



**School Psychology Program  
Educational Specialist Student Handbook**

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

**2025-2026**

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

### Purpose of the Handbook and Students' Obligation

This handbook is prepared for students admitted into the Educational Specialist (EdS) program in School Psychology attending the Tucson and Chandler campuses. Program applicants can find admission requirements and procedures at <https://www.coe.arizona.edu/dps/school-psychology/apply>. Although constructed for students, the University of Arizona faculty frequently consult the Handbook. As such it signifies a written document in which both students and faculty find policies, procedures, practices, expectations, and guidance regarding the EdS program in School Psychology at the University of Arizona. Consequently, the Handbook represents, in part, a contract between the program and its incoming students. Both students and faculty are bound by its elements. Critically, the EdS Handbook and its contents change over time. This means that each incoming student cohort follows the information contained in the designated Handbook. In this case, the incoming 2025-2026 EdS cohort complies with policies contained herein; it is not bound to prior policies. Similarly, the 2025-2026 EdS cohort is not obliged to comply with policy changes that might appear in subsequent Handbook iterations; an exception being that current university and college policies are upheld for all students; this includes updates to student due process procedures including professional growth plans. However, it may be in your best interests to follow changes in subsequent handbooks as they are often a reflection of changes in the field. This policy does not apply to the Fieldwork Handbook. All information related to field experiences is found in the Fieldwork Handbook and students are bound by the information applicable to the current year that you are engaged in fieldwork.

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

### Program Overview

The University of Arizona ([www.arizona.edu](http://www.arizona.edu)) is the flagship institution in the State of Arizona and one of the leading universities in the country. The University of Arizona is accredited by the WASC Senior College and University Commission (WSCUC). 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, *we 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 that make up the Wildcat community. At the institutional level, it is important to be proactive in broadening awareness throughout campus to ensure our students feel represented and valued.*

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

## **University of Arizona's School Psychology Training Model**

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

### **Program Aims and Student Competencies**

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

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

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

Aim 3: Prepare graduates to be lifelong learners 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.

**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.



## The Importance of Program Aims and Their Assessment in the School Psychology Program

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

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

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

Second, students receive an annual student evaluation formally documenting progress in the program. This evaluation is based in part on review of the working portfolio, maintained by students while enrolled. The portfolio is reviewed in January of Year 2 prior to receiving permission to go on Internship and at the end of Year 3 prior to graduation. The portfolio has specific artifacts, or work products, that are required and are reviewed by faculty. Students in the program are preparing for a career that requires sensitivity and professionalism. To that end, faculty will also be providing feedback on student performance and presentation outside of formal academic progress. These nonacademic factors may include work habits, personal characteristics that may enhance or detract from professional performance, and appropriateness of interactions with classmates, faculty, school sites and the larger community. Students should be aware that establishing boundaries requires thought and foresight; this includes use of social media. If it is determined that the student is struggling in any of the above mentioned areas, the faculty will work with the student to address the areas of need. If concerns about student academic progress and/or the student's nonacademic factors are significant, further advancement through coursework may be delayed, which in turn could delay program completion. Students making unsatisfactory progress will be required to meet with their advisor and develop a plan to make necessary improvements. See Appendix C for the Performance Concern Process.

It is important that each student is familiar with the Aims, the NASP training standards listed above and with the program's methods of monitoring student progress. Likewise, regular student-advisor contact is

indispensable to understanding the University of Arizona's program philosophy and aims, and to monitoring one's progress toward mastery of those aims. Finally, development of skills, knowledge, and refinement of professionalism does not stop when the EdS degree is granted. Such information comprises part of the formative and summative data the program deems essential to long-term success in implementing its training philosophy and curriculum.

### **Commitment to Equity, Diversity, and Inclusion**

The School Psychology Program at the University of Arizona is fully committed to the values of equity, diversity, and inclusion. Our program encourages students to develop their knowledge and understanding of the provision of psychological services to a society that is diverse including language, race, disability status, religion, cultural background, sexual orientation, and gender identity. This is accomplished through discussion of current research related to diversity in areas such as assessment, diagnosis, and consultation. Furthermore, opportunities are provided for field experience with the diverse populations of the Southwest. 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)." <https://www.nasponline.org/social-justice>

## Chapter 2. Requirements for the EdS Degree in School Psychology

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

Table 1. Comprehensive List of School Psychology EdS Program Requirements

Required Task	Suggested Completion Date
Plan of Study	End of first semester
Eligibility for Practicum	After completion of 1 <sup>st</sup> year
Working Portfolio Review	January of 2 <sup>nd</sup> year.
Eligibility for Internship	After completion of 2 <sup>nd</sup> year
Completion of Plan of Study, except for Internship	End of 2nd Year
EdS Comprehensive Examination: PRAXIS	First Semester of 3 <sup>rd</sup> Year
Minimum Academic Grades	Every semester
EdS School Psychology Internship including portfolio	End of 3 <sup>rd</sup> year

