



Arizona's First University.

# **School Psychology Ph.D. Student Handbook**

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

**2020-2021**

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

### Purpose of the Handbook and Students' Obligation

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

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

The Handbook is a written document in which both students and faculty find policies, procedures, practices, expectations, and guidance regarding the PhD degree in School Psychology at the University of Arizona. Consequently, the 2020-21 Handbook represents, in part, a contract between the program and its incoming students. Both students and faculty are bound by its elements. However, the PhD Handbook and its contents change over time. This means that each incoming student cohort follows the information contained in its handbook. Similarly, the 2020-21 PhD cohort is not obliged to comply with any changes that might appear in subsequent handbook iterations, but may adopt a subsequent handbook in consultation with their academic advisor or program director. All information related to field experiences is found in the Fieldwork Handbook, which is applicable to the year that you are engaged in fieldwork.

As a student enrolled at the University of Arizona, School Psychology students must also comply with general University of Arizona student rules and Graduate College policies. The PhD Handbook describes requirements in accordance with overarching university policies. Students are obliged to familiarize themselves with the contents of this handbook and with Graduate College policies ([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 PhD School Psychology students.

### Program Overview

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

The University of Arizona sits on the original homelands of indigenous peoples who have stewarded this land since time immemorial. 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 been accredited by the American Psychological Association since 1979 and by the National Association of School Psychologists since 1991. During this time, the University of Arizona's philosophy and methods for training school psychologists has evolved to keep pace with a changing and increasingly diverse society and its needs.

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

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

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

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

The notion of the psychologist as a scholar-practitioner is consistent with the College of Education's conceptual framework, which views the professional educator as a reflective decision maker. The program's philosophy requires school psychologists to apply problem-solving skills fairly and equitably within a multicultural and diverse society. By necessity, a psychologist practicing in this manner is capable of applying many psychological principles, theories, and research findings, as well as evidence-based assessment and intervention procedures. These are applied in school and other settings. In addition, the program prepares school psychologists to engage in life-long learning and to advance the profession by conducting research, publishing, or presenting scholarly papers at professional association meetings and/or leading national, state, and local school psychology organization. Please see Appendix A for information about licensure and certification requirements to practice as a licensed psychologist or certified school psychologists

upon graduation, respectively.

### **Commitment to Multiculturalism and Diversity**

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

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

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

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

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

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

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

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

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

## **Evaluation of Student Progress toward Program Aims/Competencies**

The curriculum of the School Psychology Program forms a set of inter-related and hierarchical experiences. These experiences are designed to support students in their mastery of program goals in their progression toward graduation. As seen later in this handbook (Chapter 2), students first enroll in courses that provide basic knowledge of psychological concepts and principles, important research findings from school psychology, psychology, and related fields, as well as socialization in the ethical practice of school psychology. Approximately one-half of these early courses permit students to apply their acquired skills via course-integrated practicum experiences; subsequent courses build on this base. Particularly important regarding the interface among theory, science, and practice are two capstone experiences. These are the school psychology practicum (SERP 694b), typically completed during students' second year, and the school psychology internship (SERP 693b), typically completed during students' fifth year. Regarding overall development as a scholar-practitioner, see Chapter 2 for details of program requirements.

As a result of the program's curriculum structure, students advance stepwise toward ultimate mastery of all program goals. It is central to the program's philosophy that this progress is monitored and that students receive recurring feedback about their progress toward the eventual attainment of all program goals. This is accomplished by (1) regular meetings between a student and an advisor, (2) annual student evaluations that summarize each student's status and progress toward the program goals, and (3) a student's portfolio of completed assignments, work products, and tangible indicators of progress in the program. Thus, it is particularly important that each student become familiar with the program aims and competencies (outlined in Appendix B). Likewise, regular student-advisor contact is indispensable to understanding the program philosophy and aims, monitoring of one's progress toward mastery of those goals. Finally, development of skills, knowledge, and refinement of professionalism does not stop when the PhD is granted. Consistent with the program philosophy and graduates become scholar-practitioners committed to life-long learning, the program continues to collect important information from its graduates after program completion. Such information comprises part of the formative and summative data that the program deems essential to long-term success in implementing its training philosophy and curriculum.

### **Admission Standards**

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

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

- A graduate college application. [Apply here.](#)



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

These factors, as well as others that applicants choose to bring to our attention, are weighed into the selection of students for our program. GRE is not required but applicants can submit the scores if they choose to. Admission preference to the School Psychology Program is given to applicants with the following:

- A bachelor's or master's degree in Psychology, Special Education, Educational Psychology, or a related discipline
- Experience with children, adolescents, and people with disabilities and/or mental health concerns
- Experience in school systems
- Letters of recommendation that comment favorably on the applicant's potential to do advanced graduate work, as well as their potential for professional contribution to the field

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

Your application will be considered once you have submitted all required documentation. Incomplete applications will not be reviewed and will be automatically denied. If you have questions related to the application, contact Cecilia Carlon (ccarlon@email.arizona.edu or 520-621-1248), the Graduate Coordinator in the Department of Disability and Psychoeducational Studies. Once your application has been submitted, you may check the status of your application at any time by logging into GradApp and opening your application. You will be notified via email if you are invited for an interview and when a final admission decision has been reached.

Information regarding the department, our faculty, and the academic requirements can be found at the [program website](#). For questions regarding the program, please contact the program director, Dr. Jina Yoon ([jina.yoon@arizona.edu](mailto:jina.yoon@arizona.edu)). Applicants must meet the minimum standards listed in the [UA Graduate Catalog](#) to be considered for admission. Additional information can be obtained from the [Graduate College or by emailing](#)

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

### School Psychology PhD Program Requirements

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

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

Requirements	Approved by	Suggested Completion Date
Plan of Study	Advisor	End of 2 <sup>nd</sup> Year
Major & Minor Coursework*	Advisor	End of 5 <sup>th</sup> Year
Portfolio Requirements	Core Faculty	See Table 2
Qualifying Examination	Committee	January of 2 <sup>nd</sup> Year
Residency Requirement	Advisor	End of 4 <sup>th</sup> Year
1,000 hours of Pre-Internship Experiences	Advisor	Prior to Internship
Leadership/Service Requirement	Advisor	End of 4 <sup>th</sup> Year
Scholarship Requirements	Advisor	End of 4 <sup>th</sup> Year
Written and Oral Comprehensive Examination	Committee	End of 3 <sup>rd</sup> Year
Dissertation and Oral Defense	Committee	End of 4 <sup>th</sup> Year
Internship	Advisor & Internship Coordinator	End of 5 <sup>th</sup> Year
Program Competencies	Core Faculty	End of 5 <sup>th</sup> Year

\*Minimum 3.0 GPA required for all coursework listed on Plan of Study

### Academic Advising

Students are expected to maintain regular contact with faculty, particularly their academic advisor. Initially, this regular contact is maintained through coursework with various program faculty and discussions with one's academic advisor. As students advance in the program, they will work with the advisor in the Qualifying Examination Committee, the Comprehensive Examination Committee, and the Dissertation Committee. Students are free to change academic advisors within the program at any time, and there is no requirement that the initial faculty advisor must also be the chair of the Comprehensive Exam Committee or the Chair of the Dissertation Committee. Students often develop close mentoring relationship with multiple professors to nurture their research interests. Annual reviews of each students' academic progress are conducted by the program faculty and the major advisor will discuss the progress and feedback with the student.

