THE UNIVERSITY OF ARIZONA.

Arizona's First University.

School Psychology Program
PhD Student Handbook

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

2024-2025

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CHAPTER 1: OVERVIEW, PHILOSOPHY, AND GOALS OF THE SCHOOL PSYCHOLOGY PH.D. PROGRAM

Purpose of the Handbook and Students' Obligation

Welcome to the University of Arizona's School Psychology PhD Program and the beautiful Southwest and Tucson, Arizona!

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

The Handbook is 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 2024-2025 Handbook represents, in part, a contract between the program and its incoming students. Both students and faculty are bound by its elements. However, the PhD Handbook and its contents change over time. This means that each incoming student cohort follows the information contained in its handbook. Similarly, the 2024-25 PhD cohort is not obliged to comply with any changes that might appear in subsequent handbook iterations but may adopt a subsequent handbook in consultation with their academic advisor or program director since the changes are often a reflection of changes in the field. All information related to field experiences is found in the Fieldwork Handbook, which applies to the year that you are engaged in fieldwork.

As a student enrolled at the University of Arizona, School Psychology students must also comply with general University of Arizona student rules and Graduate College policies. The PhD Handbook describes requirements in accordance with overarching university policies. Students are obliged to familiarize themselves with the contents of this handbook and with Graduate College policies (http://grad.arizona.edu/). It is these written documents—not informal practices, verbal statements, or suppositions—that embody the University of Arizona's pact with its PhD School Psychology students.

Program Overview

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

The University of Arizona sits on the original homelands of indigenous peoples who have stewarded this land since time immemorial. As such, w*e respectfully acknowledge the University of Arizona is on the land and territories of Indigenous peoples. Today, Arizona is home to 22*

federally recognized tribes, with Tucson being home to the O'odham and the Yaqui. Committed to diversity and inclusion, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service. Aligning with the university's core value of a diverse and inclusive community, it is an institutional responsibility to recognize and acknowledge the people, culture, and history of the Wildcat community. At the institutional level, it is important to be proactive in broadening awareness throughout campus to ensure our students feel represented and valued.

The UA 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 have evolved to keep pace with a changing and increasingly diverse society and its needs.

The UA School Psychology Program was first established in the late 1960's. The PhD 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 PhD 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 program conceptualizes the scholar-practitioner as one who possesses considerable research competence and data analytic ability. This permits students 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 College of Education's conceptual framework, which views the professional educator as a reflective decision-maker. 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 applied in schools and other settings. 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. While the program provides experiences consistent with obtaining AZ state licensure, it is up to the student to verify licensure requirements of any state where they may wish to practice.

Commitment to Diversity, Equity, and Inclusion

The School Psychology Program at the University of Arizona is fully committed to instilling the value of multiculturalism, diversity, and social justice. 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 by discussing 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. Our program endorses the National Association of School Psychologists' Unified Antiracism Statement and Call to Action.

"Social justice is both a process and a goal that requires action. School psychologists work to ensure the protection of the educational rights, opportunities, and well-being of all children, especially those whose voices have been muted, identities obscured, or needs ignored. Social justice requires promoting nondiscriminatory practices and the empowerment of families and communities. School psychologists enact social justice through culturally responsive professional practice and advocacy to create schools, communities, and systems that ensure equity and fairness for all children and youth (Adopted by the NASP Board of Directors, April 2017)."

Program Aims and Student Competencies

Consistent with the problem-solving approach and its scholar-practitioner training model, the School Psychology Program at the University of Arizona has identified six training aims (listed below). These aims relate to educating school psychologists with the requisite knowledge and skills to deliver the highest quality psychological services to children and youth. The overarching goal is to train beginning professionals with broad and 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 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 statement of program aims and competencies is in Appendix B.

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

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

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

theory, and practice.

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

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

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

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

NASP Domains of Practice

Practices That Permeate All Aspects of Service Delivery

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

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

Direct and Indirect Services for Children, Families, and Schools

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

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills: School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based

strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

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

Domain 6: Services to Promote Safe and Supportive Schools: School psychologists understand principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery

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

Foundations of School Psychological Service Delivery

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

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and

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

Domain 9: Research and Evidence-Based Practice: School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

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

Student Progress toward Program Aims/Competencies

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 described 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, 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 an advisor, (2) annual student evaluations that summarize each student's status and progress toward the program goals, and (3) a students' portfolio of completed assignments, work products, and tangible indicators of progress in the program. Thus, it is particularly important that each student become familiar with the program aims and competencies (outlined in Appendix B). Likewise, regular student-advisor contact is indispensable to understanding the

program philosophy and aims, 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 and 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

Admission standards to the School Psychology PhD program 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 received by the program is evaluated individually and with care.

The deadline for submission of an application is **December 1st**. Admission is permitted only in the fall semester. Admission to the program is competitive and is based upon evaluation of information from the following sources:

- A graduate college application. Apply here.
- Unofficial transcripts of all previous coursework required at time of application. Official transcripts of all previous coursework required at time of admission.
- Three letters of recommendation from professionals who can adequately address your ability to be a successful graduate student and professional. Applicants should request letters from people who have known the applicant in a supervisory capacity (e.g., faculty/instructor, work supervisors, and volunteer supervisors). Personal references will not be considered (e.g., friends, relatives, clergy). Individuals writing letters of recommendation are encouraged to use letterhead if available.
- International applicants must meet acceptable English proficiency credentials as outlined here by the Graduate College.
- A resume or curriculum vita that summarizes your educational and employment history and any relevant professional accomplishments (including publications, presentations, honors, awards, and other significant activities).
- A statement of purpose (see instructions below).

These factors, as well as others that applicants choose to bring to our attention, are weighed into the selection of students for our program. **The GRE is not required**, but applicants can submit the scores if they choose to. Admission preference to the School Psychology Program is given to applicants with the following:
- A bachelor's or master's degree in Psychology, Special Education, Educational Psychology, or a related discipline
- Experience with children, adolescents, and people with disabilities and/or mental health concerns
- Experience in school systems
- Letters of recommendation that comment favorably on the applicant's potential to do advanced graduate work, as well as their potential for professional contribution to the field

Students having a bachelor's degree who demonstrate particular promise for doctoral study in School Psychology may apply directly to the Doctoral Program upon completion of the bachelor's degree. Prospective students may also first apply to the Educational Specialist (EdS) Program in School Psychology. However, acceptance into the EdS Program does not guarantee future acceptance into the Ph.D. Program.

Your application will be considered once you have submitted all required documentation. Incomplete applications will not be reviewed and will be automatically denied. If you have questions about the application, contact Ashley Scott-Avalos (ashleyscott@arizona.edu or 520-621-1461), the Graduate Program Coordinator in the Department of Disability and Psychoeducational Studies.

Once your application has been submitted, you may check the status of your application at any time by logging into GradApp and opening your application. You will be notified via email if you are invited for an interview and when a final admission decision has been reached.

Information regarding the department, our faculty, and the academic requirements can be found on the program website. For questions regarding the program, please contact the program director, Dr. Desiree Vega (dvega2@arizona.edu).

Applicants must meet the minimum standards listed in the UA Graduate Catalog to be considered for admission. Additional information can be obtained from the Graduate College.

Guidelines for Statement of Purpose

In this Statement of Purpose, please answer the following questions in no more than 200 words per question.

1. Why are you interested in the field of school psychology?

2. What opportunities have you had working with children, families, and schools? Please highlight any specific experiences with people with disabilities.

3. How do you envision practicing school psychology after graduation?

4. Our first program aim is to "Prepare graduates to provide school psychological services and engage in scholarly activities within a culturally diverse society." What would you like us to know about your background and experiences that would contribute to cultural competence in psychological services and research?

5. Being able to accurately reflect on our own strengths and areas of need is an important skill for school psychologists. With that in mind, describe your areas of personal strengths and areas for growth as a prospective school psychology graduate student.

6. Please share your research experiences to date and describe how your research interests fit with the faculty research at the UA.

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

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 http://grad.arizona.edu/gcforms/ or in the appendix.