### Plan of Study

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

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

Table 2. EdS Required Courses

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

Table 3. EdS Program of Study (Full Time) Tucson Campus

Courses	Credits
<b>Fall Year 1</b>	
SERP 674B: Cognitive Assessment	3
SERP 549: Introduction to School Psychology	3
SERP 695P: Research Methods & Measurement in School Psychology	3
SERP 511A: Basic Academic Skills for High Incidence Disabilities	3
<b>Spring Year 1</b>	
SERP 517: Behavior Modification in Schools	3
SERP 679: Educational & Psychological Assessment of Children	3
SERP 696C: Professional Standards, Ethics, & Issues in School Psychology	3
SERP 559: Diversity in School Psychology	3
<b>Summer post Year 1 (Summer session 1)</b>	
SERP 601: Cognition & Development	3
EDP 541: Statistical Methods in Education	4
<b>Fall Year 2</b>	
SERP 638: Psychological Consultation & Supervision	3
SERP 677: Personality and Social Emotional Assessment	3
SERP 685: Behavior Disorders	3

SERP 694B: School Psychology Practicum	1
<b>Spring Year 2</b>	
SERP 686: Child Psychotherapy	3
SERP 512: School and Community Violence: Crisis Prevention, Intervention, and Response	3
SERP 602: Early Childhood Assessment & Intervention	3
SERP 694B: School Psychology Practicum	2
<b>Summer post Year 2 (Summer Session 1)</b>	
SERP 696B: Neuropsychological Basis of Behavior & Learning	3
<b>Summer post Year 2 (Summer Session 2)</b>	
SERP 693B: School Psychology Internship	1
<b>Fall Year 3</b>	
SERP 693B: School Psychology Internship	5
<b>Spring Year 3</b>	
SERP 693B: School Psychology Internship	6
Total	67

Table 4. EdS Program of Study (Full Time) Chandler Campus

Required Courses	Credits
<b>Fall Year 1</b>	
SERP 549: Introduction to School Psychology	3
SERP 695P: Research Methods & Measurement in School Psychology	3
<b>Spring Year 1</b>	
SERP 696C: Professional Standards, Ethics, & Issues in School Psychology	3
SERP 674B: Cognitive Assessment	3
<b>Summer post Year 1 (Summer Session First Five Weeks)</b>	
SERP 601: Cognition & Development	3
EDP 541: Statistical Methods in Education	4
<b>Summer post Year 1 (Summer Session Second Five Weeks)</b>	
SERP 559: Diversity in School Psychology	3
SERP 685: Behavior Disorders	3
<b>Fall Year 2</b>	
SERP 511A: Basic Academic Skills for High Incidence Disabilities	3
SERP 517: Behavior Modification in Schools	3
SERP 677: Personality and Social Emotional Assessment	3
SERP 679: Educational & Psychological Assessment of Children	3
SERP 694B: School Psychology Practicum	1
<b>Spring Year 2</b>	
SERP 602: Early Childhood Assessment & Intervention	3
SERP 638: Psychological Consultation & Supervision	3
SERP 686: Child Psychotherapy	3
SERP 694B: School Psychology Practicum	2

<b>Summer post Year 2 (Summer Session First Five Weeks)</b>	
SERP 512: School and Community Violence: Crisis Prevention, Intervention, and Response	3
SERP 696B: Neuropsychological Basis of Behavior & Learning	3
<b>Summer post Year 2 (Summer Session Second Five Weeks)</b>	
SERP 693B: School Psychology Internship	1
<b>Fall Year 3</b>	
SERP 693B: School Psychology Internship	5
<b>Spring Year 3</b>	
SERP 693B: School Psychology Internship	6
Total	67

### Course Sequences

School Psychology coursework is coordinated in progressive sequences to ensure students have access to important learning as they develop more advanced skillsets. It is important that students follow the designated program of study for each campus to progress through the program in a timely manner. If a student is unable to follow the designated program of study, they should make an appointment with their advisor to design an alternate program of study for their campus (Table 3 or 4). All coursework must be completed prior to beginning internship.

Table 5. School Psychology Program Course Sequences

#### Courses required prior to

- a. SERP 517 Behavior Modification and Theory in Schools\*
- b. SERP 549 Introduction to School Psychology
- c. SERP 559 Diversity in School Psychology
- d. SERP 601 Cognition and Development
- e. SERP 674B Cognitive Assessment
- f. SERP 679 Educational and Psychological Assessment of Children\*
- g. SERP 685 Child Behavior Disorders and Adjustment\*
- h. SERP 696C Professional Standards, Ethics and Issues in School Psychology

*\*These courses may be taken concurrently with the first semester of practicum.*

#### Courses required concurrently with practicum:

- i. SERP 638 Psychological Consultation and Supervision
- j. SERP 677 Personality and Social Emotional Assessment
- k. SERP 602 Early Childhood Assessment and Intervention

### EdS Portfolio Requirements

A portfolio is an organized collection of assignments, work products, and evidence of a student's progress in the University of Arizona School Psychology program. Thus, the portfolio documents a student's comprehensive knowledge and professional competence. The portfolio includes work samples that have been completed throughout the program (e.g., assignments and case reports embedded in

courses) and other products that are created specifically for the portfolio (e.g., case reports created during practicum or internship). The portfolio process is designed to meet the following goals:

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

The portfolio is *not* designed to prove that you have met the academic requirements for a graduate degree or for the school psychologist credential. Completion of course and program requirements is separate from the portfolio process and is verified by the DPS Graduate Program Coordinator and the COE Credential Analyst. Program faculty reserves the right to alter the exact components of each method to correspond with program aims and requirements, as well as requirements from accreditation bodies. Students will be given sufficient notice of any changes to properly prepare and complete each component.