## Plan of Study

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

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

Each student's plan of study must include a minimum of four courses in research design, statistics, and measurement. The following three courses are required EDP641, EDP646, and SERP695P (or equivalent). Students without a solid understanding of elementary statistics or a graduate-level course may need to take EDP541 prior to enrolling in EDP641. They should discuss this need with their academic advisor. In addition to the three required courses, students are expected to enroll in an advanced statistics/methodology course in consultation with the academic advisor. Note that independent study or research credits are not permitted to substitute for the specialized statistics requirement. The following are a few suggestions.

FSHD 606	Topics in Methodology and Data Analysis
FSHD 617a	Advanced Data Analysis: Structural Equation Modeling
FSHD 617b	Dyadic Analysis
FSHD 617c	Advanced Data Analysis: Multilevel Modeling
LRC/HED 605	Qualitative Methods in Education
HED 696c	Introduction to Multivariate Regression
HED 696	Statistical Programming for data manipulation
HED 616:	Managing and Manipulating Data Using Stata
SERP 590	Single-Subject Research Design

## Major and Minor Coursework

The School Psychology Ph.D. Program requires a minimum of 81 credits in the school psychology major, a minimum of 9 credits in a minor area, and 18 credits of dissertation. The program's philosophy emphasizes sequential skill development, and students typically follow a prescribed course sequence. Students meet with their advisor to plan the steps to fulfill major (school psychology) course requirements, as well as other curricular issues (e.g., transfer credit, considerations for a minor area of concentration, etc.). For course descriptions, see the Academic Catalog ([catalog.arizona.edu/](http://catalog.arizona.edu/)).

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

### Recommended Course Sequence

Year	Semester	Courses
<b>Year 1</b>	Fall	SERP 549: Introduction to School Psychology SERP 674b: Cognitive Assessment SERP 695P: Contemporary and Emerging Issues in School Psychology SERP511A: Basic Academic Skills for High Incidence Disabilities EDP541: Statistical Methods in Education (optional)*
	Spring	SERP679: Educational & Psychological Assessment of Children SERP 517: Behavior Modification in Schools SERP 559: Diversity in School Psychology SERP 696c: Professional Standards, Ethics, & Issues in School Psychology EDP641: Selected Applications of Statistical Methods
	Summer	SERP 601: Cognition & Development
<b>Year 2</b>	Fall	SERP 685: Child Behavior Disorders & Adjustment SERP 638: Psychological Consultation & Supervision SERP 677: Personality Assessment EDP 646: Multivariate Statistics SERP 694b: School Psychology Practicum
	Spring	SERP 602: Early Childhood Assessment & Intervention SERP 686: Child Psychotherapy SERP 512: Violence in School and Community SERP 694b: School Psychology Practicum
	Summer	SERP679: Neuropsychological bases of behavior
<b>Year 3</b>	Fall	SERP 694-xxx School-Community Mental Health and Therapy Practicum PSY 560: Advanced Social Psychology SERP 693c: College Teaching & Supervision Advanced Statistics** Minor Course**
	Spring	SERP 920: Dissertation Units Minor Course** Advanced Statistics** SERP694 Externship**
<b>Year 4</b>	Fall	SERP 920: Dissertation Units Minor Course** SERP694 Externship**
	Spring	SERP 920: Dissertation Units Minor Course** SERP694 Externship**
<b>Year 5</b>	Fall	SERP 693b: School Psychology Internship
	Spring	SERP 693b: School Psychology Internship

\*Talk to your advisor about needing an entry-level statistics or an alternative course. \*\* Schedule in consultation with your advisor.

## Portfolio Requirements

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

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

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

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

Table 2. Portfolio Deadline and Examinations

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

The Core Assignments section consists of six assignments that highlight student mastery of various aspects of school psychology practice. Although most students follow a suggested course sequence, the contents may vary depending on which experiences students have completed. As the written products submitted for Core Assignments serves as the Written Qualifying and Comprehensive Examinations, students are encouraged to submit the work product they believe to be the best representation of their experience, knowledge, and skills rather than the first or most

straightforward cases. Further, even if students have previously submitted a case report during the annual evaluations or qualifying exam, they should select the *best* case to date when submitting the final portfolio for their comprehensive examination. Portfolio pieces should represent the best exemplars of your work products from your coursework. You must earn a minimum of 80% (based on class rubric) for each work product and each product should be submitted along with the rubric used to assess it. Please see Appendix C for guidelines.

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

### **Qualifying Examination**

All students must pass the Ph.D. Qualifying Examination in route to earning their degree. The Doctoral Qualifying Examination is designed to serve two primary purposes: (1) to evaluate a student's capabilities for completing a doctoral program, and (2) to determine whether the School Psychology Program is appropriate to meet student's professional goals. Students should complete the Doctoral Qualifying Examination in January of Year 2. Students must complete a written request at least three weeks prior to the examination. The student chooses a Qualifying Examination Committee of two full-time School Psychology faculty members; at least one member must be the student's academic advisor.

Students are required to submit the Portfolio to the Qualifying Examination Committee at least 2 weeks prior to the scheduled meeting. The required materials are listed on the Table of Contents and the description of core assignments is in Appendix C. For the Qualifying Exams, the required core assignments are Core Assignments 1 (FBA/BIP), 2 (Consultation Case), and 3 (Ethical and Legal Dilemma). Foundational knowledge is assessed in the following manner in an oral component of the Qualifying Examination. Students should prepare to respond orally to a series of questions based on the courses they have completed or are currently enrolled as well as the core assignments of the portfolio.

In the Qualifying Examination Portfolio and the oral exam, students should demonstrate the following competencies:

- Competency 2.1. Students are expected to select and apply assessment methods that draw from the best available empirical literature, reflect the science of measurement and psychometrics, and include data collection from multiple sources.
- Competency 2.7. Students are expected to demonstrate knowledge of consultation models and practices and respect for the roles and perspectives of other professions.
- Competency 5.1. Students are expected to demonstrate knowledge of ethical principles, standards, policies, and laws relevant to the practice of school psychology and conduct themselves in an ethical manner in all professional activities.

- Competency 6.1. Students are expected to engage in self-reflection regarding one's personal and professional functioning to improve performance, well-being, and professional effectiveness.
- Competency 6.4. Students are expected to produce verbal and written communications that are informative and well-integrated.