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

Requirements	Approved by	Completion Date
Plan of Study	Advisor	End of 2nd Year
Major & Minor Coursework	Advisor	End of 5th Year
Portfolio Requirements	Core Faculty	See Table 2
Qualifying Examination	Committee	January of 2nd Year
Residency Requirement	Advisor	End of 4th Year
1,000 hours of Pre-Internship Experiences (includes projected hours through end of 4th year)	Advisor	Prior to Internship Application (AAPI)
Leadership/Service Requirement	Advisor	End of 4th Year
Scholarship Requirements	Advisor	End of 4th Year
Written and Oral Comprehensive Exam	Committee	End of 3rd Year
Dissertation Proposal	Committee	Prior to submitting internship ranking
Dissertation and Oral Defense	Committee	End of 4th Year
Internship	Advisor & Internship Coordinator	End of 5th Year
Program Competencies	Core Faculty	End of 5th Year

Academic Advising

Students are expected to maintain regular contact with faculty, particularly their academic advisor. Initially, this regular contact is maintained through coursework with various program faculty and discussions with one's academic advisor. As students advance in the program, they will work with the advisor in the Qualifying Examination Committee, the Comprehensive Examination Committee, and the Dissertation Committee. Students are 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 Comprehensive Exam Committee or the Chair of the Dissertation Committee. Students often develop close mentoring relationship with multiple professors to nurture their research interests. Annual reviews of each students' academic progress are conducted by the program faculty and the major advisor will discuss the progress and feedback with the student.

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 coursework is presented below. The coursework recommended for the first year provides a foundation for applied experiences in 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 difficulty completing the program in a timely manner.

Students must meet all requirements for the degree of Doctor of Philosophy within 5 years of passing the Comprehensive Exam or risk being dismissed from the program. Should a student not finish within that time, the program may petition the Graduate College for an extension to time to degree. If the extension is approved, the student may be required to re-take the Comprehensive Exam before proceeding to complete requirements (e.g., the dissertation). Students should abide by Graduate College policies and always plan coursework with their academic advisor.

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 EDP641, EDP646a, and SERP695P (or equivalent). Students without a solid understanding of elementary statistics or a graduate-level course may need to take EDP541 prior to enrolling in EDP641. They should discuss this need with their academic advisor. In addition to the three required courses, students are expected to enroll in an advanced statistics/methodology course in consultation with the academic advisor. Note that independent study or research credits are not permitted to substitute for the specialized statistics requirement. The following are a few suggestions:

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

The School Psychology PhD Program requires a minimum of 81 credits in the school psychology major, a minimum of 9 credits in a minor area, and 18 credits of dissertation. 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). For course descriptions, see the Academic Catalog (catalog.arizona.edu/).

As part of their plan of study, students must also complete a minor in a related academic area (a

minimum of nine credits). A student's minor must be (1) directly applicable to the field of School Psychology, and (2) associated with a University of Arizona PhD major area of concentration (e.g., sociology, special education, rehabilitation counseling, psychology, rehabilitation, family studies, higher education, educational leadership, educational psychology). Within the selected minor area, students may have the opportunity to specialize in specific 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 nine credits for a minor. A doctoral plan of study must be approved by the student's major and minor advisors via GradPath on UAccess.

Recommended Course Sequence

Year	Semester	Courses
Year 1	Fall	SERP 549: Introduction to School Psychology SERP 674b: Cognitive Assessment SERP 695P: Research Methods and Measurement in School Psychology SERP511A: Basic Academic Skills for High Incidence Disabilities EDP541: Statistical Methods in Education (optional)*
	Spring	SERP679: Educational & Psychological Assessment of Children SERP 517: Behavior Modification in Schools SERP 559: Diversity in School Psychology SERP 696c: Professional Standards, Ethics, & Issues in School Psychology EDP641: Selected Applications of Statistical Methods
	Summer	SERP 601: Cognition & Development
Year 2	Fall	SERP 685: Child Behavior Disorders & Adjustment SERP 638: Psychological Consultation & Supervision SERP 677: Personality Assessment EDP 646a: Multivariate Statistics SERP 694b: School Psychology Practicum
	Spring	SERP 602: Early Childhood Assessment & Intervention SERP 686: Child Psychotherapy SERP 512: Violence in Schools and Communities SERP 694b: School Psychology Practicum
	Summer	SERP696B: Neuropsychological Bases of Behavior
Year 3	Fall	SERP 694-xxx School-Community Mental Health and Therapy Practicum SERP 693c: College Teaching & Supervision Advanced Statistics**; Minor Course**
	Spring	PSY 560: Advanced Social Psychology (*offered every other year*)**** SERP 920: Dissertation SERP 694 Externship**
Year 4	Fall	SERP 920: Dissertation SERP 694 Externship** Minor Course**
	Spring	SERP 920: Dissertation SERP 694 Externship** Minor Course**
Year 5*	Fall	SERP 693b: School Psychology Internship
	Spring	SERP 693b: School Psychology Internship

*Talk to your advisor about needing an entry-level statistics or an alternative course.

** Schedule individual consultation with your advisor.

*** The Graduate College requires at least one dissertation unit in the semester of final defense.

****Discuss when to take PSY 560 with your advisor.

Portfolio Requirements

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

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

The portfolio is *not* designed to prove that you have met the academic requirements for a graduate degree or for the school psychologist credential. Completion of course and program requirements are separate from the portfolio process and are verified by the DPS Graduate Program Coordinator and the COE Credential Analyst. 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 prepare and complete each component.

The portfolio documents students' progress in the program and includes the following sections: Professional Development, Evidence of Doctoral Competencies, Field Experiences Documents (Year 1 to Year 4), Core Assignments, and Syllabi. Students build and update their work samples as they go through various courses and field experiences in the program. Please note that students may not have all the required experiences that the table of contents lists, when submitting the portfolio in Year 1 and 2. Students are required to submit materials based on their coursework and experiences at the time of submission. Materials should be updated and added in students' BOX folder. The portfolio is tied to the Qualifying Exam in Year 2 and to the Comprehensive Exam at the end of year 3.

Table 2. Portfolio Deadline and Examinations

	Submit by	**Exams tied to portfolio**
YEAR 2	2 weeks prior to scheduled meeting	Qualifying Exam (January)
YEAR 3	4 weeks prior to scheduled oral exam	Comprehensive Exam (Spring)

The Core Assignments section 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. Portfolio pieces should represent the best exemplars of your work products

from your coursework. You must earn a minimum of 80% (based on class rubric) for each work product and each product should be submitted along with the original rubric used to assess it. Please see Appendix C (Table of Contents) and Appendix D (Core Assignment Guidelines).

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

Qualifying Examination

All students must pass the PhD Qualifying Examination enroute 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 in January of Year 2. Students must schedule a meeting at least three weeks prior to the examination and choose a Qualifying Examination Committee in consultation with their advisors. The committee must consist of two full-time School Psychology faculty members; at least one member must be the student's academic advisor.

Students are required to submit the 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. For the Qualifying Exams, the required core assignments are <u>Core Assignment 1 (FBA/BIP), Core Assignment 2 (Consultation Case), and Core Assignment 3 (Ethical and Legal Dilemma)</u>. Foundational knowledge is assessed in the following manner in an oral component of the Qualifying Examination. Students should prepare 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.

In the Qualifying Examination Portfolio and the oral exam, students should demonstrate the following competencies:
- Competency 2.1. Students are expected to select and apply assessment methods that draw from the best available empirical literature, reflect the science of measurement and psychometrics, and include data collection from multiple sources.
- Competency 2.7. Students are expected to demonstrate knowledge of consultation models and practices and respect for the roles and perspectives of other professions.
- Competency 5.1. Students are expected to demonstrate knowledge of ethical principles, standards, policies, and laws relevant to the practice of school psychology and conduct themselves in an ethical manner in all professional activities.
- Competency 6.1. Students are expected to engage in self-reflection regarding one's personal and professional functioning to improve performance, well-being, and professional effectiveness.

- Competency 6.4. Students are expected to produce verbal and written communications that are informative and well-integrated.

The structure of the Doctoral Qualifying Examination is as follows: Prior to beginning the exam, committee members meet briefly—without the student present—to discuss any questions or concerns about the materials that have been submitted. The student then returns and the committee members ask questions about the professional goals and core assignments. After the examination, the student is temporarily excused so that the committee can deliberate. The committee rates the students' performance in written and oral exams, using a Qualifying Exam Rubric. All items need to meet the minimum competence level (pass). 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.