Portfolio and performance reviews will be conducted for all students in the school psychology program as part of the student evaluation process. Eligibility Criteria for Practicum and Internship forms are completed after grades have been posted for the preceding semester.

Table 3. Portfolio and Performance Review Deadlines

	Performance and Portfolio Reviews	Submit by
YEAR 1	Performance Review as part of Eligibility Criteria for Practicum	After the end of 1 <sup>st</sup> Year
YEAR 2	Working Portfolio Review	January of 2 <sup>nd</sup> Year
YEAR 2	Performance Review as part of Eligibility Criteria for Internship	After the end of 2 <sup>nd</sup> Year
YEAR 3	Internship Portfolio Review	Products due throughout Internship

### General Portfolio Guidelines

Portfolios should adhere to the following components/expectations:

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

## Working Portfolio

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

1. Professional Development
2. Field Experiences
3. Core Assignments with accompanying rubric from the course instructor

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

## Working Portfolio Review

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

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

## Minimum Coursework

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

## EdS Comprehensive Examination

Students are required to pass the Educational Specialist Comprehensive Examination to be awarded the EdS degree in school psychology. The Praxis II School Psychologist examination (#5403) is the EdS Comprehensive Examination. *Students must earn a passing score, using the minimum pass value required by the National Association of School Psychologists.* The minimum passing score at the time this document was prepared was 155, but the minimum score may change over time as determined by the National Association of School Psychologists. Testing information can be found at the Praxis' website at <https://praxis.ets.org/test/5403.html>



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

### **Minimum Academic Grades**

Students must maintain a minimum 3.0 cumulative grade point average on all 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, it is the policy of the School Psychology program that a "C" grade in any of the courses included in the program of study requires that the student repeat the course and receive a grade of A or B to satisfy program requirements.

### **Residency Requirements**

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

<https://www.registrar.arizona.edu/residency/general-residency-guidelines>

### **Fingerprint Clearance Card**

An identity verified fingerprint clearance (IVP) card is required of program students. It must be provided to the Program Director, or their designee, before a prospective student may matriculate into the program. Information on obtaining the IVP fingerprint clearance card may be found here:

<https://new.coe.arizona.edu/academic-advising/fingerprint-clearance-requirement>

### **EdS School Psychology Internship**

The School Psychology internship is a capstone experience designed to help students complete mastery of program-related competencies and refine their school psychology practice skills. Internship programs are selected in collaboration with the academic advisor and approved as acceptable by the Coordinator of Internship or Program Director. In order to receive a grade for their Internship, students must take and pass the written EdS Comprehensive Examination (i.e., Praxis II School Psychologist examination) with a minimum pass score of 155. Students are also required to complete a comprehensive internship portfolio by the last day of classes in the final semester of internship comprised of 5 signature assignments. Each assignment in the internship portfolio must be passed with a minimum grade of 80%. Details regarding these assignments can be found in the Fieldwork Handbook.

### **Institutional Recommendation for Arizona School Psychology Certification**

The University of Arizona has an agreement with the Arizona Department of Education to provide an Institutional Recommendation (IR) for students who complete an Internship for 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. Students are required to submit an IR form during their final semester of internship regardless of whether they plan to apply for state certification. (<https://coe.arizona.edu/institutional-recommendation-request-instructions-university-arizona>) . This form is typically due by April 1 in the final semester of internship before graduation. It is essential that students complete the form on time to provide ample time to process the documentation and verify completed requirements. An IR cannot be issued to students until they have earned their degree. If you fail to complete your IR at the completion of your program, you may be required to submit your credentials directly to the State of AZ Department of Education to obtain your certification. See the Fieldwork Handbook for additional information.

## Chapter 3. Additional Information and Policies

### Coursework and Grades

#### Guarantee of Course Syllabi

At the beginning of each semester, professors are required to provide students with a course syllabus. The syllabus contains an outline of course content and requirements that the student will complete during the semester. As such, the syllabus specifies particular requirements that must be completed by students in order to receive a grade in the course. Thus, a course syllabus is considered a contract between the professor and student. 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.

#### Obligatory use of APA Style

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

#### Minimum Course Grades for School Psychology Courses

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

A similar policy exists regarding courses with S (Superior), P (Pass), and F (Fail) grade options. That is, if a student receives an F grade in either of the courses below, then the student must repeat the course and 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 (Appendix E). If a student is dismissed from a fieldwork placement, there is no guarantee that a second placement may be secured (see Appendix E).