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

### **Doctoral Comprehensive Exam**

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

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

The comprehensive examination consists of the written and oral exams. For the written exam, students will submit the portfolio to the committee; for the Comprehensive Examination, the required core assignments are Core Assignment #4: Comprehensive Evaluation Report, Core Assignment #5 Counseling/Therapy Case Report, and Core Assignment #6: Summary of Research Activities. In the Comprehensive Examination Portfolio and the oral exam, students should demonstrate content knowledge on the following competencies:

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



- Competency 2.1. Students are expected to select and apply assessment methods that draw from the best available empirical literature, reflect the science of measurement and psychometrics, and include data collection from multiple sources.
- Competency 2.3. Students are expected to interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations.
- Competency 2.5. Students are expected to implement evidence-based intervention specific to the service delivery goals, based on the current literature, assessment findings, diversity characteristics, and contextual variables.
- Competency 6.1. Students are expected to engage in self-reflection regarding one's personal and professional functioning to improve performance, well-being, and professional effectiveness.
- Competency 6.4. Students are expected to produce verbal and written communications that are informative and well-integrated.

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

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

Following the successful completion of the Doctoral Comprehensive Examination, a student must complete the Advancement to Candidacy Form on GradPath.

## **Residency Requirements**

### Graduate College and Program Requirements

The program requires two consecutive semesters of full-time academic study on campus (minimum of 9 credits per semester). Graduate assistants, graduate associates, and students on

appointment to teaching and research positions at the University of Arizona may satisfy the residency requirement by carrying 6 units for each of four regular semesters provided their full time is devoted to their graduate work and meeting their university employment responsibilities. Students must complete a minimum of 30 units of graduate credit in residence at the University of Arizona (18 units of dissertation plus 12 units of regular graded coursework taken at the university). "In residence" is defined as units offered by The University of Arizona, whether or not they are offered on campus. Summer session attendance does not satisfy residency requirements, nor does registration for extended dissertation credit (e.g., SERP 930).

### APA Requirements

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

### **Pre-Internship Practicum Hours**

Doctoral students are required to complete 1,000 pre-internship hours through various course-related externship and practicum experiences prior to their internship. In order to count toward the 1,000 pre-internship hours, students' practicum/externship placements need to be pre-approved with all required documentation and a plan for supervision must be in place prior to logging hours. Students must document the 1,000 practicum hours using the Documentation of Pre-Internship Hours (see the Fieldwork Handbook). For the 1,000 pre-internship hours, students must be supervised by an appropriately credentialed professional; for example, in a school setting a certified school psychologist, preferably a licensed psychologist in a clinical setting.

Students should discuss appropriateness and eligibility of field experience sites with the Fieldwork Coordinator, their advisor, or the program director. Students must maintain a log of their supervised psychological experiences to be signed by both their field supervisor and university supervisor. Further, they must have their advisor sign off on the completion of the 1,000 pre-internship hours; a form is available in the Field Experience Handbook. "Supervised psychological experiences" include all professional activities associated with the delivery of psychological services to client(s) including psychotherapy/counseling, teacher/school/parent consultation, educational and behavioral interventions, psychoeducational assessment, scoring and interpretation of tests, report writing, and library/database searches associated with a particular case. A copy of the signed logs should be uploaded to the students Box file.

### **Leadership/Service Requirement**

Students are required to complete two activities that reflect either leadership or service within the program or to the profession. These activities require activities that benefit others, enhance the field of school psychology, or improve the UA School Psychology Program. The following are examples of acceptable activities: (1) holding a Student Affiliates in School Psychology

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

### **Scholarship Requirements**

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

### **Dissertation and Final Defense**

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

#### Dissertation Committee

The Graduate College requires a minimum of three members, all of whom must be current University of Arizona faculty members that are tenured, tenure-track, or approved as tenure

equivalent. Two of the three faculty members on the student's dissertation committee must be full-time *tenured or tenured-track faculty members in the School Psychology Program*. *One of these two school psychology faculty members must be the chair or co-chair of the dissertation committee*. In consultation with the chair, students will identify committee members based on their expertise.

### Timing of Dissertation Process

The Dissertation is the culminating experience and evidence of research competence. It is meant to be a mentored research experience, and the committee is essential to provide supportive and constructive feedback during the process. Completing a dissertation takes considerable time, but is a rewarding experience, leading to completion of the graduate college's requirement, but to presentation(s) or publication(s) that reflects the Program's and graduates' commitment to lifelong learning. Thus, beginning the process early and establishing feasible milestones each semester (including summer) will facilitate timely completion of the Dissertation. The program requires that students successfully propose their dissertation *prior* to accepting an internship. For students participating in the APPIC Match, this means prior to submitting the ranked list of internships.

### Proposal and Written Dissertation

1. Register for a minimum of 18 credits in SERP 920 Dissertation. SERP 920 may be taken concurrently with other coursework as well as during proposal development and while completing research. Except for unusual circumstances, students must that students register for 3 unites in Spring semester of Year 3, during which students actively engage in developing a dissertation research proposal (e.g., developing solid research questions, hypotheses, conducting an initial literature review to establish background research to support the ideas and identify gaps in research, and preliminary ideas regarding the method/approach, drafting Chapter 1). The product of this work should be included in Core Assignment #6 Summary of Research to be presented in the Comprehensive Exam. The remaining 15 credits should be taken in the following year (e.g., 6 credits in Fall and 9 credits in Spring). If a student does not complete their dissertation after taking 18 credits in SERP 920 Dissertation, he or she must enroll in at least one additional SERP 920 Dissertation credit each semester until his or her dissertation is successfully defended. This is a requirement of the UA Graduate College.
2. Develop a dissertation proposal in consultation with the dissertation chair. Typically, the proposal consists of three chapters (Introduction, Literature Review, and Methodology). The traditional dissertation format is as follows:
  - Chapter 1: Introduction (overview of problem/gaps in research; building a case for significance; introducing key constructs and theoretical framework guiding the study; and research questions/hypotheses
  - Chapter 2: Comprehensive synthesis and critical evaluation of the literature including historical background, drawing connections between factors being studied
  - Chapter 3: Methods
  - Chapter 4: Results
  - Chapter 5: Discussion
  - References
  - Appendices (optional)

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

### Final Defense

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

1. Prepare and schedule Dissertation Oral Defense, obtain all needed signatures on the scheduling form and submit to the Graduate College at least three weeks prior to the scheduled examination.
2. Meet with the dissertation advisor to review the structure and format regarding the exam.
3. Ensure that the Dissertation is announced, per university policy
4. A copy of the dissertation should be submitted to each dissertation committee member no later than four weeks prior to the scheduled examination.
5. Following the examination, make all necessary changes in the dissertation and obtain written approval for the changes from the dissertation director and, if necessary, dissertation committee members. Follow Graduate College step for submitting a final copy. It is the student's responsibility to be aware of the required date to submit the final dissertation in order to be eligible for graduation.