Doctoral Comprehensive Exam

The University's Committee on Graduate Studies in Education establishes general policies and guidelines for the [doctoral comprehensive examination](#): The examination is intended to evaluate 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 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 portfolio to the committee with the following core assignments: Core Assignment 4: Comprehensive Evaluation Report, Core Assignment 5: Counseling/Therapy Case Report, and Core Assignment 6: Summary of Research Activities. The required materials are listed on the Table of Contents (Appendix C) and the description of core assignments is in Appendix D. In the Comprehensive Examination Portfolio and the oral exam, students should demonstrate content knowledge on the following competencies:

- Competency 1.3. Students are expected to demonstrate the ability to integrate awareness and knowledge of individual and cultural differences and to apply a framework for working effectively with individuals.
- Competency 2.1. Students are expected to select and apply assessment methods that draw from the best available empirical literature, reflect the science of measurement and psychometrics, and include data collection from multiple sources.
- Competency 2.3. Students are expected to interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations.

- Competency 2.5. Students are expected to implement evidence-based intervention specific to the service delivery goals, based on the current literature, assessment findings, diversity characteristics, and contextual variables.
- Competency 6.1. Students are expected to engage in self-reflection regarding one's personal and professional functioning to improve performance, well-being, and professional effectiveness.
- Competency 6.4. Students are expected to produce verbal and written communications that are informative and well-integrated.

The portfolio will be evaluated using a Comprehensive Exam Rubric, 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. Students must pass the written examination in both the major and minor areas before they are permitted to take the oral examination. If a student fails the written examination portion of the comprehensive examination, they may petition the committee to take the written examination a second time.

The oral examination is typically scheduled four weeks after the portfolio is submitted. It must be taken within six months of the written comprehensive examination and all committee members must be present, including a minor area member. The oral examination is typically two hours long and the format is similar to the qualifying exam. The committee members use a Comprehensive Examination Rubric. If a student fails the oral examination portion of the comprehensive examination, they 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, they 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 on GradPath.

Minimum Academic Grades

Students must maintain a minimum 3.0 cumulative grade point average on all coursework in their Plan of Study to graduate. If a student's GPA falls below 3.0, they will likely be placed on probation by the Graduate College. In addition, grades of C or lower are unsatisfactory for several key courses in the program (see Chapter 3, "Minimum Course Grades for School Psychology Courses"). Grades of D or lower will not be awarded credit by the Graduate College and must be repeated for degree completion.

Residency Requirements

<u>Graduate College and Program Requirements</u>

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

Doctoral students are required to complete 1,000 pre-internship hours through various course-related fieldwork (first year, practicum, and externship) experiences prior to their internship. To count toward the 1,000 pre-internship hours, students' practicum/externship placements need to be a part of a UArizona course, and pre-approved with all required documentation (plan, evaluations, agreements, etc.). A plan for supervision must be in place prior to logging hours. Students must document the 1,000 practicum hours using the Documentation of Pre-Internship Hours (Appendix X).

Students should discuss appropriateness and eligibility of potential field experience sites with the Fieldwork 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 uploaded to the students' Box folder.

For the 1,000 pre-internship hours, students must be supervised by an appropriately credentialed professional; for example, in a school setting a certified school psychologist, preferably one who is licensed from an accredited university in either school, counseling, or clinical psychology and in a clinical setting, a licensed psychologist or a medical doctor.

600 School-based Hours. According to the Standards for the Credentialing of School Psychologists of the NASP, students must complete 600 hours of their overall internship experience in a school setting. See Section 8 for more detailed discussion. If a student plans on completing a non-school based internship (e.g., hospital setting), up to 600 school-based hours

from Externship may fulfill this requirement, only if this experience is post school based practicum (SERP694B) and if it is a part of a coordinated field experience that addresses the competencies expected on the internship plan. These hours should be documented on Documentation of Pre-Internship Hours (see the Fieldwork Handbook). It is critical for students to coordinate with their advisor and the Fieldwork Supervisor to ensure that their experience meets this requirement.

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) 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). 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 E.

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 F). 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 (Appendix G), which should be uploaded in Box.

Dissertation and Final Defense

Students should familiarize themselves with Graduate College policies and accompanying forms regarding the dissertation (https://grad.arizona.edu/gsas/degree-requirements/doctor-philosophy). 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. The Graduate College requires 18 units of dissertation (SERP920); students work with their dissertation chair and decide when to register for these units, but at least one unit is required in the semester in which they have the final defense.

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 tenure-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.* In consultation with the chair, students identify committee members based on their expertise.

Timing of Dissertation Process

The Dissertation is the culminating experience and evidence of research competence. It is meant to be a mentored research experience, and the committee is essential to provide supportive and constructive feedback during the process. Completing a dissertation takes considerable time but is a rewarding experience, leading to the completion of the graduate college's requirement and to presentation(s) or publication(s) that reflects the program's and graduates' commitment to lifelong learning. Thus, beginning the process early and establishing feasible milestones each semester (including summer) will facilitate the timely completion of the Dissertation. The program requires that students successfully propose their dissertation *prior* to receiving approval to apply for internship. ***This means having an approved proposal by October 1st, prior to submitting applications to internship programs***.

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, during proposal development, and while completing research. Except for unusual circumstances, students must register for 3 units in Spring semester of Year 3, during which students actively engage in developing a dissertation research proposal (e.g., developing solid research questions, hypotheses, conducting an initial literature review to establish background research to support the ideas and identify research gaps, and preliminary ideas regarding the method/approach, drafting Chapter 1). The product of this work should be included in Core Assignment 6 Summary of Research, to be presented in the Comprehensive Exam. The remaining 15 credits should be taken in the following years; ***the Graduate College requires at least one dissertation unit in the semester of final defense***. If students do not complete their dissertation after taking 18 credits, they must enroll in at least

one additional SERP 920 Dissertation credit each semester until their dissertation is successfully defended. This is a requirement of the UA Graduate College.

2. Develop a dissertation proposal in consultation with the dissertation chair. Typically, the proposal consists of three chapters (Introduction, Literature Review, and Methodology). The traditional dissertation format is as follows:

> Chapter 1: Introduction (overview of problem/gaps in research; building a case for significance; introducing key constructs and theoretical framework guiding the study; and research questions/hypotheses
>
> Chapter 2: Comprehensive synthesis and critical evaluation of the literature, including historical background, drawing connections between factors being studied
>
> Chapter 3: Methods
>
> Chapter 4: Results
>
> Chapter 5: Discussion
>
> References and Appendix

3. Engage in the iterative process that involves multiple drafts with the advisor and any experts who consult in the development.
4. Schedule a proposal meeting after the chair's approval. Dissertations must be proposed by **October 1st** in order to be able to apply for internship.
5. Submit the full proposal at least two weeks before the proposal meeting.
6. Prepare and deliver a presentation briefly describing the background, stating the research questions and hypothesis, and detailing the planned method (participants, data collection tools, procedure, data analyses).
7. Upon approval of the dissertation committee, deposit a copy of the approved prospectus in the student's Box Folder.
8. Obtain IRB approval for human subjects or documentation that the study does not constitute human subjects (e.g., some secondary data analyses) AFTER the proposal meeting.
9. Conduct dissertation research, analyze data, update the first three chapters based on feedback from the committee, and complete the results and discussion sections. This involves multiple discussions and drafts with the chair.
10. Prepare and submit a final dissertation draft to all dissertation committee members two weeks before the oral defense examination.

Final Defense

Following the Graduate College policies (https://grad.arizona.edu/gsas/degree-requirements/doctor-philosophy#final-oral-defense), the dissertation committee conducts the oral defense examination. Students are evaluated on their scholarship as well as the breadth and depth of their knowledge of the dissertation. The decision by the committee can be one of the following: Pass, Pass with stipulated changes, or Fail. Students should follow the following:

1. With the chair's approval, schedule the final defense with the Graduate College using the Announcement of Final Oral Defense form in GradPath.
2. To participate in Convocation (e.g., graduation), students need: 1) advisor approval, 2) submission of all five chapters to their advisor, **and** 3) to schedule a final defense date.
3. Meet with the dissertation advisor to review the structure and format of the exam.

4. Ensure that the Dissertation is announced to invite the public to attend the presentation, per university policy. The initial portion of the presentation is open to the public. This is followed by a closed session with the committee members only.
5. A copy of the dissertation should be submitted to each committee member no later than two weeks before the scheduled examination.
6. 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 the Graduate College steps 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.

