THE UNIVERSITY OF ARIZONA®

Arizona's First University.

Educational Specialist Degree

in School Psychology Handbook

The University of Arizona

Tucson, Arizona and Chandler, Arizona

2013

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Chapter 1
Overview, Philosophy, and Goals of the School Psychology PhD Program at the University of Arizona

Purpose of the Handbook and Students' Obligation

This handbook is prepared for students admitted into the EdS Program in School Psychology in Tucson and Chandler. Program applicants can find admission requirements and procedures at coe.arizona.edu/dps/apply. Although constructed for students, the Handbook is consulted frequently by University of Arizona faculty. As such it signifies a written document in which both students and faculty find policies, procedures, practices, expectations, and guidance regarding the EdS in School Psychology at the University of Arizona. Consequently, the 2013-2014 Handbook represents, in part, a contract between the Program and its incoming students. Both students and faculty are bound by its elements. Critically, the EdS Handbook and its contents change over time. This means that each incoming student cohort follows the information contained in its Handbook. In this case, the incoming 2013-2014 EdS cohort complies with policies contained herein; it is not bound to prior policies. Similarly, the 2013-2014 EdS cohort is not obliged to comply with policy changes that might appear in subsequent Handbook iterations. This Handbook applies to students beginning the University of Arizona EdS program on or after August 2013. It does not apply to students beginning before that date unless Program faculty approves a formal Change of Handbook request. As a student enrolled at the University of Arizona, school psychology students must also comply with general University of Arizona student rules and with Graduate College policies. The EdS Handbook describes requirements in accordance with overarching university policies. However, when there is disagreement or when other official sources (e.g., Graduate College) impose different or more stringent requirements, then the latter requirements apply. Critically, students are obliged to familiarize themselves with the contents of this Handbook and with Graduate College policies (grad.arizona.edu/). It is these written documents—not informal practices, verbal statements, or supposition—that embody the University of Arizona's pact with its EdS School Psychology students. When students have a Program-related question, this is the place to look.

Program Overview

The University of Arizona (www.arizona.edu/) is the flagship institution in the State of Arizona and one of the leading universities in the country. The Carnegie Foundation gave Arizona its highest classification for research activity (VH, "very high"). The university is also a Land Grant university and a member of the prestigious Association of American Universities. The School Psychology Program resides within the Department of Disability and Psychoeducational Studies, a department within the College of Education. The School Psychology Program at the University of Arizona has trained school psychologists since the 1960s. During this time, the University of Arizona's philosophy and methods for training school psychologists have evolved to keep pace with a changing and increasingly diverse society and its needs. The EdS degree has been offered on the Tucson campus since the 1960's. Tucson students typically receive instruction from full-time UA Tucson faculty, and they enroll in courses with counterparts from the University of Arizona PhD program in school psychology. Under the joint auspices of the Department of Disability and Psychoeducational Studies and the Outreach College, UA school psychology students have been trained on the Chandler campus since 2012. Chandler students typically receive instruction by adjunct faculty members who are themselves currently-practicing school psychologists in the Phoenix

metropolitan area. Although course schedules and instructional staff differ, both campuses offer the same University of Arizona EdS degree.

University of Arizona's School Psychology Training Model

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

Program Goals and Objectives and Student Competencies

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

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

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

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

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

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

The Program also monitors its students regarding mastery of standards created by the National Association of School Psychologists (NASP). These ten training standards, coupled with their sub-

elements, indicate the array of skills and knowledge necessary for the effective and ethical practice of school psychology.

NASP Domains of Practice

Practices That Permeate All Aspects of Service Delivery

Domain 1: Data Based Decision Making and Accountability

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Domain 2: Consultation and Collaboration

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

Direct and Indirect Services for Children, Families, and Schools

Student-Level Services

Domain 3: Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

Systems-Level Services

Domain 5: School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

Domain 6: Preventive and Responsive Services

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

Domain 7: Family–School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

Foundations of School Psychological Service Delivery

Domain 8: Diversity in Development and Learning

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

Domain 9: Research and Program Evaluation

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

Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

The Importance of Goals and Their Measurement in the School Psychology Program

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

As a result of the Program's curriculum structure, students advance stepwise toward ultimate mastery of all Program Goals. It is central to the Program's philosophy that this progress is monitored and that students receive recurring feedback about their progress toward eventual attainment of Program Goals. The Program also monitors its students regarding mastery of standards created by the National Association of School Psychologists (NASP). The UA Program, consistent with NASP suggestions, uses "embedded course assessments" to document that students have mastered each of the 10 NASP standards. This is accomplished by judging student mastery of key skills and knowledge when students demonstrate technical mastery (reliable and valid administration of intelligence tests), applied skills

