has obtained professional insurance.

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

10. The student has successfully completed the PhD Comprehensive Examination (Written and Oral).

11. The student has his/her dissertation proposal approved by the committee prior to accepting an internship offer.

12. The student has obtained a fingerprint clearance card.

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

1. The student will submit internship logs, internship placement page, internship plan, and supervisor evaluation form to be filed with the program.

2. 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 Signature   Date

_____   _____
Advisor's Signature   Date

APPENDIX M: TIMELINES FOR SCHOOL PSYCHOLOGY INTERNSHIP PROGRAM
School Psychology Program
University of Arizona

1. School districts, special education cooperatives, or other potential placement agencies must request and receive approval as a school psychology internship site by June 1st. Internship Placement formulated after June 1st must receive approval as an internship site at least two weeks prior to the start of the internship.

2. An internship plan should be submitted to the School Psychology Program no later than 2 weeks after the start date of internship order for the internship to be approved for that semester.

3. Once the deadline for submission of the internship plan has passed, internships will begin on the date of approval by the School Psychology Program. When internship plans are submitted after the two-week deadline from the start of the internship, credit will not be given for time spent prior to the approval.

4. Supervisory reports on the progress of the intern(s) are typically submitted quarterly. Due dates will be determined by the university supervisor. Plans must be signed by both the supervisor and the intern.

It is the responsibility of the applicant to see that all necessary forms pertaining to the internship are submitted to The School Psychology faculty, Department of Disability and Psychoeducational Studies, The University of Arizona, Tucson, Arizona, 85721, in order to meet the above timeliness.

APPENDIX N: INTERNSHIP AGREEMENT
School Psychology Program
University of Arizona

Department of Disability and Psychoeducational Studies
P.O. Box 210069, Tucson, Arizona 85721-0069
Phone: (520) 621-7822
Fax: (520) 621-3821

We the undersigned; agree that successful completion of this internship fieldwork plan and objectives, and achievement of minimum rating thresholds on performance evaluations for _____will meet the requirements of the School Psychology Internship as prescribed by the University of Arizona's School Psychology Program Department of Disability and Psychoeducational Studies.

_____   _____
Program Director   Date
Title and Credentials

_____   _____
Internship Coordinator   Date
Title and Credentials

_____   _____
Agency Representative   Date

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.

_____   _____
Student Signature   Date

APPENDIX O: INTERNSHIP PLACEMENT FORM
School Psychology Program
University of Arizona

STUDENT INFORMATION

Student Name: _____

Email Address: _____

Phone Number: _____

Student's Degree: EdS ____   PhD ____

Type of Internship: Paid: ____   Salary: _____
                    Non-paid: _____

AGENCY AND SITE SUPERVISOR INFORMATION

Name of Facility/Agency: _____   School District: _____

Address: _____   Telephone: _____

Site Supervisor's Email Address: _____

Supervisor's Credentials:
- ⑧ AZ School Psychologist Certificate
- ⑧ NCSP
- ⑧ License

TENTATIVE SCHEDULE

Starting Date: _____   Ending Date: _____

	MON	TUE	WED	THUR	FRI
Days and hours to be spent on site					
Supervision *tentative day					

* Number of weekly supervision hours: _____
Note: One hour of Individual, face-to-face supervision should occur for every 10 hours of internship experience.

_____   _____
Signature of Agency/School Supervisor   Signature of University of Arizona Supervisor

APPENDIX P: SITE VISIT PROCEDURES FOR SCHOOL PSYCHOLOGY INTERNSHIPS
School Psychology Program
University of Arizona

1. On-site visits will be made by the internship coordinator (when not possible via telephone and e-mail contacts). Site supervisors may call the internship coordinator 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 internship coordinator to assist in resolving any questions and concerns.
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.
    iv. 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.

APPENDIX Q: SAMPLE PH.D. INTERNSHIP PLAN AND PERFORMANCE EVALUATION FORM

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

University of Arizona School Psychology Program

INTERNSHIP STUDENT FIELDWORK PLAN

Completed by Self _____ **Completed by Field Supervisor** _____

Name of the 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

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 to correspond to American Psychological Association Standards for Professional Practice and the National Association of School Psychologist's Domains of Professional Practice. 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. Each semester, the student must gain feedback from the fieldwork supervisor and turn in an updated fieldwork plan (due the last day of U of A finals each semester).

 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. *Activities within this domain provide students with the opportunity to develop competency in selecting tests (Competency 2.1a.3), diagnostic skills (Competency 2.1b.4), making recommendations (Competency 2.2b.4), and evaluating effectiveness of interventions (Competency 2.3a.4)*

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. *Activities within this domain provide students the opportunity to develop competency in applying assessment findings, designing or implementing interventions (Competency 2.2b.4) and evaluating the effectiveness of those interventions (Competency 2.3a.4).*

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. *Activities within this domain provide students the opportunity to develop competency in applying assessment findings, designing or implementing interventions (Competency 2.2b.4), and evaluating the effectiveness of those interventions (Competency 2.3a.4).*

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. *Activities under this domain provide students the opportunity to develop competency in understanding how diversity affects the provision of school psychological services and demonstrate culturally competent practices with diverse populations during internship (Competency 1.2a.3).*

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. *Activities within this domain provide students with the opportunity to develop competency in evaluating intervention effectiveness (Competency 2.3a.4).*

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. *Activities under this domain provide students the opportunity to develop competency in demonstrating ethical and legal standards in the provision of school psychological services (Competency 5.2a.3).*

Goals:		
General Activity	**Comment/Progress**	**Date**

University of Arizona School Psychology Program

PH.D. STUDENT INTERNSHIP 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-semester and/or mid- year evaluation, while the second row serves as the end of the field experience evaluation. Please note that the minimum thresholds for doctoral students completing internship is a rating of "4" (Competent) with additional room for written comments in section D.   If you find that a student is performing below a "3" and is not improving, please contact the university supervisor for additional support. Items tied to Ph.D. program competencies are listed in italics.