Grading of Dissertation Credits

For semesters for which the student has enrolled in dissertation credits, they should work with their Chair to establish measurable criteria, benchmarks, and quality measures for work in progress. Students may benefit from weekly progress indicators rather than waiting until the end of the semester to complete everything. The milestones expected in a particular semester should be commensurate with the number of credits registered.

1. When students make no progress on their dissertation in the semester they registered, they will not receive credits for the dissertation and will have to register for additional hours. Therefore, it is important that students and their chairs develop a plan for the semester and evaluate progress at the end of each semester. Grading options for dissertation credits are S, P, F, or I.
2. An I (Incomplete) grade will only be issued if the student has nearly completed the goals set out and needs a little more time to complete the requirements. However, not making progress for more than a year will lapse to an E grade. When students sign up for dissertation credits and do not make any effort in that semester or do not make significant progress based on the plan/goals laid out, faculty will issue a grade of F. The established plan should only be modified mid-way in a semester if tasks are taking unexpectedly long (e.g., negations with sites for data collection, IRB approval), and not because the student has not dedicated sufficient time to the dissertation process.

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 Fieldwork Coordinator. Students are strongly encouraged to consider a site accredited by the American Psychological Association, which is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) and that meets the doctoral-level internship guidelines of the Council of Directors of School Psychology (CDSPP). If a student does not attend an APA accredited internship, they must be able to demonstrate that the internship is of equivalent quality. See the Fieldwork Handbook for more information regarding internship.

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 a completion of a graduate degree. The IR is official documentation that the requirements have been met. It is essential that students provide ample time to process the documentation and verify completed requirements. Given that AZ requires that students have been awarded a graduate degree, an IR cannot be issued to students until they have earned at minimum a Master's degree and completion of internship. If you fail to obtain your IR within 6 months of program completion, you will be required to submit your credentials directly to the State of AZ Department of Education to obtain your certification. See the Fieldwork Handbook for additional information.

Program Competencies and Annual Review

The School Psychology Program must officially approve that students have achieved all program aims and competencies prior to graduation. This usually occurs after students complete their dissertation and internship. In each year, the student will receive feedback regarding the progress toward the degree completion and on aims and competencies. The faculty will strive to meet to complete annual evaluations for PhD students at the completion of the academic year. The exception is 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 upon completion of internship contract. 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. The program uses the Doctoral Competency Sheet to assess and monitor student progress. The Doctoral Competency Sheet is in each student's Box folder. At the end of Spring semester, students will be asked to update the Doctoral Competency Sheet. At the annual review, faculty will verify the sheet and evaluate student progress, using the Annual Evaluation Form (Appendix H).

The students' responsibilities include the following:
1. Update the Doctoral Competency Sheet at the end of every academic year.
2. Update the materials in Box folder including CV, transcripts, syllabi, and other documents.
3. Respond to feedback and requests following the annual review 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 reviews.
2. Meet annually to evaluate students' progress.
3. Send students their annual review form once they are completed.
4. Advisor meets with the student to discuss the annual evaluation results.
5. Remediation using a Performance Concern Form (Appendix J) or a Professional Growth Plan (Appendix K) 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 advisor review all the program aims and competencies using the Doctoral Competency Sheet. Students will be asked to complete a self-evaluation and provide supporting documentation that they met minimum thresholds. A signed form confirming that all competencies are met is required before the student is eligible to graduate.

A list of these competencies and minimum thresholds are provided in a spreadsheet in students' Box folder (Doctoral Competency Sheet).

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. Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor. Schedules within the syllabus may be listed as tentative and adjusted based on students' needs.

Required 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 in any of the courses included in the plan of study require that the student repeat the course and receive a grade of A or B to satisfy program requirements.

A similar policy exists regarding S (Superior), P (Pass), and F (Fail) grade options. That is, if a student receives an E grade in any of the courses below, then they must repeat the course to earn a grade of S or P to satisfy program requirements. Prior to repeating the course, the specific concerns that led to the failing grade must be addressed via a Professional Growth Plan.

SERP 693C	College Teaching and Supervision
SERP 694-68	School-Community Mental Health and Therapy Practicum
SERP 694B	School Psychology Practicum
SERP 693B- 1 or 3	School Psychology Internship
SERP 694-15	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 of a course's requirement remains incomplete (see UA Policy at https://www.registrar.arizona.edu/grades/incomplete-i-grade. Students should consult with the

instructor regarding whether it is appropriate to receive an incomplete grade before the last day of classes in a semester. Students have a maximum of one calendar year to resolve a grade of 'Incomplete.' The doctoral curriculum is sequential and thus, without receiving a satisfactory grade students may not be able to take other classes in the program. For practicum and internship, students may not be able to enroll in a second semester of a course with an 'I' grade. Therefore, students are strongly encouraged to fulfill requirements for courses with an 'I' grade in a timely manner so that they may progress through the program. Incomplete grades are not included in the calculation of the grade-point average until one year from the date of the award. An Incomplete not removed within one year is replaced by a failing grade of "E." If the student's cumulative grade-point average falls below 3.00 through the conversion of 'Incomplete' grades to failing grades, the student will not be permitted to graduate.

Withdrawal from a Course

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

Grade Appeal Procedure

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

Telesupervision Policy for Field Experiences

APA Definition:

Telesupervision is clinical supervision of psychological services through a synchronous audio and video format where the supervisor is not in the same physical facility as the trainee.

In-person supervision is clinical supervision of psychological services where the supervisor is physically in the same room as the trainee.

According to the APA Commission on Accreditation (CoA), "benefits to in-person supervision include, but are not limited to: opportunities for professional socialization and assessment of trainee competence, recognition and processing of subtle, nonverbal, and emotional or affective cues and interactions in supervision, all of which are essential aspects of professional development, ensuring quality, and protecting the public" (C-28).

Consistent with guidelines provided by the APA CoA (IR C-13 D): Telesupervision may not account for more than 50% of the total supervision at a given practicum site and may not be utilized *until students completed their first intervention practicum experience.* Furthermore, the UA School Psychology program is responsible to ensure that the student has had sufficient experience and in-person supervision in intervention at the doctoral level and possesses a level of competence to justify this modality of supervision in the sequence of training.

All telesupervision will adhere to best practices and ethical, legal, and professional guidelines and will only be utilized when in-person supervision is not possible. This form of supervision is regarded as consistent with the UA School Psychology Program's overall model of training in that it best approximates the in-person format of supervision and can ensure continuity in the supervisory experience. The supervisor maintains the full professional responsibility for the cases under the care of the trainee. The practicum sites that use telesupervision need to have a formal policy to address issues of non-scheduled consultation, crisis coverage, and privacy and confidentiality. Both the supervisor and the trainee should ensure the audio and video quality of the connection.

In response to the COVID-19 pandemic, the APA has the following guidelines:

The US Department of Education provided guidance for the post-secondary educational community, including accrediting agencies, that allows flexibility in the methods by which students may continue their education during the pandemic. The CoA supports programs in their efforts to determine the best ways for students and trainees to successfully develop knowledge and competencies in accord with modified program requirements. Telesupervision, telepractice and distance education delivery are not prohibited, and CoA recognizes that continuing use of these methods during the present time may be necessary. If in-person coursework or clinical practice experiences are disrupted, flexibility in the use of these distance practices as part of a program's plan to minimize COVID-19 exposure is appropriate. Requirements for the use of these three distance educational methods, when implemented as part of a regular educational delivery method, are described in the CoA Implementing Regulations for the Standards of Accreditation (SoA). The CoA has extended its definition of temporary changes as short-term program modifications implemented to minimize COVID-19 exposure through December 31, 2022. The CoA will evaluate on an on-going basis whether flexibility in the expanded use of distance practices and other COVID-19 related program changes may be appropriate beyond December 31, 2022 and will provide updates to programs about such developments.

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 determined by the following:
(1) Graduate College GPA requirements (minimum 3.0 GPA) met in all course work included in the student's Plan of Study
(2) Grade of B or higher (or S or P) in coursework (see Chapter 3, "Minimum Course Grades for School Psychology Courses")
(3) Doctoral Competencies
(4) Program-related milestones (see Table 3 below).

Table 3

Milestone	Date of completion to evidence satisfactory academic
PhD Qualifying Examination	January in Year 2

PhD Comprehensive Examination	End of Year 3
Dissertation Proposal	Semester prior to submitting the ranking of internship programs
Pre-doctoral Internship	End of Year 5
Dissertation Defense	End of Year 5

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 the Professional Performance Concern in Appendix J and the Professional Growth Plan in Appendix L).