### Grading of Dissertation Credits

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

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

### **School Psychology Internship**

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

### **Institutional Recommendation**

The University of Arizona has an agreement with the Arizona Department of Education to provide an Institutional Recommendation (IR) for students who complete a minimum of 1200 hours (at least 600 hours in a school setting) and a completion of a graduate degree. The IR is official documentation that the requirements have been met. It is essential that students provide ample time to process the documentation and verify completed requirements. Given that AZ requires that students have been awarded a graduate degree, an IR cannot be issued to students until they have earned 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.

### **Program Competencies and Annual Review**

The School Psychology Program must officially approve that students have achieved all Program Aims and Competencies prior to graduation. This usually occurs after students complete their dissertation and internship. In each year, the student will receive feedback regarding the progress

toward the degree completion and on Aims and Competencies. The faculty will strive to meet to complete annual evaluations for Ph.D. students at the completion of the academic year. The exception will be for students scheduled to graduate during the spring semester; the annual evaluation will be completed approximately two weeks prior with final endorsement once internship competencies have been verified. If a student is planning to graduate in the summer, the annual evaluation will be completed in the spring semester, but outstanding competencies will be verified prior to the awarding of the degree. The program uses using two forms: 1) the Annual Evaluation Form that documents whether a student is fulfilling program requirements in a timely manner (e.g., Qualifying Examination, Completion of Coursework, etc.) and 2) the Doctoral Competency Sheet that indicates if the student has met the program's aims and competencies. The Annual Review Form is in Appendix G. The Doctoral Competency Sheet is in each student's Box folder. At the end of Spring semester, students will be asked to update the Doctoral Competency Sheet. At the annual review, faculty will verify the sheet and

The students' responsibilities include the following:

1. Update the Doctoral Competency Sheet at the end of every academic year.
2. Update the materials in Box folder including CV, transcripts, syllabi, and other documents.
3. Respond to feedback and requests following the annual review and if recommended, meet with the advisor to discuss progress.
4. If a remediation plan is established, work with advisor and engage in activities to gain competencies needed to complete the program.

School Psychology Program's responsibilities include the following:

1. Remind students of the portfolio submission and annual reviews.
2. Meet annually to evaluate students' progress.
3. Send students their annual review form once they are completed.
4. Advisor will be available to meet with the student to discuss the annual evaluation results.
5. Remediation using a Professional Performance Form (Appendix I) or a Professional Growth Plan (Appendix K) will be developed if student is not making adequate progress or having difficulty fulfilling program competencies.

As completion of the program approaches, the student and advisor review all the program aims and competencies using the Doctoral Competency Sheet. Students will be asked to complete a self-evaluation and provide supporting documentation that they met minimum thresholds. A signed form confirming that all competencies are met is required before the student is eligible to graduate. A list of these competencies and minimum thresholds are provided in a spreadsheet in students' Box folder (Doctoral Competency Sheet).

## CHAPTER 3: ADDITIONAL INFORMATION AND POLICIES

### Coursework and Grades

#### Guarantee of Course Syllabi

At the beginning of each semester, instructors are required to provide students with a course syllabus. The syllabus contains an outline of course content and requirements that the student will complete during the semester. As such, the syllabus specifies particular requirements that must be completed by students in order to receive a grade in the course. Thus, a course syllabus is considered a contract between the instructor and student. An instructor may change course requirements and grading policies in a syllabus during the semester if all students are in agreement. However, schedules within the syllabus can be listed as tentative and adjusted based on students' needs without the need for student approval.

#### Use of APA Style

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

#### Minimum Course Grades for School Psychology Courses

Instructors award grades as follows: A, B, C, D, or E. Other grades for courses include Pass (P) and Satisfactory (S). According to the University of Arizona grading policies, a "C" grade is a passing grade, but it does not reflect sufficient competence. The UA School Psychology Program requires students to receive a grade of A or B in their courses to satisfy the program requirements. Therefore, students who receive a "C" grade must repeat the course to receive a grade of A or B to satisfy the program requirements. This policy applies to the following courses:

SERP 517	Behavior Modification and Theory in the Schools
SERP 549	Introduction to School Psychology
SERP 695P	Contemporary and Emerging Issues in School Psychology
SERP 602	Early Childhood Assessment Intervention
SERP 638	Psychological Consultation and Supervision
SERP 674B	Cognitive Assessment
SERP 677	Personality Assessment
SERP 679	Educational & Psychological Assessment of Children
SERP 685	Child Behavior Disorders and Adjustment
SERP 686	Child Psychotherapy
SERP 696C	Professional Standards, Ethics, and Issues in School Psychology
EDP 641	Selected Applications of Statistical Methods

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



satisfy program requirements.

SERP 693C	College Teaching and Supervision
SERP 694-15	School-Community Mental Health and Therapy Practicum
SERP 694B	School Psychology Practicum
SERP 693B	School Psychology Internship
SERP 694-XX	Variable section numbers for externship

### Grades of "I" (Incomplete)

The grade of "I" for "Incomplete" may be awarded only at the end of the semester when only a minor portion of a course's requirement remain incomplete (see UA Policy at <https://www.registrar.arizona.edu/grades/incomplete-i-grade>). Students should make arrangements with the instructor to receive an incomplete grade *before* the last day of classes in a semester. Students have a maximum of one calendar year to remove an Incomplete. However, students may not enroll in a second semester of a course with an 'I' grade (e.g., practicum/internship). Therefore, students are strongly encouraged to fulfill requirements for courses with an 'I' grade in a timely manner so that they may progress through the program. Incomplete grades are not included in the calculation of the grade-point average until one year from the date of the award. An Incomplete not removed within one year is replaced by a failing grade of "E" and counted as an "E" in determining the grade-point average. If there is a possibility that the student's cumulative grade-point average will fall below 3.00 through the conversion of 'Incomplete' grades to failing grades, a student will not be permitted to graduate.

### Withdrawal from a Course

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

### Grade Appeal Procedure

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

## **Telesupervision Policy for Field Experiences**

APA Definition:

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

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

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

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

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

## **Grievance, Discrimination and Anti-Harassment Policy**

### Student Grievance Procedure

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

### Discrimination and Anti-Harassment Policy

The University of Arizona is an equal opportunity, affirmative action institution. The University does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, or gender identity in its programs and activities. The following persons have been designated to handle inquiries regarding the nondiscrimination policies:

Title IX Officer  
 Ron Wilson  
 Vice President & Title IX Administrator  
 Office of Institutional Equity, Inclusion, & Title IX  
 Phone (520) 621-7286

ADA/504 Compliance Officer

Amanda Kraus  
Executive Director, Disability Resource Center  
1224 E. Lowell Street  
Phone (520) 621-65017; TTY (520) 621-3268

Anyone who believes that she or he has experienced sexual harassment or discrimination should call the Office of Institutional Equity (OIE). She or he will be transferred to an individual with expertise in these areas for advice on handling the situation and information on filing a complaint. The University's nondiscrimination and anti-harassment policy can be found here: <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>.