(e.g., completion of a functional behavioral analysis), or school psychology content knowledge (e.g., completion of a classroom paper based on a literature review). In turn, this and other information is reviewed during regular meetings between a student and his/her advisor, annual student evaluations that summarize each student's current-time status regarding Program goals, and by each student's creation of a Portfolio in which completed assignments, work products, and tangible indicators of progress in the Program (cross-referenced to Program goals) are retained. Thus, it is particularly important that each student familiarize him/herself with the Goals, and training standards listed above and with the Program's method of measurement. Likewise, regular student-advisor contact is indispensable to understanding the University of Arizona's Program philosophy, goals, and monitoring one's progress toward mastery of those goals. Finally, development of skills, knowledge, and refinement of professionalism does not stop when the EdS degree is granted. Such information comprises part of the formative and summative data the Program deems essential to long-term success in implementing its training philosophy and curriculum.

Chapter 2
Requirements for Earning the EdS in School Psychology

Students must satisfy a number of degree requirements to earn the EdS in School Psychology at the University of Arizona. These are presented in a tabular form (see Table 1), as well as in the text that comprises this chapter.

Plan of Study

Students must prepare, and have approved, a program of study. Table 2 below indicates required courses and the typical time frame for completion in both Tucson and Chandler. The student and the members of his/her advisor file the approved program of study using the form found online at grad.arizona.edu/current-students/forms. The Program's EdS curriculum was developed with three objectives in mind. First, the Program's curriculum permits students to complete requirements for certification in school psychology required by the Arizona Department of Education. Second, it facilitates graduates ability to seek the Nationally Certified School Psychologist (NCSP) credential offered by the National Association of School Psychologists. Third, by accessing elective and independent study courses, students' plans of study can afford opportunities to expand on their regular education and training curriculum in school psychology. This might be done, for example, by enrolling in optional courses in such areas as behavior disorders, learning disability, deafness/hard of hearing, blindness, school counseling, and rehabilitation counseling. These additional courses are only offered at the UA-Tucson Campus. It should also be noted that enrollment in such optional courses may increase the number of semesters that a student spends within the Program.

Regarding each student's Plan of Study, SERP 694b (School Psychology Practicum) and SERP 693b (School Psychology Internship) are particularly important. In these courses EdS students develop and refine their practice skills under close supervision. In light of their importance, both courses include detailed guidelines regarding students' eligibility to enroll (i.e., satisfaction of prerequisites), individualization of experiences during the course, possession of professional liability coverage and fingerprint clearance, and credentials of on-site supervisor. The Internship in School Psychology includes additional rules regarding the nature of the training site and its relationship to the intern (who is typically a paid employee). Consequently, it is essential that all students examine carefully the contents of the following appendices (Appendices F, G, H, I, J, K, L, and M) during their first year in the Program and recurrently as they approach these two key classes. Moreover, students should discuss the importance and their emerging preparedness for School Psychology Practicum with their advisor and the Coordinator of Internship repeatedly during their enrollment in the EdS Program.

Table 1
Comprehensive List of School Psychology EdS Program Requirements

Required Task	Handbook Description and Details	Approved by	Required Form	Suggested Completion Date
Plan of Study	Page 9	Committee	Gradpath	Qualifying Exam Meeting
EdS Qualifying Examination	Page 10	Committee	Student Forms	End of 1st year
Minimum Required Coursework for EdS Program	Page 10	Advisor/Graduate College	N/A	End of 2nd Year
Residency Requirement	Page 13	Advisor	N/A	N/A
EdS Comprehensive Examination	Page 13	Committee	Student Forms	End of 3rd Year
Minimum Academic Grades	Page 15	N/A	N/A	N/A
EdS School Psychology Internship	Page 14	-Advisor -Internship Coordinator -Internship Supervisor	Various Student Forms Found in Appendices	End of 3rd year