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

#### Grades of "I" (Incomplete)

The grade of "I" for "Incomplete" may be awarded only at the end of the semester when only a minor portion of a course's requirement remain incomplete (see UA Policy at <https://www.registrar.arizona.edu/grades/incomplete-i-grade>). Students should 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'.

However, students may not be allowed to enroll in courses in the next semester that build on the learning from the course graded as 'Incomplete'. Additionally, students may not enroll in a second semester of a course with an 'I' grade (e.g., practicum/internship). Therefore, students are strongly encouraged to fulfill requirements for courses with an 'I' grade in a timely manner so that they may progress through the program. Incomplete grades are not included in the calculation of the grade-point average until one year from the date of the award. An Incomplete grade not removed within one year is replaced by a failing grade of "E" and counted as an "E" in determining the grade-point average. If 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](#).

### **Satisfactory Academic Progress**

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

Satisfactory Academic Progress is determined by the following:

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

### **Growth Plan and Termination of a Student from the Program**

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

- Placed on extended PGP and/or probationary status;

- Withdraws from course. May be allowed to re-take course in future;
- Fails course (as determined by instructor). May be allowed to re-take course in future;
- Student withdraws from program with possibility of readmission to that program. Student must reapply;
- Student withdraws from program with no option to be readmitted to that program;
- Recommendation to UA Graduate College for dismissal from program with notification to College Dean.

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

### **Discrimination and Anti-harassment Policy**

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

Mary Beth Tucker  
Vice President  
Chief Compliance Officer and Title IX Coordinator  
(520) 621-9449  
[equity@arizona.edu](mailto:equity@arizona.edu)

Amanda Kraus, Ph. D.,  
ADA/504 Compliance Officer  
Vice President, Student Affairs  
Phone: (520) 626-4636  
[akraus@email.arizona.edu](mailto: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>

### **Student Grievance Procedure**

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

### **Confidentiality of Reports of Discrimination**

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

### **Policy Violations**

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

### **Rights and Responsibilities Regarding Disability Access**

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

### **Professional Expectations**

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

### **Code of Academic Integrity**

Integrity is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work is the student's own. Students engaging in academic dishonesty diminish their education and bring discredit to the academic community. Students shall not violate the Code of Academic Integrity (Appendix B) and shall avoid situations likely to compromise academic integrity. Students shall observe the provisions of the code whether or not faculty members establish special rules of academic integrity for particular classes. Failure of faculty to prevent cheating does not excuse students from compliance with the code. Any attempt to commit an act prohibited by these rules will be subject to sanctions to the same extent as completed acts. The procedures for reviewing a suspected violation are found in the complete Code of Academic Integrity available in the Dean of Students Office, Robert L. Nugent Building, or visit <https://deanofstudents.arizona.edu/student-rights-responsibilities/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 but is not limited to, all course assignments, core assignments, portfolio cases, and dissertations.

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>

## UA Social Media Guidelines

Students are expected to conduct themselves in accordance with any relevant NASP or APA ethical codes related to use of social media.

## Leaves of Absence (LOA)

### Academic Leaves

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

### Medical Leaves

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

### Personal Leaves

Graduate students in degree programs may be granted a Leave of Absence for a maximum of one year throughout the course of their degree program by the Dean of the Graduate College. LOAs may be

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

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



## Chapter 4. Resources to Help Students Master Program Aims and Commence Lifelong Learning

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

### 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 Social Sciences disciplinary cohort brings together library experts around common themes, practices, pedagogies, and methodologies found within the social sciences and provides the following support to the department and program:

- 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 conducive 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) and 132 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.

### **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 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](https://uarizona.service-now.com/sp?id=sc_cat_item&sys_id=c363b9ae1bdd70107947edf1604bcbb0). Email [stat-consult@list.arizona.edu](mailto:stat-consult@list.arizona.edu) with questions or to schedule an appointment.

### School Psychology Assessment Materials Library

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

### Field Experience Placements

Students are engaged in continuous field experiences throughout the program. The program enjoys strong affiliations with numerous public schools, as well as on-campus and off-campus service organizations approved for supervised fieldwork and practicum experiences. These affiliations afford students a range of opportunities to develop skills in consultation, psychotherapy, assessment and diagnosis, and direct intervention under the supervision of certified school psychologists, licensed psychologists, and allied professionals. Consistent with the scholar-practitioner model, students advance toward mastery of program objectives as they work in collaboration with university faculty and community professionals. The program works hard to secure community professionals who model lifelong learning and exemplify professionalism compatible with program objectives. First and second year EdS student fieldwork placements are made by field placement coordinators for each campus. Prospective interns are supported through the interview and placement process. All internship placements must be approved prior to position acceptance to ensure that they meet program standards for internship. Please see the fieldwork handbook for course specific details of field experiences.