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 an 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 Graduate Work from Other Universities

Students entering the PhD 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 work with the advisor to start the approval of transfer process, using the Transfer Worksheet (available from advisors). Faculty will determine equivalence of content and rigor to UA courses by reviewing syllabi, transcripts, and any work products that were required as part of the courses. It is the students' responsibility to make their case for transferring prior coursework; faculty will base their judgments on materials submitted by the students.

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).

Growth Plan, Termination of a Student from the Program, and Due Process

The School Psychology program follows the guidelines of the University of Arizona Graduate College regarding termination of students from the program (see http://grad.arizona.edu/catalog/policies/). The program adopted the College of Education due process in order to monitor students' difficulties and establish a plan for assisting the student with improving performance. Minor concerns will be documented using the Performance Concern Form and Response to Performance Concern Form (Appendix J and Appendix K). Students who are struggling academically or do not meet program competencies will be asked to develop a Professional Growth Plan (Appendix L) in consultation with their academic advisor. When a student demonstrates unsatisfactory progress in the program and does not fulfill the expectations agreed upon in the Professional Growth Plan, the program faculty can recommend the termination of the student from the program to the DPS Department Head. If the department head endorses the recommendation of the program faculty, the recommendation is then forwarded to the Dean of the Graduate College for review and action.

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

Fingerprint Clearance Card

An IVP fingerprint clearance card is required of program students. It must be provided to the Training Director, or her designee, before a prospective student may matriculate into the program. https://coe.arizona.edu/academic-advising/fingerprint-clearance-requirement

UA Social Media Guidelines

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

Obtaining a Master's Degree in School Psychology

A doctoral student in School Psychology may add the Master of Art (MA) degree en route to earning the PhD 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 only that the student plans to complete in required core courses within the School Psychology PhD Program. *Please do not include SERP694b in the MA plan of study.*
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. Obtain approval from the academic advisor via GradPath.
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 on GradPath. 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 to a committee or just confirm their advisor.

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. Additional information can be found at: https://www.titleix.arizona.edu. The following persons have been designated to handle inquiries regarding the nondiscrimination policies:

Mary Beth Tucker
Vice President of Equity and Title IX and Interim Chief Compliance Officer
(520) 621-9449
equity@arizona.edu

ADA/504 Compliance Officer
Amanda Kraus, PhD

Assistant Vice President, Campus Life
Executive Director, Disability Resources & ADA/504 Compliance Officer
501 N. Highland Avenue
Phone: (520) 621-3268
akraus@email.arizona.edu

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

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 https://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 N (Code of Academic Integrity) and at https://deanofstudents.arizona.edu/policies/code-academic-integrity.

Use of Artificial Intelligence

Any and all uses of generative artificial intelligence (AI)/large language model tools such as ChatGPT, Dall-e, Google Bard, Microsoft Bing, etc., will be considered a violation of the Code of Academic Integrity, specifically the prohibition against submitting work that is not your own. This applies to all assessments in your courses, including case studies, written assignments, discussions, quizzes, exams, and problem sets. This applies to but is not limited to, all course assignments, core assignments, and dissertations. This course policy is driven by the learning goals and desired learning outcomes for the course program.

The following actions are prohibited:

- entering all or any part of an assignment statement, test questions, or a prompt to a large language-model AI tool, including to generate ideas, outlines, or potential responses;
- incorporating any part of an AI-written response or AI-generated ideas into an assignment;
- using AI to summarize or contextualize reading assignments or source materials; and
- submitting your own work to a large-language-model AI tool for iteration or improvement.

AI is a new and rapidly changing technology. This policy will be updated as needed. If you have any questions regarding this policy, please contact your course instructor or academic advisor.

Language taken from the UA Generative AI working group https://artificialintelligence.arizona.edu

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

The program is committed to helping its students master the program aims 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.

School Psychology Assessment Materials Library

The School Psychology Assessment Materials Library has an extensive collection of assessment materials, including measures of intelligence, aptitude, psychomotor abilities, personality, and achievement. Also available are various software-scoring programs (e.g., WISC-V, WPPSI-IV, WAIS-IV, WJ-IV, KABC-II NU). Material can be checked out by the program coordinator. 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 other testing materials. Lost, unreturned, damaged, or altered kits may result in replacement costs for students. Such costs are frequently substantial. Students will receive a grade of 'I' in the course associated with the test kit use until arrangements are made for the replacement of any lost, damaged, or altered kits.

Field Experience Placements

Students are engaged in continuous field experiences throughout the program. The program enjoys strong affiliations with numerous public schools, private practice, mental health clinics, and hospitals, as well as on-campus and off-campus service organizations approved for supervised fieldwork and practicum experiences. These affiliations afford students a range of opportunities to develop skills in consultation, psychotherapy, assessment and diagnosis, and direct intervention under the supervision of certified school psychologists, licensed psychologists, and allied professionals. Consistent with the scholar-practitioner model, students advance toward mastery of program objectives as they work in collaboration among university faculty and community professionals. The program works hard to secure community professionals who model lifelong learning and exemplify professionalism compatible with program objectives. Please see the fieldwork handbook for course specific details of field experiences.

Office for Research, Innovation, and Impact

The Office of Research, Innovation, and Impact supports all research activities by faculty and students. For further information about the services of this office, please visit https://research.arizona.edu/. The various compliance and safety units in Research, Innovation, and Impact (RII) support students' research activities, including Human Subject Protection Program (https://research.arizona.edu/compliance/human-subjects-protection-program).

University Information Technology Services

The University Information Technology offers a variety of services for students (https://it.arizona.edu/student-resources), including student emails, connecting to the network, Arizona Mobile App, software, computer hardware, accessibility and assistive technologies. Contact 24/7 Support at (520) 626-TECH (8324). Also available are Chat with 24/7 Support and Report Online at https://it.arizona.edu/student-resources.

UA Research Computing Consulting

Expert statisticians provide assistance with statistical analysis and statistics software to faculty, staff, and students. A list of service offerings is available at https://uarizona.service-now.com/sp?id=sc_cat_item&sys_id=c363b9ae1bdd70107947edf1604bcbb0. Email stat-consult@list.arizona.edu with questions or to schedule an appointment.

University Libraries

The UA Libraries include the Main Library, the Arizona Health Sciences Library, The Albert B. Weaver Science-Engineering Library, the Fine Arts Library, and the Special Collections Library. The UA Libraries (UAL) maintain more than 5,500,000 volumes of resources in a variety of formats. These formats include 227,000 journals, of which 219,000 are electronic and 8,000 print. UAL also subscribes to more than 900 electronic databases, and provides access to 2,300,000 ebooks and 120,000 online streaming videos and in all subject areas. The Libraries' primary goal is to advance the educational, research, clinical, and outreach missions of the University by providing its students and researchers with seamless, anytime/anywhere access to the content they need. We focus on using a Patron-Driven or Evidence-Based Acquisitions models [PDA & EBA] for most of our electronic and print book purchasing to ensure that we are acquiring the content most needed by our users. This model allows us to provide our researchers and students with broad access to journals, books, and other content. In addition, we follow an "active management" model that operates on the basic principle of iteratively assessing the collection to ensure that library materials serve the academic enterprise and support the success of our faculty and students. We regularly monitor and act on current and longitudinal use of resources, as well as the emerging needs, issues, or opportunities uncovered by liaison librarians and others in their work with clients.

In addition to Collections, the UAL provides the following support to the department and program. The liaison librarian assigned to the department partners with faculty, students, and other personnel to:

- Develop and deliver 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.
- Meet (face-to-face or virtually) with students, faculty, and staff for individual information consultations for their research needs.
- 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.

- Facilitate the digitization of articles and book chapters, streaming videos, and more for use in class instruction.