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.

	Data-Based Decision Making and Accountability	1 – Unsatisfactory 2 – Needs Improvement 3 – Developing 4 – Competent 5 – Exceptional					No Opportunity
1	Uses referral question to guide assessment or intervention. *Competency 2.1a.2*	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.). *Competency 2.1a.2*	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. *Competency 2.1a.2*	1	2	3	4	5	
		1	2	3	4	5	

No.	Item	Rating					No Opportunity
4	Appropriately applies and interprets assessment data (e.g., formal and informal, observational, behavioral, curriculum-based, environmental, etc.). *Competency 2.1b.2*	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. *Competency 1.2a.2*	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. *Competency 2.1b.2*	1	2	3	4	5	
		1	2	3	4	5	
8	Links assessment data to useful, functional recommendations. *Competency 2.2b.2*	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. *Competency 2.3a.2*	1	2	3	4	5	
		1	2	3	4	5	
Consultation and Home, School, Community Collaboration		1 – Unsatisfactory 2 – Needs Improvement 3 – Developing 4 – Competent 5 – Exceptional					No Opportunity
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. *Competency 1.2a.2*	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. *Competency 1.2a.2*	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	
Instruction and Intervention		1 – Unsatisfactory 2 – Needs Improvement					No Opportunity

		3 – Developing 4 – Competent 5 – Exceptional					
16	Designs instruction and interventions that reflect understanding of biological, social/cultural, experiential, and economic influences on learning and behavior. *Competency 1.2a.2*	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. *Competency 2.2b.2*	1	2	3	4	5	
		1	2	3	4	5	
20	Delivers evidence-based family and parent interventions. *Competency 2.2b.2*	1	2	3	4	5	
		1	2	3	4	5	
21	Delivers evidence-based individual and group counseling. *Competency 2.2b.2*	1	2	3	4	5	
		1	2	3	4	5	
22	Delivers evidence-based individual or group academic instruction or intervention. *Competency 2.2b.2*	1	2	3	4	5	
		1	2	3	4	5	
23	Selects and uses methods to evaluate treatment integrity. *Competency 2.3a.2*	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. *Competency 2.3a.2*	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. *Competency 2.3a.2*	1	2	3	4	5	
		1	2	3	4	5	
Prevention, Crisis Intervention, School and Systems Organization		1 – Unsatisfactory 2 – Needs Improvement 3 – Developing 4 – Competent 5 – Exceptional					No Opportunity
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	

#		1	2	3	4	5	No Opportunity
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	
	Other (please specify):	1	2	3	4	5	
		1	2	3	4	5	

Professional Practice and Work Characteristics		1 – Unsatisfactory 2 – Needs Improvement 3 – Developing 4 – Competent 5 – Exceptional					No Opportunity
31	Demonstrates respect and tolerance for diverse values and viewpoints. *Competency 1.2a.2*	1	2	3	4	5	
		1	2	3	4	5	
32	Interacts comfortably with culturally diverse students, staff, and families. *Competency 1.2a.2*	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. *Competency 5.2a.1*	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		1	2	3	4	5	

	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	
39	Has a clear sense of own limitations, 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 utilized resources and technology to enhance services.	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-year:

    b. End of year:

2. Areas of demonstrated strengths.

    a. Mid-year:

    c. 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:

B. Mid-year Signatures

Student _____ Date ____/_____/_____

Field Site Supervisor _____ Date ____/_____/_____

University Supervisor/Coordinator _____ Date ____/_____/_____

C. 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 R: INTERNSHIP SUPERVISOR EVALUATION FORM
School Psychology Program
University of Arizona

(To be completed by the student)

Directions: Please complete the following form to rate your perceptions of the quality of supervision that was provided to you by your site supervisor.

Date of Evaluation _____

I. Demographics
Student's Name: _____
Site Supervisor's Name: _____
Supervisor's Educational Level: _____

        NCSP Certified   [ ] Yes [ ] No
        Licensed   [ ] Yes [ ] No

II. Field Course Evaluated (Check One)

[ ] Practicum in School Psychology (SERP 694B)
School Name: _____
School District: _____

[ ] Internship in School Psychology (SERP 693B)

[ ] First Semester   Type of Placement (Check one)
                        [ ] School/Agency Name: _____
                        [ ] Other: _____
                        Population Served

                        _____
                        _____

[ ] Second Semester   Type of Placement (Check one)
                        [ ] School/Agency Name: _____
                        [ ] Other: _____
                        Population Served

                        _____
                        _____

III. Supervisor's Rating – General Directions

For each category, please rate the degree to which your supervisor was able to provide:
   (a) Administrative supervision; (i.e. arrange exposure/opportunities to practice)
   (b) Model practice in the area; or
   (c) Clinical supervision (e.g. spent time reviewing cases in detail)

1. <u>Professional School Psychology</u>.
This includes legal and ethical mandates; ongoing involvement with professional development, such as workshops, conferences, in-service trainings; leadership; comprehensive service delivery model.

	Poor		Average		Adequate
Administrative supervision	1	2	3	4	5
Modeling	1	2	3	4	5
Clinical supervision	1	2	3	4	5

2. <u>Research and Program Evaluation</u>
This area includes evaluating and using research, design and analysis of service delivery, and research with diverse populations.