### Student Support Services

#### Counseling and Psychological Services (CAPS)

Counseling and Psychological Services (CAPS), located in the Campus Health Service building, offers psychological counseling to students to help them cope with personal problems so that they can

successfully achieve their educational goals. Licensed professionals are available to provide brief treatment for anxiety, depression, difficulties with relationships, family problems, food/body image concerns, alcohol, and drug (ADD) concerns, life crises and other issues. Other available services include consultative services by phone, online screenings for depression, eating disorders, suicide, alcohol, and anxiety, and support groups for eating and body image. There are also classes specifically for graduate students on strategies for success. CAPS can be found at <https://caps.arizona.edu/>. Students at UA Chandler may also contact 1-833-251-9941 for 24/7 access to licensed behavioral health providers.

### **Life & Work Connections**

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

### **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 can utilize free drop-in writing support and paid tutoring. The Writing Center also offers workshops and trainings that support students in developing their professional writing skills.

### **The Strategic Alternative Learning Techniques (SALT) Center**

The Strategic Alternative Learning Techniques (SALT) Center is a freestanding, fee-based department within the Division of Campus Life serving students with learning and attention challenges. SALT students may 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. Services available through the SALT Center can be found here: <https://www.salt.arizona.edu/services>

## **General Information for Students Admitted to the Program**

### **Housing**

School psychology students located in the Tucson area 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 <https://www.arizona.edu/student-life>.

### **Registration**

After students are admitted to the Graduate College, they can register through the Online Registration System: (<https://uaccess.arizona.edu/>). Please see the “How to Register for Courses page at <http://www.registrar.arizona.edu/courses/how-register-courses>. To access UAccess for registration, students must use their NetID and password. To create a NetID, students 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>.

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

University tuition and education-related costs vary according to a student's situation. Please use the following links to estimate what it would cost to be a student in the School Psychology EdS program (Tucson Campus):

- Estimated cost (<https://financialaid.arizona.edu/cost/graduate-professional>) and registration costs per semester (<http://www.bursar.arizona.edu/students/fees/>)
- Students at UA Chandler pay a fixed tuition rate of \$650 per credit (as of Summer 2025). This rate applies regardless of residency status.

## Financial Assistance

The past few years have witnessed increased tuition costs with static or declining financial support for students. The School Psychology program is keenly aware of these realities. There are three important potential sources for EdS students to consider. First, many students choose to find employment in the community or on campus (<https://career.arizona.edu/resources/how-to-find-on-campus-jobs/>). Additionally, in Tucson many graduate students across campus, and in the EdS School Psychology program, find support as research assistants (RA), graduate assistants assigned to particular projects or campus centers (GA), or graduate teaching assistants (TA). Tucson students almost always independently locate these positions. They do so by inquiring, watching for job postings, checking with their advisor, networking with other students, and remaining scrupulously self-starting and proactive. More information on these positions can be found here: <https://grad.arizona.edu/funding/ga>. Assistantships are rarely available on the Chandler campus given its designation as a Distance Campus. However, the Chandler course sequence is arranged so that most students choose to work full-time from August to May of Year 1; the hope is that this employment helps to defray the cost of school while offering an opportunity to obtain relevant work experience. Additionally, extra-university agencies, companies, and schools sometimes offer part-time positions related to school psychology.

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

## Chapter 5. Faculty Members and Their Roles

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

### School Psychology Faculty

**Lindsay Balles, Assistant Professor of Practice (Ph.D., 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 Ph.D. 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 students during and after their completion of graduate school.

**Asheeki Elmore, Assistant Professor of Practice (PsyD, Argosy University)  
NCSP, AZ Certified School Psychologist**

Dr. Elmore received her B.S. in Agribusiness with a minor in Psychology from Arizona State University, her M.Ed. in Counseling from Northern Arizona University, and her Psy.D. in School Psychology from Argosy University. Dr. Elmore completed a postdoctoral fellowship in the Tempe Elementary School District and is a School Psychologist with over a decade of experience. Before joining the faculty fulltime, she served as adjunct faculty at the University of Arizona for three years, where she taught graduate level courses in school psychology. Her teaching interests center on behavioral assessment, psychoeducational evaluation, and school-based consultation. In addition to her academic role, Dr. Elmore also coaches track and field, providing educational and athletic mentorship to young students and promoting well-rounded development beyond the classroom.

**Jennifer Kirkpatrick, Professor of Practice (Ph.D., University of Arizona)  
DPS Director of Graduate Studies, EDS Program Director, Tucson Campus, UA PIC Training Director,  
Licensed Psychologist, 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 worked as a school psychologist in Arizona for 13 years in a variety of settings including public schools, public charter schools, and Bureau of Indian Education schools. Prior to becoming a school psychologist, Dr. Kirkpatrick worked as a special education teacher for students with moderate to severe Autism. Dr. Kirkpatrick has served as a Response to Intervention (RTI) specialist, an Arizona Department of Education RTI coach and trainer, and a Reading First assessment coordinator. She also has an extensive background in the implementation of school-wide, data-based decision-making systems. She is currently the program director of the UA -- Tucson Program in School Psychology.