The UA Libraries strive to provide an environment that is conductive to study and research. https://new.library.arizona.edu/grads

- The UA Main Library is open during fall & spring semesters to students, faculty & staff from 7:00AM to 12:00AM – M-F. During intersession and summer semesters, the Main Library hours are slightly shorter.
- 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. Approximately 90 software programs are available on library workstations for students, faculty, and staff.
- 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, cassette players, 3D scanners at 2 locations, and maker tools that include Raspberry Pi and Arduinos.
- The UA Main Library has 68 Group study rooms (3-16 People) and132 Individual Quiet study rooms (1-2 people)

Along with the general use rooms, the UA Libraries maintain spaces specifically for graduate students. These include:

- 25 Comprehensive Exam Rooms: 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.
- 82 Long-Term Study Rooms (shared by 164 people): 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.
- 1 Dissertation Writing Room (shared by 4 people): Assignments are for one semester based on availability. Students must have completed their comprehensive exams and be currently working on a dissertation. Rooms include partitioned desks and lockers for storing research materials.
- Scholars' Corner: Scholar's Corner is a comfortable space for graduate students and faculty. Small group work and conversations with 2-5 people are allowed. Scholar's Corner is open to graduate students all the hours that the Main Library is open.

Financial Assistance

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. 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. 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, students must follow policies indicated in this Handbook and in consultation with one's advisor.

4. Graduate College offers fellowships and scholarships. More information can be found at https://grad.arizona.edu/forms/financial-resources.

5. The Office of Scholarships and Financial Aid is a resource for federal Stafford loans, university scholarships, and scholarship and loans from various private foundations (http://financialaid.arizona.edu/). Students can discuss their financial needs with personnel at the Office of Scholarship and Financial Aid, Administration Building or 520-621-1858. Scholarship Universe is a scholarship matching tool for current students (https://financialaid.arizona.edu/ScholarshipUniverse).

Student Support Services

1. Counseling and Psychological Services (CAPS)

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

2. Life & Work Connections

UA Life and Work Connections provides health and wellness services for the UA community https://lifework.arizona.edu/ . This includes assistance with child, adult and elder care. Graduate students may be eligible for child care assistance (https://lifework.arizona.edu/programs/childcare-choice/student) and/or sick and back-up childcare assistance (https://lifework.arizona.edu/programs/sick-and-back-up-childcare) .

3. Writing Center

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

4. The Strategic Alternative Learning Techniques (SALT) Center

The Strategic Alternative Learning Techniques (SALT) Center is a freestanding, fee-based department within the Division of Campus Life serving students with Learning Disabilities or Attention Deficit Hyperactivity Disorder (ADHD). SALT students receive individualized educational planning and monitoring, assistance from trained tutors with course work, and an array of workshops geared toward the individual academic needs of these students. Other services include a "drop-in" SALT Writers Lab or the SALT Math Lab. For details see https://www.salt.arizona.edu/

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 students are admitted to the Graduate College, they can register through the Online

Registration System: UAccess (uaccess.arizona.edu). Please see the How to Register for Courses page at http://www.registrar.arizona.edu/courses/how-register-courses.To UAccess for registration, students must use their NetID and password. In order to create a NetID, students will need to know their student identification number and personal identification number, both of which are supplied in the Certificates of Admission received from the Graduate College. For additional information concerning registration procedures, see the Schedule of Classes at https://studentcenter.arizona.edu/app/ui/public/select-campus.

CHAPTER 5: 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

Lindsay Balles, Assistant Professor of Practice (PhD, Arizona State University)
NCSP, AZ Certified School Psychologist

Dr. Balles received her B.S. and M.A. in Psychology from Northern Arizona University and her PhD in Educational Psychology (emphasis in School Psychology) from Arizona State University. She is an Arizona and Nationally Certified School Psychologist. Dr. Balles has worked for the Scottsdale Unified School District and the Gilbert Public Schools as a School Psychologist before and during her time with the University of Arizona. Dr. Balles' teaching interests focus on school psychologist's roles and functions in the school setting, systems change, and psychoeducational assessment. In addition to teaching graduate students, Dr. Balles also mentors and supports student's during and after their completion of graduate school.

Jennifer Kirkpatrick, Associate Professor of Practice (PhD, University of Arizona)
Licensed Psychologist and AZ Certified School Psychologist

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

Tamara Lawson, Assistant Professor (PhD, University of Massachusetts Boston), NCSP

Dr. Lawson earned an undergraduate degree in Psychology at Clark Atlanta University, and a

master's and doctoral degree in School Psychology at the University of Massachusetts Boston. She recently completed her APA accredited pre-doctoral internship with the Illinois School Psychology Internship Consortium (ISPIC) in Edwardsville, Illinois. Dr. Lawson's dissertation explored Black youth's perceptions of culturally responsive teaching practices and how these practices fostered their sense of belonging within the classroom. Dr. Lawson's research interests include: 1) culturally responsive teaching practices, 2) culturally responsive social, emotional, and behavioral supports for minoritized youth, and 3) African American youth's sense of belongingness.

Lauren Meyer, Assistant Professor of Practice (PhD, University of Arizona)
Licensed Psychologist, NCSP, AZ Certified School Psychologist

Dr. Meyer earned her BA in Psychology and Justice Studies from Arizona State University. She earned her MA in Forensic Psychology from John Jay College of Criminal Justice (CUNY) where she studied the effects of violence on children and adolescents. Dr. Meyer earned her PhD in School Psychology from the University of Arizona, completing her predoctoral internship with the Louisiana School Psychology Internship Consortium (APA Accredited) in New Orleans, Louisiana. Upon graduation, Dr. Meyer completed a joint post-doctoral fellowship with the University of Wisconsin-Madison Center for Education Research, where she supported the development of tools and training for tier 2 behavioral interventions, and with the Sun Prairie Area School District (SPASD). After completion of her post-doctoral fellowship, Dr. Meyer worked full-time as a school psychologist and as the Equitable Multi-Level System of Support (EMLSS [RtI]) Coordinator for SPASD. She collaborated on and led the development of tiered supports at the elementary, middle, and high school levels.

Dr. Meyer has been an instructor with Mesa Community College (MCC) in Mesa, Arizona since 2010 where she has taught Introduction to Psychology, Psychology of Death and Dying, Educational Psychology, and Psychology and Culture. She has also served as an adjunct instructor with the University of Arizona and UW-Madison. Dr. Meyer's research and advocacy interests include: 1) best practices in tiered academic and social-emotional-behavioral supports, 2) social-emotional learning and the effects of classroom practices and caregiver collaboration on student and educator well-being, and 3) the role of school psychologists in advancing mental health priorities in schools and communities.

Michelle Perfect, Professor (PhD, University of Texas-Austin)
Licensed Psychologist and AZ Certified School Psychologist

Dr. Perfect received her B.A. in Psychology and History from Ithaca College (NY), her M.A. in Psychology from New York University, and her PhD in Educational Psychology with a School Psychology Specialization from the University of Texas at Austin in 2004. She completed her pre‑doctoral internship in an APA‑approved program in Child and Adolescent Psychiatry at the University of Medicine and Dentistry of New Jersey in Newark, NJ. She completed two years of postdoctoral fellowship training. Her first year was a Postdoctoral Fellowship (2004 – 2005) in Pediatric Psychology (including 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.

Marsha Spencer, Associate Professor of Practice (PhD, Arizona State University)
Licensed Psychologist, NCSP, AZ Certified School Psychologist

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

Michele Stathatos, Assistant Professor of Practice (PhD, University of Arizona)
Licensed Psychologist and AZ Certified School Psychologist

Dr. Stathatos earned undergraduate degrees in Psychology and Cognitive Science at the University of California Santa Cruz, and a masters and doctoral degree in School Psychology at the University of Arizona. She completed an APA accredited internship at Avondale Elementary School District, and a postdoctoral position at Sunnyside Unified School District. Dr. Stathatos' dissertation investigated school psychologists' awareness, attitudes, and current practices with transgender youth. Her research is focused on creating supportive and inclusive school climates for sexual and gender minority youth.

As a practicing school psychologist, Dr. Stathatos has created guidelines surrounding supporting transgender and gender diverse students for school psychologists and school administrators. She also founded a diversity and inclusion club for students and has trained teachers and school staff on inclusive practices for students with disabilities.

Desiree Vega, Faculty Chair, PhD Program Director, Associate Professor (PhD, Ohio State University)
Licensed Psychologist and NCSP

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

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

Jina Yoon, Department Head and Professor (PhD, Texas A&M University)
Licensed Psychologist and NCSP

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

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

<div align="center">

School Psychology Emeritus Faculty
(Not available for student advising)

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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: https://www.azed.gov/teach/school-psychologist-pathways-certification

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

APPENDIX B: PROGRAM AIMS AND COMPETENCIES

School Psychology Doctoral Program
University of Arizona

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

Competency 1.1. Students are expected to demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.