### Confidentiality

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

### Policy Violations

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

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

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

## **Code of Academic Integrity**

Integrity is expected of every student in all academic work. The guiding principle of academic integrity is that students submit their own work. Students engaging in academic dishonesty diminish their own education and discredit to the academic community. Students shall not violate the Code of Academic Integrity and shall avoid situations that can compromise academic integrity. Students shall observe the provisions of the code whether or not faculty members establish special rules of academic integrity for particular classes. Failure of faculty to prevent cheating does not excuse students from compliance with the code. Any attempt to commit an act prohibited by these rules will be subject to sanctions to the same extent as completed acts. The

procedures for reviewing a suspected violation are found in Appendix M (Code of Academic Integrity) and at <https://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity>.

### Satisfactory Academic Progress

All students must maintain satisfactory academic progress to continue in the program. If they fail to do so, then Graduate Policies apply (<https://grad.arizona.edu/policies/academic-policies>), which may result in dismissal from the program. Satisfactory Academic Progress is appraised in three ways: (1) Graduate College GPA requirements (minimum 3.0 GPA), (2) Doctoral Competencies, and (3) program-related milestones (see Table 3 below).

Table 3

Milestone	Date of completion to evidence satisfactory academic
PhD Qualifying Examination	January in Year 2
PhD Comprehensive Examination	End of Year 3
Dissertation Proposal	Prior to accepting an internship offer
Pre-doctoral Internship	End of Year 5
Dissertation Defense	End of Year 5

The School Psychology Program faculty reviews students' progress on an annual basis throughout the program. This includes practicum, internship, and dissertation phases of study. Students who are making unsatisfactory progress are formally informed and required to meet with their academic advisor in order to develop a plan for making recommended improvements (see the Professional Performance Concern in Appendix I and the Professional Growth Plan in Appendix K).

### Doctoral Continuous Enrollment Policy

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

## **Students' Leaves of Absence (LOA)**

### Academic Leaves

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

### Medical Leaves

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

### Personal Leaves

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

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

## **Student Surveys and Annual Data Collection**

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

students/alumni should expect to complete the student-level data by mid-August of each year.

### **Course Transfer from Undergraduate or Graduate Work from Other Universities**

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

1. The Graduate College has a number of requirements for transfer of credits from other universities (<https://grad.arizona.edu/gsas/degree-requirements/doctor-philosophy#credit-requirements>).
2. Students must work with the advisor to start the approval of transfer process, using the Transfer Worksheet. Faculty will determine equivalence of content and rigor to UA courses by reviewing syllabi, transcripts, any work products that were required as part of the courses. It is the students' responsibility to make their case for transferring prior coursework; faculty will base their judgments on materials submitted by the students.
3. Graduate College policies also concern length of time from completion of prior coursework to transfer. For more information, please consult the Graduate College website. Older coursework may not be eligible for transfer or may result in courses being repeated or the student taking a proficiency examination in the content area(s) covered by the proposed transferred course(s).

### **Fingerprint Clearance Card**

A fingerprint clearance card is required of program students. It must be provided to the Training Director, or her designee, before a prospective student may matriculate into the program.

### **UA Social Media Guidelines**

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

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

The School Psychology program follows the guidelines of the University of Arizona Graduate College regarding termination of students from the program (see <http://grad.arizona.edu/catalog/policies/>). The program adopted the College of Education due process in order to monitor students' difficulties and establish a plan for assisting the student with improving performance (Appendix H). Minor concerns will be documented using the Performance Concern Form and Response to Performance Concern Form (Appendix I and Appendix J). Students who are struggling academically or do not meet program competencies will be asked to

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

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

### **Obtaining a Master's Degree in School Psychology**

#### Optional Master's Degree in School Psychology

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

#### Requirements for Obtaining the MA Degree

A student may elect to obtain the MA degree by fulfilling the following requirements:

1. Submit to the graduate college the master's Plan of Study that includes a listing of those 30 credit hours (minimum) that the student plans to complete in required core courses within the School Psychology PhD Program.
2. Pass the PhD Qualifying Examination in the School Psychology Program.
3. Receive a grade of "B" or higher in all courses listed in the master's Plan of Study.
4. Obtaining the student's academic advisor's approval through GradPath, indicating that the student has completed the 30 credit hours on the master's Plan of Study, and recommending that the student be awarded the master's degree.
5. Submission to the Graduate College of the Completion of master's Degree form.

#### Graduate College Procedures for Filing Paperwork for MA Degree

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



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

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

### **School Psychology Assessment Materials Library**

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

### **Office of the Vice President for Research**

The Office of the Vice President for Research processes all sponsored research proposals submitted by the faculty, students, and staff, maintains records of all sponsored research, assists faculty and staff in aspects of proposal preparation, and helps in locating sponsors for research projects. PhD students sometimes assist faculty in this regard. A computerized information system maintained by this office can produce various reports on many aspects of the University's total research program. Information contained in reports generated by this office is available to the general public and may be of value to local and state government agencies; they may also be informative to PhD students. For further information about the services this office provides, please visit [vpr.arizona.edu/](http://vpr.arizona.edu/). A collection of books and periodicals that provides information on the research programs of many federal agencies and foundations is available in this office. Copies of monthly publications that provide information on research programs that have recently been announced also are on file.

### **University Information Technology Services**

1. The University Information Technology Services (UITs) Lab is located on the 1<sup>st</sup> floor of the Education Building, and is available for use as an electronic classroom equipped with 40



student machines containing the latest software. Computer equipment from the UITS can be borrowed both by faculty and students for making presentations in classes. For further information is available at Office of Student Computing Resources (<http://www.uits.arizona.edu/departments/oscr>) or at (520) 621-6727.

2. The Computer Center (UITS) houses UITS and the University's mainframe computers. The mainframe machines are linked to personal computers in the College of Education. Educational and informational facilities are also available in the Center and a technical reference room contains reference manuals, various technical books and periodicals. Many Computer Center publications are available. The Center provides programming consulting services and conducts non-credit short courses open to the public. For further information about their services, visit the UITS website at [www.uits.arizona.edu/departments/oscr](http://www.uits.arizona.edu/departments/oscr) or (520) 626-TECH (8324), the UITS 24/7 Helpdesk number.

### **University Libraries**

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

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

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

- Develop and deliver effective and efficient instructional services through the developing and delivering course and program integrated instruction including online tutorials and guides and in-class or train-the-trainer sessions.
- Acquire and manage information resources needed by faculty, students and staff and track new and emerging information resources within assigned subject areas.
- Meet (face-to-face or virtually) with students, faculty, and staff for individual information consultations for their particular research needs.  
<http://www.library.arizona.edu/help/ask/meet>
- Collaborate with other librarians and library staff with relevant areas of in-depth expertise (data management, copyright support, etc.) to support the learning and research needs of the faculty and students in the Department of Disability and Psychoeducational Studies.