Dr. Kirkpatrick is the Training Director of the UA Psychology Internship Consortium, a doctoral level internship collaborative with Tucson Unified and Sunnyside Unified School Districts. She is also the fieldwork coordinator for the School Psychology PhD and EdS programs on the Tucson Campus.

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

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.

**Kristen Lilly, Assistant Professor of Practice, (PhD, Northern Arizona University)  
Licensed Psychologist, NCSP, AZ Certified School Psychologist**

Kristen Lilly earned her undergraduate degree in Art and Cultural History from Juniata College, a Master's in Education in Special Education with a Low-Incidence focus from the University of Utah and a Doctorate in Educational Psychology from Northern Arizona University. She is a licensed psychologist and holds both state and national certification in school psychology. Dr. Lilly has served as a school psychologist in Tempe Elementary School District and Mesa Public Schools. She is passionate about the recruitment and retention of school psychologists in Arizona. She is an active board member of the Arizona Association of School Psychologists and currently serves as the Government and Professional Relations Liaison. Other roles she has held include Central Region Director and Professional Standards and membership Committee Chair.

**Michelle Perfect, Professor (Ph.D., University of Texas-Austin)  
Licensed Psychologist, 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, Professor of Practice (Ph.D., Arizona State University)  
EDS Program Director, Chandler Campus, 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 her to the University of Arizona. Dr. Spencer's teaching interests focus on psychoeducational assessment and supervision issues. Beyond teaching graduate students, she also works to provide ongoing educational opportunities to practicing school psychologists. She is currently the program director of the UA – Chandler EdS Program in School Psychology.

**Michele Stathatos, Associate Professor of Practice (Ph.D. University of Arizona)  
Licensed Psychologist, NCSP, AZ State Certified School Psychologist**

Dr. Stathatos earned undergraduate degrees in Psychology and Cognitive Science at the University of California Santa Cruz, and a master's 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.

**Desireé Vega, Professor (Ph.D., Ohio State University)  
Faculty Chair, PhD Program Director, Licensed Psychologist, NCSP.**

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

Dr. Vega's research focuses on three primary areas: 1) The assessment of culturally and linguistically diverse students, including utilizing best practices and training culturally competent school psychologists; 2) Identification of the significant factors, which contribute to the academic success of African American and Latino youth in the K-12 pipeline (i.e., culturally responsive intervention and



instructional practices); and 3) Access to higher education among urban youth, including the role of school psychologists in the transition from high school to college. Dr. Vega also focuses on the training of bilingual school psychologists and served as a co-principal investigator on the U.S. Office of Special Education Programs, U.S. Department of Education, \$1.03 million, 5-year grant at Texas State University.

**Jina Yoon, Professor (Ph.D., Texas A&M University)  
DPS Department Head, Licensed Psychologist, NCSP.**

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

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

**School Psychology Emeritus Faculty  
Richard J. Morris, Professor Emeritus (PhD, Arizona State University)**

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

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

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

## APPENDICES

**APPENDIX A: Portfolio Table of Contents and Guidelines**



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

**Table of Contents**

**I. Professional Development**

Curriculum Vita  
 A statement of Professional Goals and Objectives  
 Plan of Study  
 Updated UA transcript  
 Documentation of professional membership  
 Documentation of other professional activities (e.g., conference presentation/attendance)  
 Current IVP Fingerprint Clearance Card

**II. Field Experiences**

Eligibility Criteria for Practicum  
 Practicum Placement Form  
 Practicum Student Fieldwork Plan  
 Practicum Student Performance Evaluation Form  
 Practicum Completion Letters  
 Practicum hours logs in chronological order  
 Current Insurance Coverage

**III. Core Assignments**

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

## Year 3 Internship Portfolio

### Table of Contents

#### I. Professional Development

Curriculum Vita  
A statement of Professional Goals and Objectives  
Plan of Study  
Updated UA transcript  
Documentation of other professional activities (e.g., conference presentation/attendance)  
Current IVP Fingerprint Clearance Card

#### II. Field Experiences

Eligibility for Internship  
Internship Agreement  
Current Insurance Coverage  
Internship Plan  
Internship Student Performance Evaluation form  
Internship Student Self Performance Evaluation form  
Internship hours and activities logs in chronological order

#### III. Core Assignments

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

#### IV. Evidence of Competencies

Praxis Exam Report

## Specific Portfolio Guidelines

### 1. Professional Development Section:

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

### 2. Field Experiences Section

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

### 3. Core Assignments Section

- a. Working Portfolio - Four assignments that highlight student mastery of various aspects of school psychology practice. Although most students follow a suggested course sequence, the contents may vary depending on which experiences students have completed.