	Poor		Average		Adequate
Administrative supervision	1	2	3	4	5
Modeling	1	2	3	4	5
Clinical supervision	1	2	3	4	5

3. <u>Social and Cultural Sensitivity and Advocacy</u>
This includes understanding own and others' cultures; issues with social or cultural bases which influence the delivery of school services; cross-cultural transactions; general attention to this arena in interactions and service.

	Poor		Average		Adequate
Administrative supervision	1	2	3	4	5
Modeling	1	2	3	4	5
Clinical supervision	1	2	3	4	5

4. <u>Assessment for Intervention</u>
This includes orientation to the assessment process as driving interventions; experience with broad range of culturally appropriate tools of assessment.

	Poor		Average		Adequate
Administrative supervision	1	2	3	4	5
Modeling	1	2	3	4	5
Clinical supervision	1	2	3	4	5

5. <u>Interventions</u>

This area includes a broad range of interventions from systemic (dealing with change of a larger unit, such as class, school, and family) to individual, and knowing when to target each.

	Poor		Average		Adequate
Administrative supervision	1	2	3	4	5
Modeling	1	2	3	4	5
Clinical supervision	1	2	3	4	5

IV. Please rate your experience with your site supervisor on the following:

	Strongly Disagree				Strongly Agree
1. I felt free to discuss my fieldwork/practicum/internship concerns with my supervisor.	1	2	3	4	5
2. My supervisor contributed to my knowledge and competence in school psychology.	1	2	3	4	5
3. My supervisor communicated ideas clearly and effectively.	1	2	3	4	5
4. My supervisor gave me frank and constructive feedback.	1	2	3	4	5
5. My supervisor recognized and affirmed my successes in the field.	1	2	3	4	5
6. My supervisor tried to understand my particular issues as a trainee/intern.	1	2	3	4	5
7. My supervisor recognized my individuality and Encouraged me to try my ideas.	1	2	3	4	5
8. My supervisor was responsive to and considerate of me as a person.	1	2	3	4	5
9. My supervisor was an effective link between me and my field site.	1	2	3	4	5
10. My supervisor was accessible to me (on phone, via email, in person) when needed in addition to scheduled times.	1	2	3	4	5
11. My supervisor was approachable (easy to talk with, treated me with respect, listened to concerns).	1	2	3	4	5
12. My opinion, suggestions, and contributions were valued and given serious consideration by my supervisor.	1	2	3	4	5

	Strongly Disagree				Strongly Agree
13. My supervisor was responsive to my needs for assistance and guidance.	1	2	3	4	5
14. Time spent in supervision helped me increase my knowledge and skills concerning the delivery of school psychological services to children, youth, and parents.	1	2	3	4	5
15. My supervisor made attempts to seek me out and offered needed help and guidance.	1	2	3	4	5
16. My supervisor reviewed and provided timely feedback on fieldwork samples such as psychological reports, and consultation	1	2	3	4	5
17. There was on-going feedback on my knowledge and skill development.	1	2	3	4	5
18. My supervisor provided me with guidelines for the fieldwork which clearly articulated requirements and performance standards.	1	2	3	4	5
19. Review of time logs and input regarding critical field experiences was provided to me in a timely manner	1	2	3	4	5
20. Required "in person" weekly supervision was provided.	1	2	3	4	5
21. Overall quality of supervision by the university/ field-based supervisor was high and timely.	1	2	3	4	5

Comments and suggestions

_____
_____
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_____

_____   _____

Student's Signature   Date

APPENDIX S: REQUEST FOR ARIZONA SCHOOL PSYCHOLOGY CERTIFICATION/VERIFICATION OF INTERNSHIP

School Psychology Program

University of Arizona

Only necessary when IR is not requested within first year after program completion

Student Name: _____

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

Requirements	Verification
Completed master's (or higher degree)	Date conferred:
Completed all school psychology coursework (at least 60 graduate semester hours in the school psychology program)	Signature of school psychology academic advisor:
Completed 1,200+ hours in an internship/600+ hours in school	Signature of Internship Coordinator:

_____   _____
Student signature   Date

_____   _____
Program Director Signature   Date

APPENDIX T: DOCTORAL STUDENT ANNUAL COMPETENCY ACHIEVEMENT FORM
School Psychology Program
University of Arizona

Student Name: _____

Advisor: _____

This form evaluates progress in achieving the competencies required for graduation from the School Psychology Program at the University of Arizona. It is expected that the number of competencies achieved will increase yearly as students complete various Program requirements. Items submitted that do not meet the minimum thresholds will not count. Your advisor will direct you on how to redo or replace an assignment or exam that does not meet a competency's minimum threshold as outlined below. For a listing of the specific metrics (e.g., rubric) used to assess ach competency listed below, please contact your advisor. Students are expected to complete a self-evaluation and submit evidence for faculty to review. If evidence for a competency is not available for the annual evaluation, faculty will review the submitted documents the following year.

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

Competencies and Criteria to Meet Competencies	2016-17	2017-18	2018-19	2019-20	2020-21
1) Competency 1.1a.1 Students are expected to demonstrate knowledge of cultural diversity as reflected in course grade in SERP 559 ("Cultural Diversity in School Psychology") **Minimum threshold for achievement of Competency 1.1a.1 is a grade of "B" or better on three specified assignments.** **Course Grade: _____ Year: _____ □ Threshold Met**					
2) Competency 1.1a.2 Students are expected to be aware of major sources of individual and group variation and perform analysis and synthesis of cultural diversity issues in the practice of school psychology as reflected in the written and oral components of the doctoral comprehensive examination. **Minimum threshold for achievement of Competency 1.1a.2 is determined by an average score of 1 or higher on the cultural diversity on the comprehensive exam rubric.** **Average score: _____ □ Threshold Met**					