Competency 1.2. Students are expected to demonstrate the requisite knowledge base and ability to articulate an approach to working effectively with diverse individuals and groups and to apply this approach effectively in their practice.

Competency 1.3. Students demonstrates the ability to integrate awareness and knowledge of individual and cultural differences and to apply a framework for working effectively with individuals.

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

Competency 2.1. Students are expected to select and apply assessment methods that draw from the best available empirical literature, reflect the science of measurement and psychometrics, and include data collection from multiple sources.

Competency 2.2. Students are expected to demonstrate knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology within their sociocultural context.

Competency 2.3. Students are expected to interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations.

Competency 2.4. Students are expected to communicate orally and in written documents the findings and implications of assessment in an accurate and effective manner sensitive to a range of audiences.

Competency 2.5. Students are expected to implement evidence-based intervention specific to the service delivery goals, based on the current literature, assessment findings, diversity characteristics, and contextual variables.

Competency 2.6. Students are expected to collect relevant data regarding the effectiveness of

interventions and make appropriate modifications to interventions as needed.

Competency 2.7. Students are expected to demonstrate knowledge of consultation models and practices and respect for the roles and perspectives of other professions

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

Competency 3.1. Students are expected to demonstrate knowledge of research methods, measurement, and statistics and the ability to formulate research that are of sufficient quality and rigor to have the potential to contribute to the knowledge base.

Competency 3.2. Students are expected to remain involved in scholarly activities outside of coursework throughout the program.

Competency 3.3. Students are expected to demonstrate the ability to critically evaluate, synthesize and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

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

Competency 4.1. Students are expected to demonstrate knowledge of supervision models and practices and engage in direct or simulated practice of supervision

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

Competency 4.3. Students are expected to join at least one school psychology professional organization throughout the program.

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

Competency 5.1. Students are expected to demonstrate knowledge of ethical principles, standards, policies, and laws relevant to the practice of school psychology and conduct themselves in an ethical manner in all professional activities.

Competency 5.2. Students are expected to demonstrate knowledge of ethical principles, standards, policies, and laws relevant to school psychological research.

Competency 5.3. Students are expected to recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.

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

Competency 6.1. Students are expected to engage in self-reflection regarding one's personal and professional functioning to improve performance, well-being, and professional effectiveness.

Competency 6.2. Students are expected to actively seek and demonstrate openness and responsiveness to feedback and supervision.

Competency 6.3. Students are expected to develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

Competency 6.4. Students are expected to produce verbal and written communications that are informative and well-integrated.

Competency 6.5. Students are expected to demonstrate effective interpersonal skills and the ability to manage difficult communication.

APPENDIX C: PORTFOLIO REQUIREMENT
School Psychology Program
University of Arizona

TABLE OF CONTENTS

I. Professional Development

Curriculum Vita
A statement of Professional Goals and Objectives
Plan of Study
Updated UA transcript
CITI Training Completion
Mandatory Reporting Training Completion
FERPA training Completion

II. Syllabi

III. Evidence of Doctoral Competencies

Doctoral Competency and Annual Review
Documentation of Leadership
Documentation of Scholarship
Documentation of Scholarship Involvement

IV. Year 1 Field Experience Documents
Proof of professional insurance
Field experience logs
Summary, etc.

V. Year 2 Practicum Documents

Proof of professional insurance
Practicum eligibility
Placement forms
Fieldwork plans
Performance evaluations (self and supervisor)

VI. Year 3 and Year 4 Field Experience Documents

Proof of professional insurance
Practicum eligibility
Placement forms
Fieldwork plans
Performance evaluations (self and supervisor)

VII. Core Assignments

> Core Assignment #1: Functional Behavior Assessment (FBA) and Behavioral Intervention
> Plan (BIP) Case Report and Rubric from SERP 517
> Core Assignment #2: Consultation Case Report and Rubric from SERP 638
> Core Assignment #3: Ethical and Legal Dilemma and Rubric from SERP 696c
> Core Assignment #4: Comprehensive Psychoeducational Evaluation Report and Rubric
> from SERP 694b
> Core Assignment #5: Counseling/Therapy Case Report and Rubric from SERP 694-xx
> Core Assignment #6: Summary of Research

PORTFOLIO GUIDELINES

I. Professional Development Section

Statement of professional goals and objectives

1. Outline specific skill sets/competencies to be accomplished in becoming a school psychologist.
2. Indicate how your learning has shaped your model of school psychology practice, based on the theory, research, and practice you have been exposed to.
3. Describe your personal strengths and challenges in professional and personal development. Avoid simply describing what was learned in each class. Instead, these reflections are a place to reflect on what you have learned in classes and to consider this knowledge in light of your individual professional and personal development, including strengths and challenges in areas such as communication, organizational skills, diversity, equity, and inclusion issues, adaptability, initiative, and dependability.

UA transcript and CV

> Upload a PDF version to this folder at the end of each year for annual review.
> It is important to update CV in field experiences, presentations, publications, etc.

II. Syllabi

> Deposit syllabi in each semester. We use the syllabi that you were given for classes when the program is asked to verify the class contents for licensures, certifications, etc. Make sure to include course number in titles.

III. Evidence of Doctoral Competencies Section

> Update the doctoral competency sheet every year. Include documentations of leadership and scholarship. Make sure to get signed by the academic advisor.

V-VI. Field Experience Documents Section

> The Field Experience Document sections are divided in three Box folders. See the Table of Contents above. It is important to deposit all the documents related to each practicum and externship experience. We use these documents to verify your hours for your internship,

NCSP application, licensure applications. Without critical information in these folders, the program will not be able to verify your hours during the program and after your graduation.

Include documents related to advanced practicum/extern experiences such proof of professional insurance eligibility and placement forms, fieldwork plans, performance evaluations, completion letters etc.

VII. Core Assignments Section

Although most students follow a suggested course sequence, the contents may vary depending on which experiences students have completed. Appendix D provides a description of each core assignment and required materials. Students submit Core Assignments #1, 2, and 3 for the Qualifying Exam and Core Assignments #4, 5, and 6 for the Comprehensive Exam.

Additional Instructions:

- Each student will have a Box folder with subfolders consistent with the Table of Contents. Only the student and faculty members have access to the folder.
- Students are responsible for uploading updated documents for qualifying and comprehensive examinations as well as annual reviews.
- Please let faculty know when the materials are updated and ready for review.
- It is important to organize materials in the folders, following the Table of Contents carefully.
- Layout/presentation quality of each product should be clear and easy to read.
- All identifying information regarding clients should be removed/de-identified from each product.

APPENDIX D: PORTFOLIO CORE ASSIGNMENT GUIDELINES

School Psychology Program
University of Arizona

The Core Assignments section consists of six assignments that highlight student mastery of various aspects of school psychology practice. Except Core Assignment 6 (Summary of Research), each assignment includes the following: (1) a case report from a course, (2) a rubric completed by the course instructor, and (3) a reflection paper. *The case reports are based on the papers or assignments originally submitted to the instructors. Students are required to revise based on the feedback and rubrics from the instructors; make edits/revisions visible through track changes or highlighting.* That is, the case reports are the revised work based on the instructor's feedback. The guidelines for reflection papers are provided for each assignment below.

Core Assignment 1
Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) Case Report

This case report uses the FBA/BIP assignment from SERP 517 (Behavior Modification and Theory in the Schools).

FBA and BIP Case Reflection Paper

- Identify and discuss the primary target behavior that was selected to guide your FBA/BIP report.
- How did this selected target behavior inform data collection procedures?
- 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 2
Consultation Case Report

This case report is completed as part of a requirement in SERP 638 (Psychological Consultation & Supervision). Students complete two consultation cases (individual and classroom consultation) in this course. For Core Assignment 2, select one of the cases and submit a case report and a reflection paper as well as the rubric completed by the instructor.

Consultation Case Reflection Paper

- Describe the setting, the model you selected, and 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

Core Assignment 3
Ethical and Legal Dilemma Case Report

This case report is based on the ethical and legal dilemma paper from SERP 696C (Professional Standards, Ethics, & Issues in School Psychology).

Dilemma Case Reflection Paper

- 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 4
Counseling/Therapy Case Report

This case report is based on the final case conceptualization paper from **SERP 694-xx (Mental Health Practicum)**.