- Core Assignment #1: Functional Behavior Assessment (FBA) and Behavioral Intervention Plan (BIP) Case Report and Rubric from SERP 517
- Core Assignment #2: Consultation Case Report and Rubric from SERP 638
- Core Assignment #3: Comprehensive Psychoeducational Evaluation Report and Rubric from SERP 694B
- Core Assignment #4: Ethical and Legal Dilemma and Rubric from SERP 696C

- b. Internship Portfolio – During internship students are expected to develop an Internship portfolio based on cases assigned in their internship field experiences. The Internship Portfolio includes five core assignments

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

## APPENDIX B: University of Arizona Code of Academic Integrity

### PRINCIPLE

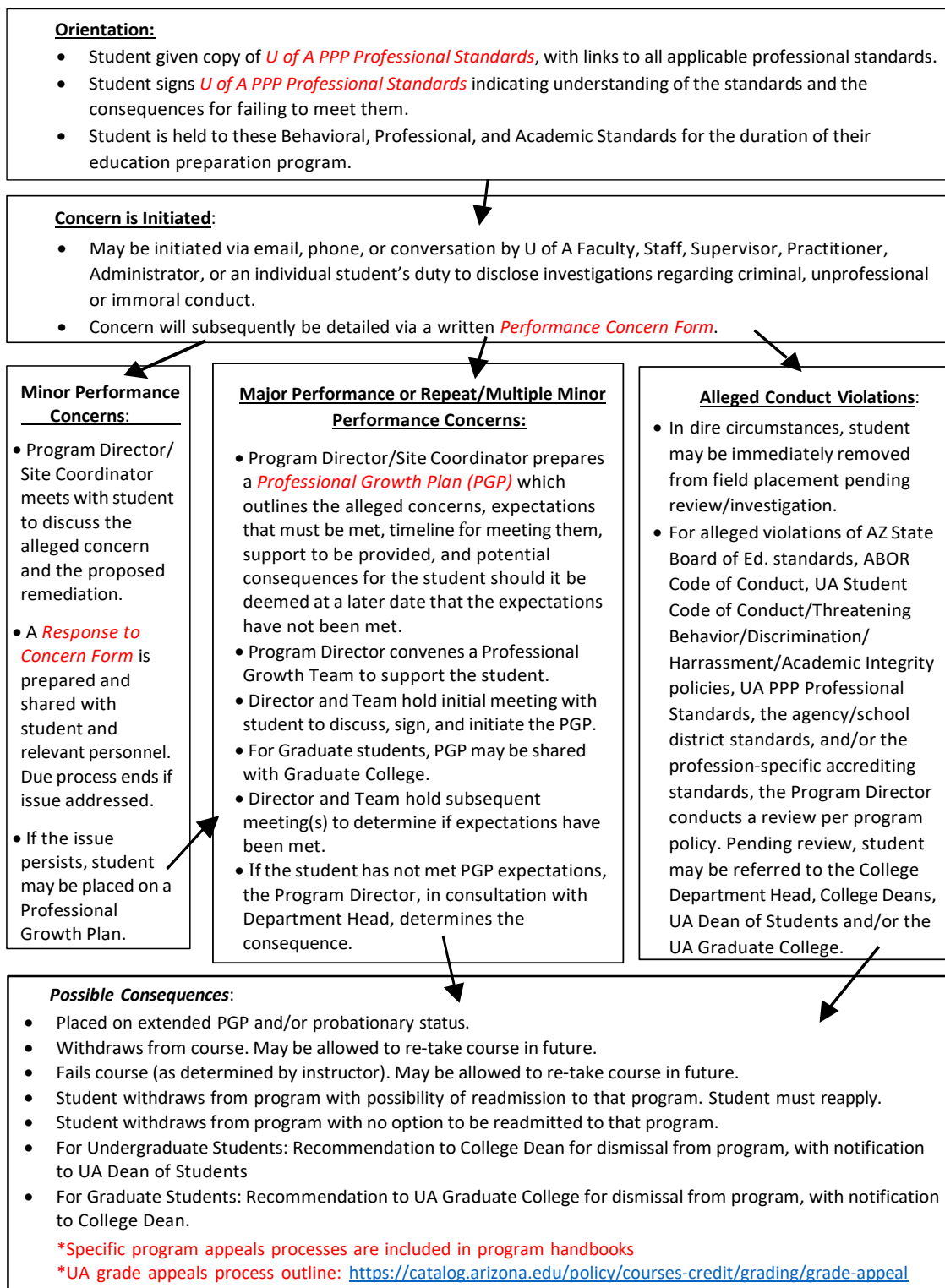
Integrity and ethical behavior are expected of every student in all academic work. This Academic Integrity principle stands for honesty in all class work, and ethical conduct in all labs and clinical assignments. This principle is furthered by the Student Code of Conduct and disciplinary procedures established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

For further clarification, please visit the following website:

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



## APPENDIX C: UA Professional Preparation Program Due Process Flow Chart



**APPENDIX D: UA Professional Preparation Program Performance Concern Form**

**U of A Professional Preparation Program**  
**PERFORMANCE CONCERN FORM**

<b>Student Name:</b>	
<b>Date:</b>	
<b>College and Program:</b>	
<b>Concern Initiated by:</b>	

*Please submit this form and the signed response form (last page of this document) to the Director of the Office of Field Experiences/Program Director.*