Competencies and Criteria to Meet Competencies	2016-17	2017-18	2018-19	2019-20	2020-21
3) Competency 1.2a.1 Students are expected to address issues of cultural diversity in the selection of psychological tests, interpretation of assessment data, and communication of findings taking into account the examinee's cultural background as evidence by at least one work product from the following courses. • SERP 677: Personality Assessment (Minimum rating: 3 out of 5) • SERP 602: Early Childhood Assessment and Intervention (Minimum rating: 6 out of 10) • SERP 679: Educational and Psychoeducational Assessment of Children (Minimum 2 out of 3 on case evaluation) **Minimum threshold for achievement of Competency 1.2a.1 is determined by minimum rating indicated for assignments noted on the course list for this competency.** **677 Assignment: _____ Rating: ___ Year: _____ □ Threshold Met** **602 Assignment: _____ Rating: ___ Year: _____ □ Threshold Met** **679 Assignment: _____ Rating: ___ Year: _____ □ Threshold Met**					
4) Competency 1.2a.2 Students are expected to demonstrate culturally competent practices with diverse populations during practicum. **Minimum threshold for achievement of Competency 1.2a.2 is determined by practicum supervisors' average rating of 3 out of 5 (with no ratings of "1") from SERP694B: School Psychology Practicum on evaluation items 6, 13, 14, 16, 31, and 32.** **__ , __ , __ , __ , __ , __ = Average Rating: ____ Year: ____ □ Threshold Met**					
5) Competency 1.2a.3 Students are expected to demonstrate culturally competent practices with diverse populations on internship. **Minimum threshold for achievement of Competency 1.2a.3 is internship supervisors' ratings of 4 or higher on evaluation items 6, 13, 14, 16, 31, and 32 (or the equivalent for students interning at an APA-accredited site).** **__ , __ , __ , __ , __ , __ = Average Rating: ____ Year: ____ □ Threshold Met**					
6) Competency 1.3a.1 Students are expected to incorporate the theoretical and empirical literature in cultural diversity on select term and/or conceptual papers in the following courses: •SERP 559: Cultural Diversity in School Psychology (Grade of "B" or better) •SERP 601: Cognition and Development (Minimum rating: 2 out of 3) **Minimum threshold for achievement of Competency 1.3a.1 is determined by minimum rating indicated for assignments noted on the course list for this competency.** **559Assignment: _____ Grade: ___ Year: _____ □ Threshold Met** **601 Assignment: _____ Rating: ___ Year: _____ □ Threshold Met**					

Competencies and Criteria to Meet Competencies	2016-17	2017-18	2018-19	2019-20	2020-21
7) Competency 1.3a.2 Students, in their dissertations, are expected to address cultural diversity issues. **Minimum threshold of acceptable coverage required of Competency 1.3a.2 is determined by all members of a student's dissertation committee.** **Competency Documentation: _____ □ Threshold Met**					

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

Competencies and Criteria to Meet Competencies	2016-17	2017-18	2018-19	2019-20	2020-21
1) Competency 2.1a.1 Students are expected to demonstrate appropriate decision-making skills in the selection of assessment techniques to answer referral questions. Work product from each of the following courses reflect this: •SERP 517: Behavioral Modification and Theory in Schools (Minimum rating: 3 out of 5) •SERP 677: Personality and Social Emotional Assessment (Minimum rating: 3 out of 5) •SERP 679: Educational and Psychological Assessment of Children (Minimum 2 out of 3 on case evaluation) •SERP 602: Early Childhood Assessment and Intervention (Minimum rating: 3 out of 5) **Minimum threshold for achievement of Competency 2.1a.1 is determined by minimum rating indicated for assignments noted on the course list for this competency.** **517 Assignment: _____ Rating: ___ Year: _____ □ Threshold Met** **677 Assignment: _____ Rating: ___ Year: _____ □ Threshold Met** **679 Assignment: _____ Rating: ___ Year: _____ □ Threshold Met** **602 Assignment: _____ Rating: ___ Year: _____ □ Threshold Met**					
2) Competency 2.1a.2 Students are expected to demonstrate decision-making procedures when choosing assessment techniques to answer referral questions in consultation with school psychology practicum supervisors. **Minimum threshold for achievement of Competency 2.1a.2 is school psychology practicum supervisors' average rating of 3 out of 5 (with no ratings of "1") from SERP694B: School Psychology Practicum on evaluation items 1, 2, and 3.** **__ , __ , __ = Average Rating: _____ Year: _____ □ Threshold Met**					
3) Competency 2.1a.3 Students are expected to demonstrate decision-making procedures when choosing assessment techniques to answer referral questions in consultation with internship supervisors on internship. **Minimum threshold for achievement of Competency 2.1a.3 is internship supervisors' ratings of 4 or higher on evaluation items 1 and 2 (or the equivalent for students interning at an APA-accredited site).** **__ , __ = Average Rating: _____ Year: _____ □ Threshold Met**					
Competencies and Criteria to Meet Competencies	2016-17	2017-18	2018-19	2019-20	2020-21