Counseling/Therapy Case Reflection Paper

- 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. Include reflections based on the referral concern/presenting problem, client background (including culture and beliefs), and client and family input. 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? What steps did you take to aid in your processing of 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?
- How has your understanding of the theoretical orientation used and psychotherapy as a whole evolved since beginning your work with this client? What would you like to learn more about?

Core Assignment 5

Comprehensive Evaluation Report

The comprehensive evaluation report is based on a psychoeducational, social-emotional, or developmental evaluation from SERP 694b (School Psychology Practicum).

Comprehensive Evaluation 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, what are 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 6
Summary of Research

For this core assignment, students submit a summary of research on a dissertation topic. A dissertation proposal is not expected for this assignment, but based on student's work on the dissertation up to this point, students are expected to submit a paper that describes a research area, a literature review, and research questions (similar to Chapter 1 of the dissertation proposal). In addition, a brief discussion of methodological approaches and analytic strategies is recommended. Students are also expected to provide a timeline of their dissertation completion.

APPENDIX E: 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 F: 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 G: 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 H: 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	☐	☐	☐

Based on the above ratings of your progress towards the attainment of the above progress, 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 I: UARIZONA SCHOOL PSYCHOLOGY PROGRAM PERFORMANCE CONCERN DUE PROCESS

Orientation:
- Student given copy of *UArizona SPP Professional Standards*, with links to all applicable professional standards.
- Student signs *UArizona SPP Professional Standards* indicating understanding of the standards and the consequences for failing to meet them.
- Student is held to these Behavioral, Professional, and Academic Standards for the duration of their education preparation program.

Concern is Initiated:
- May be initiated via email, phone, or conversation by UA Faculty, Staff, Supervisor, Practitioner, Administrator, or an individual student's duty to disclose investigations regarding criminal, unprofessional or immoral conduct.
- Concern will subsequently be detailed via a written *Performance Concern Form*.

Minor Performance Concerns:
- Program Director/University Supervisor meets with student to discuss the alleged concern and proposed remediation.
- A *Response to Concern Form* is prepared and shared with student and relevant personnel.

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

Alleged Conduct Violations:
- When circumstances are dire, student may be immediately removed from field placement pending review/investigation.
- For alleged violations of ABOR Student Code of Conduct, the UArizona Code of Academic Integrity, the UArizona SPP Professional Expectations and/or the Arizona State Board of Education Professional Practices for Certificate Holders, Program Director conducts an appropriate revie.
- Pending review, the student may be referred to the Dean of Students Office.

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

PGP expectations not met - Program Director determines the appropriate consequence.

PGP expectations met – student continues in program.

Possible Consequences:
- PGP is revised or new plan is developed.
- Withdraws from course. Allowed to re-take course in future.
- Fails course (as determined by instructor). Placed on PGP. Allowed to re-take course in future.
- Withdrawn from program. Must petition for readmission.
- Dismissed from program.

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

APPENDIX J: UARIZONA SCHOOL PSYCHOLOGY PROGRAM PERFORMANCE CONCERN FORMS

Student Name:	
Date:	
College and Program:	
Concern Initiated by:	

Please submit this form and the signed response form (last page of this document) to the Program Director.

Concerns ***Summarize the events/circumstances that necessitated this referral***	
Steps Taken *Describe the steps you have already taken to address this concern with the student*	
Action Plan for Improvement: *Detail the change needed and/or expectation to address the concern.*	

UArizona School Psychology Program
RESPONSE TO CONCERN FORM

Met with student on:	
Summary of concerns that were discussed:	
Next steps:	

SIGNATURES

_____   _____

Signature: Field Experiences Coordinator/Program Director   Date

_____   _____

Signature: name, position   Date

_____   _____

Signature: Student (if needed)   Date

APPENDIX L: UARIZONA SCHOOL PSYCHOLOGY PROGRAM PROFESSIONAL GROWTH PLAN

Student Name:	
Date of Initial PGP Conference:	
College and Program:	
Professional Growth Team Members and Titles/Roles:	
Date Scheduled for PGP Follow-Up Conference:	
Detailed Concerns Leading to the Creation of this PGP:	
Areas of Student Strengths	

AREA OF CONCERN: LEARNING ENVIRONMENT
Include: List/details of standards not met; desired observable changes for the Professional Growth Plan; and additional support/resources needed to successfully make those changes.

Learning Environment **Standards** *Which NASP/APA or course standards related to Learning Environment have not been demonstrated by the student?*	
Measures *What observable changes do we need to see in the student's actions as part of this Professional Growth Plan?*	
Support *What support does the student need to complete this?*	

AREA OF CONCERN: PLANNING AND PREPARATION Include: List/details of standards not met; desired observable changes for the Professional Growth Plan; and additional support/resources needed to successfully make those changes.	
Planning and Preparation Standards *Which NASP/APA or course standards related to Planning and Preparation have not been demonstrated by the student?*	
Measures *What observable changes do we need to see in the student's actions as part of this Professional Growth Plan?*	
Support *What support does the student need to complete this?*	
AREA OF CONCERN: INSTRUCTION AND ASSESSMENT Include: List/details of standards not met; desired observable changes for the Professional Growth Plan; and additional support/resources needed to successfully make those changes.	
Instruction and Assessment Standards *Which NASP/APA or course standards related to instruction and assessment have not been demonstrated by the student?*	
Measures *What observable changes do we need to see in the student's actions as part of this Professional Growth Plan?*	
Support *What support does the student need to complete this?*	
AREA OF CONCERN: PROFESSIONALISM AND GROWTH Include: List/details of standards not met; desired observable changes for the Professional Growth Plan; and additional support/resources needed to successfully make those changes.	

Professionalism and Growth Standards *Which NASP/APA or course standards related to professionalism and growth have not been demonstrated by the student?*	
Measures *What observable changes do we need to see in the student's actions as part of this Professional Growth Plan?*	
Support *What support does the student need to complete this?*	

AREA OF CONCERN: BEHAVIOR STANDARDS
Include: List/details of standards not met; desired observable changes for the Professional Growth Plan; and additional support/resources needed to successfully make those changes.

Behavior Standards *Which behavioral/conduct standards have not been demonstrated by the student? (Drawn from UA EPP Professional Standards document, Arizona State Board of Education Professional Practices for Certificate Holders, Student Code of Conduct, threatening behavior policy, non-discrimination and anti-harassment policy, academic integrity policy, and School District codes of conduct)*	
Measures *What observable changes do we need to see in the student's actions as part of this Professional Growth Plan?*	
Support *What support does the student need to complete this?*	

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

To successfully meet the expectations stated in this Professional Growth Plan, the student must satisfactorily fulfill the terms of the plan set forth in the measures portion of the instrument.

Professional Growth Team Members will conduct a subsequent meeting with the student to assess the student's progress regarding expectations listed in this document and to ascertain if more or different support is warranted.

This meeting is scheduled for _____.

If any of the members of the Professional Growth Team feel that the student is not fulfilling all responsibilities or is unable to meet the expectations required in the current semester, including but not limited to the specific details included in this document, a meeting will be called with the student to discuss options for the future. The options may include but are not limited to:

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

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

SIGNATURES

Printed Name	Signature	Date

Printed Name	Signature	Date

Printed Name	Signature	Date

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

Student Signature	Date

Subsequent Professional Growth Plan (PGP) Meeting Notes

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

SIGNATURES

_____   _____   _____
Printed Name   Signature   Date

_____   _____   _____
Printed Name   Signature   Date

_____   _____   _____
Printed Name   Signature   Date

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

_____   _____
Student Signature   Date

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

_____   _____
Program Director Signature   Date

APPENDIX M: UA SCHOOL PSYCHOLOGY PROFESSIONAL PREPARATION PROGRAM PROFESSIONAL STANDARDS

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

Academic Standards

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

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

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

Behavior Standards

Students are expected to behave professionally during the program, both as a student and a school psychology trainee, while on the UA campus and school district/field experience campuses. Students must adhere to the following categories of behavior standard:

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

Professional Expectations for UA School Psychology Candidates (Appendix M).

- School District Standards:
  District codes of conduct for faculty and staff

Knowledge of the Standards

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

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

Adherence to Standards

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

APPENDIX N: 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 their 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 they 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 they 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 they 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 their 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 their 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 their 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 their 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 them. 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.