- Library staff can also help with course materials by digitizing articles and book chapters, streaming videos, and more. <http://www.library.arizona.edu/services/faculty/instruct-services.html>
- General library assistance is available by phone, email, chat, or in person via one of the public service reference desks anytime the Main Library is open. <http://www.library.arizona.edu/ask>
- Tutorials are available for library users to learn research skills independently. <http://new.library.arizona.edu/research/tutorials>

The UA Libraries provide computer workstations, available to students, faculty & staff on a first-come, first-served basis, during all operation hours of the libraries. One hundred sixty three software programs are available on library workstations for students, faculty and staff. The Main Library hosts an Office of Student Computing Resources (OSCR) Lab which features computers equipped with the latest video/audio editing software. Students can borrow a wide variety of equipment, including laptops (Mac and PC), iPads, Android tablets, wireless keyboards, projectors, cameras, camcorders, tripods, calculators, USB flash drives, headphones, 35mm slide adapters, metronomes, and cassette players.

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

#### Comp Exam Rooms:

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

#### Long Term Study Rooms:

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

#### Dissertation Writing Rooms:

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

#### Scholars' Corner:

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

## Financial Assistance

The past few years have witnessed increased tuition costs with static or declining financial support for students. The School Psychology Program is keenly aware of these realities. There are four important potential sources for PhD students to consider.

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

2. Many students find support as research associates (RA), graduate associates (GA) assigned to particular projects or campus centers, or teaching associates (TA). For example, school psychology students have recently found such support from Department of Psychology, Department of Optics, the University Medical Center, and the Center for Strategic Learning as well as from research grants in Disabilities and Psychoeducational Studies. More information on these positions can be found here: <https://grad.arizona.edu/forms/financial-resources>. Students find these positions by inquiring, watching for job postings, checking with their advisor, and networking with other students. Students are discouraged from more than .50 university employment and are precluded by university policy from holding more than .75 employment. More detail on GA positions can be found here: <https://grad.arizona.edu/funding/ga>.

3. Community agencies, companies, and schools sometimes offer part-time positions related to school psychology. Sometimes the same is true of university units whose positions do not involve RA, GA, or TA tasks. Occasionally, these positions permit simultaneous training, practice, and employment. When this is the case and adequate supervision is available, students may be able to use such a job to acquire practicum hours. As always, policies indicated in this Handbook and in consultation with one's advisor must be followed.

4. The Office of Financial Aid is a potential resource for federal Stafford loans, university scholarships, and scholarship and loans from various private foundations. In addition, scholarship funds and tuition waiver funds are available through the Office of the Associate Dean of the Graduate College for students from diverse backgrounds. All graduate students can discuss their financial needs with personnel at the Office of Financial Aid, Administration Building – Room 208, Tucson, AZ 85721. (520) 621-1858 or <http://financialaid.arizona.edu/>

## Student Support Services

1. Counseling and Psychological Services (CAPS), located in the Campus Health Service building, offers psychological counseling to students to help them cope with personal problems so that they can successfully achieve their educational goals. Licensed professionals are available to provide brief treatment for anxiety, depression, difficulties with relationships,

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

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

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

### **Accreditation Status of the School Psychology Program**

The APA has continuously accredited the School Psychology Program since 1979. The program was last reviewed in 2016 at which time the APA Council of Accreditation awarded continued accreditation, with the program's next period review scheduled to occur in 2023. Students' outcomes including time to completion, internship information, and attrition rates are available on the Program's website. Questions related to the program's accredited status should be directed to the Commission on Accreditation:

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

### **Housing**

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

### **Obtaining Residency Status**

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

### **Registration**

After the student is admitted to the Graduate College, he or she can register through the Online Registration System: UAccess ([uaccess.arizona.edu](http://uaccess.arizona.edu)), from any Internet enabled computer anywhere in the world. Please see the Office of Curriculum and Registration's instructions on their How to Register for Courses page at <http://www.registrar.arizona.edu/courses/how-register-courses>.

In order to utilize UAccess for registration, students must use their NetID and password. In

order to create a NetID, students will need to know their student identification number and personal identification number, both of which are supplied in the Certificates of Admission received from the Graduate College. For additional information concerning registration procedures, consult the latest copy of the Schedule of Classes.

## CHAPTER 6: SCHOOL PSYCHOLOGY FACULTY

Faculty members fulfill many important roles for PhD students. This includes academic, research, and clinical advisement, as well as modeling the roles, values, and skills needed for professional practice. Initial faculty advisor-student assignments are made prior to a student's entry to the program. These assignments represent temporary matching of students and faculty members. Students often retain the same advisor throughout their time in the program; however, students are free to select a new advisor at their own discretion at any point during their program of study. When selecting an advisor, students should consider a faculty member whose research, practice, and professional goals closely align with their own. If a student is considering a move to a new advisor, the student is responsible for scheduling a meeting with the new prospective advisor to discuss this change in advance. If the faculty member and student agree to the change, the student will then notify their initial advisor as well as the designated department secretary of this change.

### Core School Psychology Faculty

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

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

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

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

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

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

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

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

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

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

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

Dr. Vega received her B.A. in Psychology from Binghamton University-State University of New York (SUNY) and both her M.A. and doctorate in School Psychology from The Ohio State University. She completed her pre-doctoral internship in the Omaha Public Schools



(OPS) district through the Nebraska Internship Consortium in Professional Psychology, an APA accredited and APPIC approved internship program. Dr. Vega worked as a bilingual school psychologist at OPS from 2010-2013. Prior to joining the faculty at the University of Arizona, she was a faculty member in the School Psychology program at Texas State University from 2013-2016.

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

**Jennifer Kirkpatrick, Assistant Professor of Practice (Ph.D., University of Arizona)  
Licensed Psychologist and AZ certified school psychologist.**

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

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

Dr. Spencer received her B.S. in Psychology and Sociology from Iowa State University, her M.A. in Educational Psychology from Arizona State University, and her Ph.D. in Educational Psychology from Arizona State University. She is a Licensed Psychologist in Arizona and a Nationally Certified School Psychologist. Dr. Spencer has worked for the Tempe Elementary School District and Mesa Public Schools as a School Psychologist before and during her time with 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 Ed.S. Program in School Psychology.

**School Psychology Emeritus Faculty**

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

Dr. Morris retired from the University of Arizona in August 2012 after 42 years of being a professor at both the University of Arizona and Syracuse University. He has been elected to the status of Fellow of the American Psychological Association (APA), Charter Fellow of the American Psychological Society, and Fellow of the American Association on Intellectual and Developmental Disabilities. He is also a licensed psychologist, a past Chair and Board Member of the state of Arizona Board of Psychologist Examiners, and a past Vice-President and Board Member of the National Register of Health Service Providers in Psychology. He currently serves as a member of the Board of Trustees of the American Psychological Association Insurance Trust. In 2006, Dr. Morris received The “Faculty Member of the Year” Award from The Arizona Psychological Association.