4) Competency 2.1b.1 Students are expected to demonstrate their ability to define and/or diagnose learning, behavioral, and emotional problems in the following courses: •SERP 517: Behavior Modification and Theory in Schools (Minimum rating: 3 out of 5) •SERP 602: Early Childhood Assessment and Intervention (Minimum rating: 6 out of 10) •SERP 638: Psychological Consultation and Supervision (Grade of "B" or better on consultation case) •SERP 677: Personality Assessment (Minimum rating: 3 out of 5) •SERP 679: Educational and Psychological Assessment of Children (Minimum rating: 7 out of 10 on case evaluation) •SERP 685: Child Behavior Disorders and Adjustment (Grade of "B" or better in course) •SERP 686: Child Psychotherapy (Minimum rating: 6 out of 10) **Minimum threshold for achievement of Competency 2.1b.1 is determined by minimum rating indicated for assignments noted on the course list for this competency.** **517 Assignment: _____ Rating: ___ Year: _____ □ Threshold Met** **602 Assignment: _____ Rating: ___ Year: _____ □ Threshold Met** **638 Assignment: _____ Grade: ___ Year: _____ □ Threshold Met** **677 Assignment: _____ Rating: ___ Year: _____ □ Threshold Met** **679 Assignment: _____ Rating: ___ Year: _____ □ Threshold Met** **685 Assignment: _____ Grade: ___ Year: _____ □ Threshold Met** **686 Assignment: _____ Rating: ___ Year: _____ □ Threshold Met**					
5) Competency 2.1b.2 Students are expected to demonstrate their ability to diagnose learning, behavioral, emotional problems in school psychology practicum. **Minimum threshold for achievement of Competency 2.1b.2 is determined by average supervisor ratings of 3 out of 5 in SERP694B: School Psychology Practicum on evaluation items 4 and 7.** **__ , __ = Average Rating: _____ Year: _____ □ Threshold Met**					
6) Competency 2.1b.3 Students are expected to demonstrate their ability to diagnose behavioral and emotional problems in mental health and therapy practicum. **Minimum threshold for achievement of Competency 2.1b.3 is determined by average supervisor ratings of 3 out of 5 in SERRP694-017: Practicum (School-Community Mental Health and Therapy Practicum).** **Average Rating: _____ Year: _____ □ Threshold Met**					
7) Competency 2.1b.4 Students are expected to demonstrate the ability to diagnose learning, behavioral, and emotional problems on internship. **Minimum threshold for achievement of Competency 2.1b.4 is internship supervisor ratings of 4 or higher on evaluation items 4 and 7 (or the equivalent for students interning at an APA-accredited site).** **__ , __ = Average Rating: _____ Year: _____ □ Threshold Met**					

Competencies and Criteria to Meet Competencies	2016-17	2017-18	2018-19	2019-20	2020-21
8) Competency 2.2a.1 Students are expected to demonstrate adequate skills for recommending accommodations or interventions based on the referral questions and assessment findings in the following courses: • SERP 638: Psychological Consultation and Supervision (Minimum of "B" on consultation case) • SERP 677: Personality Assessment (Minimum rating: 3 out of 5) • SERP 679: Educational and Psychological Assessment of Children (Minimum rating 2 out of 3 on case evaluation) • SERP 602: Early Childhood Assessment and Intervention (Minimum rating: 3 out of 5) • SERP 686: Child Psychotherapy (Minimum rating: 6 out of 10) **Minimum threshold for achievement of Competency 2.2a.1 is determined by minimum rating indicated for assignments noted on the course list for this competency.** **638 Assignment: _____ Grade: ___ Year: _____ □ Threshold Met** **677 Assignment: _____ Rating: ___ Year: _____ □ Threshold Met** **679 Assignment: _____ Grade: ___ Year: _____ □ Threshold Met** **602 Assignment: _____ Rating: ___ Year: _____ □ Threshold Met** **686 Assignment: _____ Rating: ___ Year: _____ □ Threshold Met**					
9) Competency 2.2b.1 Students are expected to demonstrate adequate skills in designing and/or implementing interventions based on the referral questions, assessment findings, and evidence-based practices in the following courses: • SERP 517: Behavior Modification and Theory in Schools (Minimum rating: 3 out of 5) • SERP 638: Psychological Consultation and Supervision (Minimum of "B" on consultation case) • SERP 602: Early Childhood Assessment and Intervention (Minimum rating: 3 out of 5) **Minimum threshold for achievement of Competency 2.2b.1 is determined by minimum rating indicated for assignments noted on the course list for this competency.** **517 Assignment: _____ Rating: ___ Year: _____ □ Threshold Met** **638 Assignment: _____ Grade: ___ Year: _____ □ Threshold Met** **602 Assignment: _____ Grade: ___ Year: _____ □ Threshold Met**					
10) Competency 2.2b.2 Students are expected to demonstrate the ability to apply appropriate (evidence-based) interventions in the remediation of learning, behavioral, emotional, and social skill problems in clients in the School Psychology practicum. **Minimum threshold for achievement of Competency 2.2b.2 is determined by average supervisor ratings of 3 out of 5 (with no ratings of "1") in SERP694B: School Psychology Practicum on evaluation items 8, 19, 20, 21, and 22.** **__ , __ , __ , __ , __ = Average Rating: ____ Year: ____ □ Threshold Met**					
Competencies and Criteria to Meet Competencies	2016-17	2017-18	2018-19	2019-20	2020-21