Qualifying Examination

All students must pass the EdS Qualifying Examination in route to earning their degree. Prior to sitting for the EdS Qualifying Examination, students select a committee made up of three school psychology faculty members, one of whom serves as chair of the examination committee (this person is also typically the student's advisor). The committee chair must be either a tenured or tenure-track faculty member or the Assistant Program Coordinator of the Chandler EdS program. Two other committee members are also selected and they must be tenured or tenure-track faculty members (Tucson campus). Working with his/her committee, the student schedules a time for the Examination and provides all committee members with a dossier. At least two of the committee members, one of whom is the advisor, must be present at the oral portion of the examination. The dossier must include the following: (1) a statement of the student's goals and objectives regarding becoming a certified school psychologist, (2) a statement focusing on his/her conceptualization of the role and function of a school psychologist, (3) a copy of his/her resume/vitae, and (4) a copy of his/her proposed EdS Plan of Study. Three Qualifying Examination Committee members must sign-off indicating their approval of the contents of each student's EdS Qualifying Examination dossier and the student's oral explanation and elaboration of the dossier during the Examination. Students on both the Tucson and Chandler campuses are advised to complete the EdS Qualifying Examination during their first year in the Program.

Minimum Coursework

The School Psychology EdS Degree Program requires a minimum of 66 graduate credits beyond the Bachelor's degree, 54 credits of which are exclusive of internship. Students enrolling for classes in UA Tucson and UA Chandler campus programs typically spend a minimum of three years of full-time study (one of which is a year-long internship) to complete their required coursework. Students are permitted to petition to transfer courses into their UA Program from another university. Courses from other institution are generally accepted for transfer only when they are equivalent regarding content, rigor, and institutional setting (e.g., department, college, university) with the UA course that they might

replace. In addition, for courses taken more than five years prior to admission, program faculty members typically require that the course is repeated or that the student take a proficiency examination. Once studies are initiated in the UA EdS program, students are expected to complete all course work at the University of Arizona. That is, Program students are not typically permitted to matriculate at another university while a Program student and then apply non-UA course work to fulfillment of Program requirements. Each student's advisor works to clarify issues related to minimum number of course hours and issues pertaining to transfer credits. For course descriptions, see the Academic Catalog (http://catalog.arizona.edu/); the UA course numbering system see the Graduate College website: https://grad.arizona.edu/academics/course-listing-and-numbering.

Table 2
Typical Course Sequence
Tucson Campus

	Fall Semester	**Spring Semester**
Year 1	SERP 549: Introduction to School Psychology	SERP 679: Educational & Psychological Assessment of Children
	SERP 674b: Cognitive Assessment	SERP 696b: Neuropsychological Basis of Behavior & Learning^
	SERP 601: Cognition & Development	SERP 696c: Professional Standards, Ethics, & Issues in School Psychology
	SERP 699: Psych Measurement^	SERP 517: Behavior Modification in Schools
Year 2	SERP 685: Behavior Disorders	SERP 694b: School Psychology Practicum
	SERP 638: Psychological Consultation & Supervision	SERP 602: Early Childhood Assessment & Intervention
	SERP 677: Personality Assessment	SERP 686: Child Psychotherapy
	EdP 541: Statistical Methods in Education	SERP 545: Psychosocial, Cultural, & Familial Diversity in Counseling
	Elective Course*	Elective Course*
Year 3	SERP 693b: School Psychology Internship	SERP 693b: School Psychology Internship

Schedule with advisor
^New course and/or course content for 2013-14

Table 3
Typical Course Sequence
Chandler Campus

Year 1	Summer Session I	Summer Session II
	SERP 549: Introduction to School Psychology	SERP 674b: Cognitive Assessment
	SERP 559: Cultural Diversity	SERP 696c: Professional Standards, Ethics, & Issues in School Psychology
Year 1	Fall Semester	Spring Semester
	SERP 517: Behavior Modification in Schools	SERP 638: Psychological Consultation & Supervision
	SERP 679: Educational and Psychological Assessment	SERP 677: Personality Assessment
	SERP 685: Behavior Disorders	SERP 694b: School Psychology Practicum
	SERP 686: Child Psychotherapy	SERP 602: Early Childhood Assessment & Intervention
Year 2	Summer Session I	Summer Session II
	SERP 696b: Neuropsychological Basis of Behavior & Learning^	SERP 601: Cognition & Development
	SERP 699: Psych Measurement	SERP 600: Learning and Instruction
	Fall Semester	Spring Semester
	SERP 693b: School Psychology Internship	SERP 693b: School Psychology Internship
	SERP 599: Independent Study	
Year 3	EDP 541: Statistical Methods in Education	

Schedule with advisor
^New course and/or course content for 2013-14

Each student's Plan of Study must include five credits of elective coursework. Students can select from the following courses, or another course related to the school psychology program, with advisor approval.