---

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

**U of A Professional Preparation Program**  
***RESPONSE TO CONCERN FORM***

---

<b>Met with student on:</b>	
<b>Summary of concerns that were discussed:</b>	
<b>Next steps:</b>	

**SIGNATURES**

\_\_\_\_\_  
 Signature: name, Director of Field Experiences/Program Director

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Signature: name, position

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Signature: Student (if needed)

\_\_\_\_\_  
 Date

**APPENDIX E: UA School Psychology Program Professional Growth Plan**

**The University of Arizona School Psychology Program**  
**PROFESSIONAL GROWTH PLAN**

<b>Student Name:</b>	
<b>Date of PGP Initiation:</b>	
<b>College and Program:</b>	College of Education, School Psychology Program
<b>Professional Growth Team Members and Roles:</b>	
<b>Detailed Concerns Leading to the Creation of this PGP:</b>	
<b>Areas of Student Strengths</b>	

<b>AREA OF CONCERN: LEARNING ENVIRONMENT</b> 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.	
<b>Learning Environment</b>  <i>Which NASP/APA or course standards related to Learning Environment have not been demonstrated by the student?</i>	
<b>Measures</b> <i>What observable changes do we need to see in the student's actions as part of this Professional Growth Plan?</i>	
<b>Support</b> <i>What support does the student need to complete this?</i>	

### 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**

*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: CONTENT KNOWLEDGE

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.

#### **Content knowledge**

*Which NASP/APA or course standards related to content knowledge 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

*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 NASP and APA Codes of Ethics, UA SP 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)*



<b>Measures</b> <i>What observable changes do we need to see in the student's actions as part of this Professional Growth Plan?</i>	
<b>Support</b> <i>What support does the student need to complete this?</i>	

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:

- Placed on extended PGP and/or probationary status;
- Withdrawal from course. May be allowed to re-take course in future;
- Fails course (as determined by instructor). May be allowed to re-take course in future;
- Student withdraws from program with possibility of readmission to that program. Student must reapply;
- Student withdraws from program with no option to be readmitted to that program;
- Recommendation to UA Graduate College for dismissal from program with notification to College Dean.

It is important to note that severe violations of the standards may lead directly to the consequences listed above in lieu of a *Professional Growth Plan*.

If student is dismissed from a fieldwork placement resulting in a PGP or while on a PGP, the following policy regarding second fieldwork placements applies: 1) The program will attempt to secure a second placement if deemed appropriate; 2) There is no guarantee a second placement can be secured; 3.) If the student is on a *Professional Growth Plan*, then the PGP will be shared with the new placement; 4.) If the student is on a *Professional Growth Plan*, the second placement is the final placement.

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**PROFESSIONAL GROWTH TEAM 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

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

#### 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 F: University of Arizona Professional Preparation Programs (U of A PPP) Professional Standards for School Psychology

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 Program, you are expected to meet several professional standards, policies and requirements.

### Academic Standards

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

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

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

### Behavior Standards

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

- Professional Standards
  - NASP Principals for Professional Ethics (<https://www.nasponline.org/standards-and-certification/professional-ethics> )
  - APA Ethical Principles of Psychologists and Code of Conduct (<https://www.apa.org/ethics/code/> )
  -
- State of Arizona Standards:
  - [\*Arizona State Board of Education Professional Practices for Certificate Holders\* \(pp. 2 &4\)](#)
  - [\*Arizona State Board of Education Immoral and Unprofessional Conduct\*](#)
  - [\*Arizona Board of Education Code of Conduct\*](#)
- The University of Arizona Standards:
  - [\*Student Code of Conduct\*](#)
  - [\*Threatening Behavior Policy\*](#)
  - [\*Non-Discrimination and Anti-Harassment Policy\*](#)
  - [\*Academic Integrity Policy\*](#)
  - [\*U of A PPP Professional Expectations for School Psychology\*](#)

- School District/Field Site Standards:
  - Codes of conduct for faculty and staff, which typically can be found in the faculty/employee handbook at your assigned site. It is your responsibility to obtain these from your site and read them prior to starting.

## Adherence to Standards

Successful completion of the professional preparation program is dependent upon a student's ability to meet academic and behavior standards. If a student's performance raises concerns about their ability to complete the program, UA program personnel will follow the [\*Due Process Flow Chart\*](#) and may initiate a [\*Performance Concern Form\*](#). Depending on the severity of the issue, the student may be placed on a [\*Professional Growth Plan\*](#) which identifies steps for remediation, provides support, and establishes expectations to be met within a given timeline. Possible consequences for not meeting the expectations in the *Professional Growth Plan* include:

- Placed on extended PGP and/or probationary status
- Withdraws from course. May be allowed to re-take course in future.
- Fails course (as determined by instructor). May be allowed to re-take course in future.
- Student withdraws from program with possibility of readmission to that program. Student must reapply.
- Student withdraws from program with no option to be readmitted to that program.
- For Graduate Students: Recommendation to UA Graduate College for dismissal from program, with notification to College Dean.

\* Note: Severe violations may lead directly to consequences listed above in lieu of a *Professional Growth Plan*.