11) Competency 2.2b.3 Students are expected to demonstrate the ability to apply appropriate (evidence-based) interventions in the remediation of behavioral, emotional, and relationship problems in clients and/or families in the School-Community Mental Health and Therapy Practicum. **Minimum threshold for achievement of Competency 2.2b.3 is determined by average supervisor ratings of 3 out of 5 in SERP694-017: Practicum (School-Community Mental Health and Therapy Practicum).** **Average Rating: _____ Year: _____ □ Threshold Met**				
12) Competency 2.2b.4 Students are expected to demonstrate the ability to apply appropriate interventions in the remediation of learning, behavioral, emotional, social skill and/or relationship problems in clients and/or families on internship. **Minimum threshold for achievement of Competency 2.2b.4 is internship supervisor's ratings of 4 or higher on evaluation items 8, 19, 20, 21, and 22 (or the equivalent for students interning at an APA-accredited site).** **__ , __ , __ , __ , __ = Average Rating: ____ Year: ____ □ Threshold Met**				
13) Competency 2.3a.1 Students are expected to collect relevant data regarding the effectiveness of interventions and make appropriate modifications to interventions as needed, in the following courses: • SERP 517: Behavior Modification and Theory in Schools (Minimum rating: 3 out of 5) • SERP 638: Psychological Consultation and Supervision (Minimum of "B" on consultation case) • SERP 602: Early Childhood Assessment/ Intervention (Minimum rating: 3 out of 5) **Minimum threshold for achievement of Competency 2.3a.1 is determined by minimum rating indicated for assignments noted on the course list for this competency.** **517 Assignment: _____ Rating: ___ Year: _____ □ Threshold Met** **638 Assignment: _____ Grade: ___ Year: _____ □ Threshold Met** **602 Assignment: _____ Rating: ___ Year: _____ □ Threshold Met**				
14) Competency 2.3a.2 Students are expected to collect relevant data regarding the effectiveness of interventions and make appropriate modifications of interventions as needed, in the School Psychology practicum. **Minimum threshold achievement of Competency 2.3a.2 is average supervisor ratings of 3 out of 5 (with no ratings of "1") from SERP694B: School Psychology Practicum on evaluation items 10, 23, 24, and 25.** **__ , __ , __ , __ = Average Rating: ____ Year: ____ □ Threshold Met**				
15) Competency 2.3a.3 Students are expected to collect relevant data regarding the effectiveness of mental health interventions and make appropriate modifications as needed in the School-Community and Mental Health Therapy Practicum. **Minimum threshold for achievement of Competency 2.3a.3 is practicum ratings of average 3 out of 5 from SERP694-017: Practicum (School-Community Mental Health and Therapy Practicum).** **Average Rating: _____ Year: _____ □ Threshold Met**				

Competencies and Criteria to Meet Competencies	2016-17	2017-18	2018-19	2019-20	2020-21
16) Competency 2.3a.4 Students are expected to collect relevant data regarding the effectiveness of interventions and make appropriate modifications as needed, on internship. **Minimum threshold for achievement of Competency 2.3a.4 is internship supervisor ratings of 4 or higher on evaluation items 10, 24, and 25 (or the equivalent for students interning at an APA-accredited site).** __ , __ , __ = **Average Rating: ____** **Year: ____** □ **Threshold Met**					

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

Competencies and Criteria to Meet Competencies	2016-17	2017-18	2018-19	2019-20	2020-21
1) Competency 3.1a.1 Students are expected to demonstrate knowledge of current psychological research and scholarship that advances school psychological practice in at least three written products from any of the following courses: •SERP 559: Cultural Diversity in School Psychology •SERP 601: Cognition and Development •SERP 685: Child Behavior Disorders and Adjustment •SERP 638: Psychological Consultation and Supervision •PSYC 560: Advanced Social Psychology **Minimum threshold for achievement of Competency 3.1a.1 is a grade of "B" or better on relevant assignments.** **Assignment #1: _____ Grade: ___ Year: _____ □ Threshold Met** **Assignment #2: _____ Grade: ___ Year: _____ □ Threshold Met** **Assignment #3: _____ Grade: ___ Year: _____ □ Threshold Met**					
2) Competency 3.1a.2 Students are expected to demonstrate knowledge of background research and/or contemporary issues in broad psychology areas and school psychology in the written and oral components of the qualifying examination. **Minimum threshold for achievement of Competency 3.1a.2 is an average rating of 1 or higher on item 2 of the qualifying exam rubric.** **Average rating: _____ □ Threshold Met**					
3) Competency 3.1a.3 Students are expected to demonstrate knowledge of current psychological research and scholarship that advances school psychological practice in their dissertation written products. **Minimum threshold for achievement of Competency 3.1a.3 is passing of the Dissertation Defense.** **Competency Documentation: _____ □ Threshold Met**					

Competencies and Criteria to Meet Competencies	2016-17	2017-18	2018-19	2019-20	2020-21
4) Competency 3.1b.1 Students are expected to demonstrate involvement in scholarly activities outside of coursework. **Minimum threshold for achievement of Competency 3.1b.1 is acceptable involvement as determined by school psychology faculty.** (updated form should be submitted each year) **Competency Documentation: _____** □ **Threshold Met**					
5) Competency 3.1b.2 Students are expected to demonstrate the ability to synthesize research literature by independently contributing to the knowledge base of school psychology through the publication and/or presentation of research. **Minimum threshold for achievement of Competency 3.1b.2 is submission of manuscript for consideration of publication in a journal, book, or other approved outlet (that is determined to be of publishable quality by advisor) or acceptance of a scholarly paper/poster to a local, regional, or national conference.** **Manuscript Submission #: ___+____+___+____+____** **Accepted poster #: ___ + ___+____+___+____+____** □ **Threshold Met**					
6) Competency 3.2a.1 Students are expected to demonstrate knowledge of research methods, measurement, and statistics through course examinations and related assignments in the following courses (or equivalent): •SERP 695P: Contemporary and Emerging Issues in School Psychology (Research Methods and Measurement for School Psychologists) •EDP 641: Advanced Statistical Methods for Research •EDP 646: Multivariate Statistics **Minimum threshold for achievement of Competency 3.2a.1 is a grade of "B" or better in each course.** **699 Grade: _____ Year: _____ □ Threshold Met** **541 Grade: _____ Year: _____ □ Threshold Met** **641 Grade: _____ Year: _____ □ Threshold Met**					
7) Competency 3.2a.2 Students are expected to demonstrate knowledge of research methods, measurement, and statistics in written and/or oral components of the comprehensive examination. **Minimum threshold for achievement of Competency 3.2a.2 is determined by an average score of 1 or higher on Research Methods and Analysis AND the Psychometrics areas on the comprehensive exam rubric.** **Competency Documentation: _____** □ **Threshold Met**					
8) Competency 3.2a.3 Students are expected to demonstrate understanding of research methods and statistical analyses through their dissertation study. **Minimum threshold for achievement of Competency 3.2a.3 is passing of the Dissertation Defense.** **Competency Documentation: _____** □ **Threshold Met**					