Dr. Morris has authored or edited 13 books and more than 120 journal articles and book chapters in the areas of behavior disorders, psychotherapy, and ethical and professional issues in the delivery of psychological services. His books include *The Practice of Child Therapy, 4th edition* (with Thomas R. Kratochwill), *Evidence-Based Interventions for Students with Learning and Behavioral Challenges* (with Nancy Mather), and *Disability Research and Policy: Current Perspectives*. Dr. Morris’ research interests include: the relationship between disability and juvenile delinquency, legal and ethical issues in the delivery of children’s mental health services, and managing childhood aggressive and disruptive behaviors in the classroom.

#### **David L. Wodrich, Professor Emeritus (PhD, Arizona State University)**

Dr. Wodrich retired from the University in June 2014. He received his Bachelor of Science in Psychology from Northern Arizona University in 1970, and his PhD in School Psychology from Arizona State University in 1975. He also completed postdoctoral work in Clinical Neuropsychology at Phoenix Children's Hospital. He is a certified specialist by the American Board of Psychology (School Psychology), fellow of the American Psychological Association (School Psychology Division), a certified school psychologist, and licensed psychologist (Arizona).

Dr. Wodrich’s research interests concern the effect of pediatric illnesses on school success, inter-professional relations for students with chronic illness, pediatric school psychology, neuropsychology, and the effect of neurocognitive variables on school achievement. His teaching interests are in the area of psychopathology, applied behavior analysis, psychometric assessment, clinical neuropsychology, and pediatric school psychology. He teaches the introductory course on school psychology, as well as the psychopathology and neuropsychology courses.

## APPENDIX A: LICENSURE/CERTIFICATION INFORMATION

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

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

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

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

## APPENDIX B: PROGRAM AIMS AND COMPETENCIES

### School Psychology Doctoral Program University of Arizona

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

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

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

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

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

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

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

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

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

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

Competency 2.6. Students are expected to collect relevant data regarding the effectiveness of interventions and make appropriate modifications to interventions as needed.

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

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

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

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

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

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

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

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

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

---

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

---

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

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

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

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**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.

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

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

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

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

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

**APPENDIX C: PORTFOLIO REQUIREMENT**

School Psychology Program  
University of Arizona

**TABLE OF CONTENTS****I. Professional Development**

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

**II. Evidence of Doctoral Competencies**

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

**III. Year 1 Field Experience Documents**

Proof of professional insurance, field experience logs, summary, etc.

**IV. Year 2 Practicum Documents**

Documents related to practicum experiences such proof of professional insurance eligibility and placement forms, fieldwork plans, performance evaluations, completion letters etc.

**V. Year 3 and Year 4 Field Experience Documents**

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

**VI. Core Assignments**

Core Assignment #1: Functional Behavior Assessment (FBA) and Behavioral Intervention Plan (BIP) Case Report and Rubric from SERP 517  
Core Assignment #2: Consultation Case Report and Rubric from SERP 638  
Core Assignment #3: Ethical and Legal Dilemma and Rubric from SERP 694b

Core Assignment #4: Comprehensive Psychoeducational Evaluation Report and Rubric from SERP 694b

Core Assignment #5: Counseling/Therapy Case Report and Rubric from SERP 694-15

Core Assignment #6: Summary of Research

## VII. Syllabi

### PORTFOLIO GUIDELINES

#### I. Professional Development Section

##### 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.
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.

##### UA transcript

Upload a PDF version to this folder at the end of each year for annual review.

##### Conference/Workshop Attendance

Document your participation in professional activities including attending conferences, workshops or any posters or conference presentations.

#### II. Evidence of Doctoral Competencies Section

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

#### III-V. Field Experience Documents Section

The Field Experience Document sections are divided in three Box folders. See the Table of Contents above. It is important to deposit all the documents related to each practicum and externship experience. We use these documents to verify your hours for your internship, NCSP application, licensure applications. Without critical information in these folders, the program will not be able to verify your hours during the program and after your graduation.

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



## VI. Core Assignments Section

Although most students follow a suggested course sequence, the contents may vary depending on which experiences students have completed. Core Assignments #1, 2, and 3 will be included in the Qualifying Exam whereas Core Assignments #4, 5, and 6 will be included in the Comprehensive Exam

**Core Assignment 6: Summary of Research:** For this core assignment, students need to provide a summary of research on a dissertation topic. A dissertation proposal is not expected for this assignment but based on students' work on dissertation up to this point, students are expected to submit a paper that describes a research area, a literature review and research questions (similar to Chapter 1 of dissertation proposal). In addition, a brief discussion of methodological approaches and analytic strategies is recommended. Students are also expected to provide a timeline of their dissertation completion

## VII. Syllabi

Deposit syllabi in each semester. We use the syllabi that you were given for classes when the program is asked to verify the class contents for licensures, certifications, etc.

Portfolios should adhere to the following stylistic expectations:

- Follow the Table of Contents carefully.
- Layout/presentation quality of each product should be clear and easy to read.
- Products should be the document turned into the instructor with edits and revisions, made following instructor feedback, visible through track changes. Original course rubric completed by the instructor must be included for each portfolio piece.
- All identifying information regarding clients should be removed/de-identified from each product.

**APPENDIX D: DOCUMENTATION OF LEADERSHIP FORM**

School Psychology Program  
University of Arizona

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

Academic Advisor: \_\_\_\_\_

**Leadership:**

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

Activity 1.

Semester/Date Completed: \_\_\_\_\_

Description:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Activity 2.

Semester/Date Completed: \_\_\_\_\_

Description:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

**APPENDIX E: DOCUMENTATION OF SCHOLARSHIP FORM**

School Psychology Program  
University of Arizona

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

Academic Advisor: \_\_\_\_\_

**Scholarship Requirement:**

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

For conference check one of the following:

- Email confirmation of acceptance OR rejection from conference of journal
- Verification of presentation completed

For publication:

- Abstract or first page of published article/chapter
- Email or letter of decision status (accepted or rejected)
- Email verifying submission

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

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

**APPENDIX F: DOCUMENTATION OF SCHOLARLY INVOLVEMENT**

School Psychology Program  
University of Arizona

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

Semester/Date: \_\_\_\_\_

Academic Advisor: \_\_\_\_\_

**Scholarly Involvement:**

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

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

**APPENDIX G: DOCTORAL STUDENT ANNUAL EVALUATION FORM**

School Psychology Program  
University of Arizona

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

Academic Year: \_\_\_\_\_

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

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

Based on the above ratings of your progress towards the attainment of the above progress, the following comments/recommendations are made:

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

\_\_\_\_\_  
Faculty Advisor or Program Director

\_\_\_\_\_  
Date

## APPENDIX H: UA SCHOOL PSYCHOLOGY PERFORMANCE CONCERN PROCESS

### Orientation:

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

### Concern is Initiated:

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

### Minor Performance Concerns:

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

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

### Major Performance Concerns:

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

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

### Alleged Conduct Violations:

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

### Possible Consequences:

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

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

**APPENDIX I: UA SCHOOL PSYCHOLOGY PROFESSIONAL PREPARATION  
PROGRAMS PERFORMANCE CONCERN FORM**

**Student Name:**

**College:**

**Program:**

---

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

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

**Submitted by:**

**Date:**

**Position/Title:**

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

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

**APPENDIX J: UA SCHOOL PSYCHOLOGY PROFESSIONAL PREPARATION  
PROGRAMS RESPONSE TO PERFORMANCE CONCERN FORM**

**UA School Psychology Preparation Programs  
RESPONSE TO CONCERN FORM**

**Student Name:**

**College:**

**Program:**

---

**Met with student on:**

**Summary of concerns that were discussed:**

**Next steps:**

**Director:**

**Date:**

**Student signature if needed:**

**Date:**

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



**APPENDIX K: UA SCHOOL PSYCHOLOGY PROFESSIONAL PREPARATION  
PROGRAMS PROFESSIONAL GROWTH PLAN**

**UA School Psychology Preparation Programs  
PROFESSIONAL GROWTH PLAN**

**Student Name:**

**Date:**

**College and Program:**

**Professional Growth Team Members:**

**STRENGTHS** *(Optional)*

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

<b>Standards/Areas of Concern</b>	<b>Changes &amp; Expectations</b>
<b>Learning Environment</b>	
<b>Measures</b>	
<b>Support</b>	
<b>Planning and Preparation</b>	
<b>Measures</b>	
<b>Support</b>	
<b>Instruction and Assessment</b>	
<b>Measures</b>	
<b>Support</b>	
<b>Professionalism and Growth</b>	
<b>Measures</b>	
<b>Support</b>	

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

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

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

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

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

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

**SIGNATURES**

Professional Growth team member name & role	Signature	Date
Professional Growth team member name & role	Signature	Date
Professional Growth team member name & role	Signature	Date

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

Student Signature	Date
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**Subsequent Professional Growth Plan (PGP) Meeting Notes**

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

**SIGNATURES**

_____ Professional Growth team member name & role	_____ Signature	_____ Date
_____ Professional Growth team member name & role	_____ Signature	_____ Date
_____ Professional Growth team member name & role	_____ Signature	_____ Date

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

_____ Student Signature	_____ Date
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As of _____, the student has successfully met the expectations delineated in this Professional Growth Plan.	
_____ Program Director Signature	_____ Date

## APPENDIX L: UA SCHOOL PSYCHOLOGY PROFESSIONAL PREPARATION PROGRAM PROFESSIONAL STANDARDS

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

### Academic Standards

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

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

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

### Behavior Standards

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

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

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

### **Knowledge of the Standards**

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

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

### **Adherence to Standards**

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

## **APPENDIX M: CODE OF ACADEMIC INTEGRITY**

### University of Arizona

#### **PRINCIPLE**

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

For further clarification, please visit the following website:  
<<http://deanofstudents.arizona.edu/codeofacademicintegrity>>

#### **PROHIBITED CONDUCT**

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

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

#### **STUDENT RESPONSIBILITY**

Students engaging in academic dishonesty diminish their education and bring discredit to the academic community. Students shall not violate the Code of Academic Integrity and shall avoid situations likely to compromise academic integrity. Students shall observe the generally applicable provisions of this Code whether or not faculty members establish special rules of academic integrity for particular classes. Students are not excused from complying with this Code because of faculty members' failure to prevent cheating.

## **FACULTY RESPONSIBILITY**

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

## **STUDENT RIGHTS**

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

## **ACADEMIC INTEGRITY PROCEDURES**

### **I. Faculty-Student Conference**

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

If the evidence supports a finding that the student has engaged in misconduct, the faculty member shall impose sanctions after considering the seriousness of the misconduct, the student's state of mind, and the harm done to the University and to other students. In addition, the faculty member shall consider mitigating and aggravating factors in accordance with the provisions of ABOR Policy 5-308.H. A faculty member may impose any one or a combination of the following sanctions: a written warning, loss of credit for the work involved, reduction in grade, notation of the violation(s) on the student's transcript, a failing grade in the course, or revocation of a student's degree. The

faculty member may also impose a sanction of suspension or expulsion from the program, department, college, or University. When appropriate faculty members may also assign students to participate in educational sanctions that address the violation of this Code. If the faculty member assigns a notation on the transcript, suspension or expulsion from the University or revocation of a degree as a sanction, the student is automatically granted an appeal to the Dean of the College. Within 10 days of the conference, the faculty member shall prepare a written decision outlining the charges, evidence, findings, conclusions and sanctions imposed. The faculty member should use the standard form entitled "Record of Faculty-Student Conference," and furnish copies to the student (as provided in the "Notice" section under General Provisions) and to all others as noted on the form, including the Dean of Students Office. When possible, the faculty member should have the student sign the "Record of Faculty-Student Conference." See the General Provisions section for Grade before Appeals.

## **II. Additional Sanctions for Multiple Violations**

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

## **III. Appeal to Dean of the College**

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

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

1. that the conclusion of a violation is not supported by the evidence, then he/she shall render a finding of no violation and that the sanction(s) imposed be overturned.



2. that the conclusion of a violation is supported by the evidence and the sanction imposed is appropriate, then he/she shall uphold the faculty member's decision and sanction(s).
3. that the conclusion of a violation is supported by the evidence, and the sanction(s) imposed are inadequate or excessive, then he/she shall modify the sanction(s) as appropriate.

The Dean of the College shall notify the student, the faculty member and the Dean of Students in writing of his/her decision as provided in the "Notice" section under General Provisions. The Dean of the College should use the form entitled "Record of Appeal to Dean of the College" for this purpose. If the Dean of the College decides no violation occurred, all reference to the charge shall be removed from the student's University records, and the student may continue in the class without prejudice. If the semester has ended prior to the conclusion of the appeal process, the faculty member shall calculate the grade without the sanction. If work was not completed due to the academic integrity allegation, the faculty member and the student shall confer and a grade of "I" shall be assigned. If a grade of "I" is assigned, the student shall have the opportunity to complete any remaining work without prejudice within the timeframe set forth in the student's academic catalog.

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

#### **IV. Interim Action**

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

## V. Appeal to University Hearing Board

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

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

## GENERAL PROVISIONS

### Academic Days

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

an alleged violation during Pre-Session, Summer Sessions, or Winter Session shall proceed at the availability of the Dean of the College or if unavailable, the Dean's designee.

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

#### Academic Dean

The Academic Dean is the Dean of the academic college where the student's major is housed. In the case of dual degree students, the Dean of the student's primary major college will hear the appeal. Under this Code, the Academic Dean may designate another member of the college administration to act on his/her behalf.

#### Advisor

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

#### Dean of the College

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

#### Dean of Students

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

#### Grade Before Appeals

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

#### Graduate Students

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

#### Notice

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

### Record

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

### Rights and Responsibilities of Witnesses

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

### Students or Faculty Not Available For Conference

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

### Students Not In Class

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

### Role of the Department Head

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