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

Competencies and Criteria to Meet Competencies	2016-17	2017-18	2018-19	2019-20	2020-21
1) Competency 4.1a.1 Students are expected to demonstrate knowledge of supervision models and practices through examinations and/or work products in SERP 638: Psychological Consultation and Supervision. **Minimum threshold for achievement of Competency 4.1a.1 is a grade of "B" or better on the examination and/or relevant work products.** **Assignment/Exam: _____ Grade: ___ Year: _____ □ Threshold Met**					
2) Competency 4.1b.1 Students are expected to supervise students in at least one course having a field experience component while enrolled in SERP 693C: Internship in Supervision and College Teaching. **Minimum threshold for achievement of Competency 4.1b.1 is a grade of "P" or better in SERP 693C: Internship in Supervision and College Teaching.** **Grade: _____ □ Threshold Met**					
3) Competency 4.1b.2 Students are expected to develop supervision skills during internship. **Minimum threshold for achievement of Competency 4.1b.2 is internship supervisor ratings of 4 or higher on evaluation items 46, 47, and 48 (or the equivalent for students interning at an APA-accredited site).** **__ , __ , __ = Average Rating: ____ Year: ____ □ Threshold Met**					
4) Competency 4.2a.1 Students are expected to take a leadership or service role in at least two professional school psychological activities. **Minimum threshold for achievement of Competency 4.2a.1 is acceptable performance as determined by student's advisor.** **Leadership Activity #1: _____** **Leadership Activity #2: _____** **Competency Documentation: _____ □ Threshold Met**					
5) Competency 4.2a.2 Students are expected to join at least one school psychology professional organization by the time of the student's qualifying examination. **Minimum threshold for achievement of Competency 4.2a.2 is documentation of membership.** **Organization: _____ Year: ____ □ Threshold Met**					

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.

Competencies and Criteria to Meet Competencies	2016-17	2017-18	2018-19	2019-20	2020-21
1) Competency 5.1a.1 Students are expected to demonstrate knowledge of ethical principles, standards, and laws relevant to the practice of school psychology through examination and/or work products in SERP 696C: Professional Standards, Ethics, & Issues in School Psychology. **Minimum threshold for achievement of Competency 5.1a.1 s a grade of "B" of better in SERP 696C: Professional Standards, Ethics, & Issues in School Psychology.** **Course Grade: _____ Year: _____ □ Threshold Met**					
2) Competency 5.1b.1 Students are expected to demonstrate knowledge of ethical principles, standards, and laws relevant to school psychological research passing of the human subjects research examination (e.g. CITI training). **Minimum threshold for achievement of Competency 5.1b.1 is passing the Human subjects research examination (e.g. CITI training).** **Human Subjects Exam: _____ Grade: ___ Year: _____ □ Threshold Met**					
3) Competency 5.2a.1 Students are expected to demonstrate ethical and legal standards in the provision of school psychological services as determined by course professor or supervisor ratings in school psychology practicum. **Minimum threshold for achievement of Competency 5.2a.1 is determined by average supervisor ratings of 3 out of 5 (with no ratings of "1") in SERP694B: School Psychology Practicum on evaluation item 34.** **Average Rating: _____ Year: _____ □ Threshold Met**					
4) Competency 5.2a.2 Students are expected to demonstrate ethical and legal standards in the provision of school psychological services as determined by course professor or supervisor ratings in mental health and therapy practicum. **Minimum threshold for achievement of Competency 5.2a.2 is determined by average supervisor ratings of 3 out 5 in SERRP694-017: Practicum (School-Community Mental Health and Therapy Practicum).** **Average Rating: _____ Year: _____ □ Threshold Met**					
5) Competency 5.2a.3 Students are expected to demonstrate ethical and legal standards in the provision of school psychological services as determined by course professor or supervisor ratings on internship. **Minimum threshold for achievement of Competency 5.2a.3 is internship supervisor ratings of 4 or higher on evaluation item 34 (or the equivalent for students interning at an APA-accredited site).** **Average Rating: _____ Year: _____ □ Threshold Met**					

Competencies and Criteria to Meet Competencies	2016-17	2017-18	2018-19	2019-20	2020-21
6) Competency 5.2b.1 Students are expected to conduct research that follows ethical and legal standards in their dissertation studies. **Minimum threshold for achievement of Competency 5.2b.1 is acceptable conduct as determined by the dissertation committee.** **Competency Documentation: _____** □ **Threshold Met**					

Annual Verification (add lines as necessary):

Advisor's Signature: Date:
Student's Signature: Date:
Program Director's Signature: Date:

Advisor's Signature: Date:
Student's Signature: Date:
Program Director's Signature: Date:

Advisor's Signature: Date:
Student's Signature: Date:
Program Director's Signature: Date:

Advisor's Signature: Date:
Student's Signature: Date:
Program Director's Signature: Date:

Advisor's Signature: Date:
Student's Signature: Date:
Program Director's Signature: Date:

Advisor's Signature: Date:
Student's Signature: Date:
Program Director's Signature: Date:

APPENDIX U: DOCTORAL STUDENT ANNUAL EVALUATION FORM
School Psychology Program
University of Arizona

Name: **_____**   Academic Year: **_____**

The faculty of the School Psychology Program at the University of Arizona has reviewed your academic progress during the past academic year and has evaluated your progress in the following domains by using the scale stated below.

DOMAINS OF PROGRESS	Does Not Meet Expectations/Unsatisfactory	Meets Expectations	Does Not Apply
1. Performance in Courses	☐	☐	☐
2. Performance in Course-Related Field Work	☐	☐	☐
3. Completion of Qualifying Examination	☐	☐	☐
4. Completion of Comprehensive Written Examination	☐	☐	☐
5. Completion of Comprehensive Oral Examination	☐	☐	☐
6. Completion of School Psychology Practicum	☐	☐	☐
7. Completion of Program of Study (Except for Internship and Dissertation)	☐	☐	☐
8. Completion of School Psychology Internship	☐	☐	☐
9. Development of Dissertation Proposal	☐	☐	☐
10. Approval of Dissertation Proposal	☐	☐	☐
11. Obtained IRB Approval for Proposed Dissertation Research	☐	☐	☐
12. Progress Towards Completion of Dissertation	☐	☐	☐
13. Completion of Dissertation Oral Defense	☐	☐	☐
14. Overall Progress Towards Completion of PhD Degree	☐	☐	☐

With respect to the above ratings of your progress towards the attainment of your Ph.D. degree objectives, the following comments/recommendations are made:

    ☐ Satisfactory overall performance in the program
    ☐ Unsatisfactory overall performance in the program
    ☐ No follow-up meeting needed with your advisor
    ☐ Please make an appointment with your advisor (_____) to discuss and take
      the appropriate follow-up actions listed below:

_____   _____
Faculty   Advisor or Program Director   Date

APPENDIX V: PROFESSIONAL GROWTH PLAN
School Psychology Program
University of Arizona

Student Name _____   Date _____

Professional Growth Team Members: (Program Director, Advisor, and Course Instructor, if applied)

STRENGTHS

CONCERNS AND EXPECTATIONS
(Summarize any events that may have necessitated the creation of this growth plan)

In order for _____(insert student name) to successfully complete _____ (insert course/field experience/internship/dissertation), she/he must meet all of the following expectations by _____(insert date/year). The following expectations will be implemented immediately, beginning on the date of this conference between the Professional Growth Team and the student.

Standards of Concern	Changes & Expectations
Performance & Course Work	
Field Work Competencies	
Performance on Examinations	
Professional Responsibility	

Dissertation	

Failure to implement any of the above expectations will lead to the student's removal from her/his course, field experience, or internship. As a result, the student may be unable to complete the program.

On _____ (insert date/year), a meeting will be scheduled with the student and Professional Growth Team Members. The progress with regard to the expectations listed in this document will be discussed and a decision will be made about whether the student will continue in the program.

At any time prior to or after the second scheduled meeting, if any of the members of the Professional Growth Team feel that the student is not fulfilling all of her/his responsibilities, or s/he is unable to meet the expectations required by the Professional Growth Plan, a meeting will be called to inform the student that she/he will not be able to continue in the program.

_____   _____

Program Director   Advisor

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

_____   _____

Student   Date

As of _____ (Insert date/year), the student has successfully met the expectations delineated in this Professional Growth Plan.

_____   _____

Program Director   Advisor

APPENDIX W: FULFILLMENT OF STUDENT COMPETENCIES FORM
School Psychology Program
University of Arizona

Student name:_____

All Program Goals, Objectives, and Competencies have been reviewed, and I confirm that the student named above has mastered all Goals (5) and the Objectives (12) and Competencies (42) within them, of those listed in the 2016-2017 PhD Handbook. He/she, thus, meets the mastery of Program Competencies requirement for graduation from PhD School Psychology Program.

Signature of Academic Advisor:_____

Date: _____

APPENDIX X: 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 Y: COLLEGE OF EDUCATION DUE PROCESS

UA TPP Due Process Flow Chart

Orientation to Teacher Prep Program. Student is given a copy of the *UA TPP Professional Standards*, including an online link to the long form of the *InTASC and ISTE NETS-T Standards*. Student signs *UA TPP Professional Standards.*

Challenges or Outstanding?

— Challenge

— Outstanding

Instructor, Staff, Supervisor, Cooperating Teacher submit to the Program Director a copy of the *UA TPP Referral: Identification of Students with Performance Concerns.*

Minor or Major Issue?

Instructor, Staff, Supervisor, Cooperating Teacher submit to Program Director a copy of the *UA TPP Referral: Identification of Students Exhibiting Outstanding Performance.*

Program Director may choose to encourage the nomination of that student for awards and scholarships, for example the Outstanding Student Teacher Award.

— Minor

— Major

Meet with the student, but not initiate a Professional Growth Plan. Following the meeting, the Program Director should prepare a UATPP *Response to Referral* form and give a copy to the student.

Program Director notifies Department Head and Associate Dean that the student is being placed on a Professional Growth Plan.

Program Director and other relevant faculty/staff hold an initial meeting with the student and initiate a signed *UA TPP Professional Growth Plan* which specifies the expectations which must be met, as well as the options for the students should it be deemed at a later date that the expectations have not been met.

Professional Growth Team meets with student to assess progress.

Meets goals?

Problem repeats? — Yes

— No

- Petitioning to withdraw from current courses and re-taking courses the following semester;
- Petitioning to withdraw from courses and petitioning for re-admittance to the program after documentation that areas of concerns have been addressed.
- Petitioning to withdraw from course/program and applying to an alternate program.
- Other (as determined by Program Director).