- SERP 412/512: School & Community Violence: Crisis Prevention, Intervention, & Response (Tucson Campus; Spring)
- SERP 500 Foundations of Special Education and Rehabilitation (Online or Tucson campus; Fall, Spring)
- SERP 502 Principles of Disability: Assessment and Intervention (Online; Fall, Spring, Summer)
- SERP 504 Cultural and Linguistic Diversity in Exceptional Learners (Online; Fall)

- SERP 505 Foundations of Learning Disabilities (Tucson campus; Fall)
- SERP 506 Introduction to School Counseling (Online; Fall)
- SERP 507a Academic Assessment of Students with High Incidence Disabilities (Tucson campus, Fall)
- SERP 507b Methods for Diagnosing Specific Learning Disabilities (Tucson campus, Spring; SERP507a is prerequisite)
- SERP 509 Foundations of High Incidence Disabilities (Online; Fall)
- SERP511a Basic Academic Skills for High Incidence Disabilities (Tucson Campus; Fall)
- SERP 511b Academic Applications for High Incidence Disabilities (Tucson Campus; Spring; SERP 511a is prerequisite)
- SERP 513 - Assessing and Educating Students with Intellectual & Severe Disabilities (Online; Spring)
- SERP 515 Assessment & Instruction: Learners with Low Incidence Disabilities (Tucson Campus; Fall)
- SERP 529a (Online; Fall, Spring, Summer; SERP501 is prerequisite)
- SERP 529b Advanced Positive Behavioral Support (Online; Fall, Spring, Summer; SERP502 & SERP 529a are prerequisites)
- SERP 547 Group Counseling (Online; Spring)
- SERP 564 Introduction to Learners with Autism Spectrum Disorders (Online; Fall)
- SERP 580 Medical Aspects of Disability (Online; Fall)
- SERP 600 Learning and Instruction (Chandler campus)
- SERP 688 Pediatric Psychopharmacology (Online; offered occasionally in summer)
- SERP 699-XX Independent Study (only two credits of either independent study or additional practicum may be taken toward the elective requirement)
- SERP 694-XX Practicum (only two credits of either independent study or additional practicum may be taken toward the elective requirement)
- EDP 614 Learning and Instruction (Tucson campus; Fall)
- EDP 641 Selected Applications of Statistical Methods (Tucson Campus; Spring)

***There may be limited offerings on the Chandler campus; however, students are welcome to enroll in a course offered on the Tucson campus or one of the courses available online.

Residency Requirements

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

EdS Comprehensive Examination

Students are required to pass the Educational Specialist Comprehensive Examination to be awarded the EdS degree in school psychology. UA EdS students have two options. Which option is better for each student should be discussed with his/her advisor.

(1) Earn a passing score, using the minimum pass value required by the National Association of School Psychologists on the National Association of School Psychologists (NASP) Nationally Certified School Psychologist (NCSP) Praxis II examination. The minimum passing score at the time this document was prepared is 165, but the minimum score may change over time as determined by the National Association of School Psychologists. More information can be found at the University of Arizona Testing Office website at http://www.testing.arizona.edu/tests.php. Testing deadlines can be found at the Praxis' website at http://www.ets.org/praxis/register/centers_dates/praxisii_deadlines/

(2) Pass the UA Program's EdS Comprehensive Examination, which is a four hour written examination. The examination is administered and scored by the student's EdS Comprehensive Committee, a committee consisting of the student's academic advisor and two other school psychology faculty members. If a student is interested in taking this examination, she/he should contact his/her advisor at least three months prior to scheduling of the exam.

It is the policy that if a student fails either the UA Program's EdS Comprehensive Examination or the Praxis II examination twice, she/he will be terminated from the Program. However, a student may appeal to the DPS Department Head for a third examination attempt.

EdS School Psychology Internship

The School Psychology internship is a capstone experience designed to help students complete mastery of program-related competencies and refine their school psychology practice skills. Internship programs are selected in collaboration with the academic advisor and approved as acceptable by the Coordinator of Internship. In order to receive a grade for their Internship, students must take and pass the written EdS Comprehensive Examination offered through the School Psychology Program or take and pass the PRAXIS II Examination with a minimum pass score of 165.

UA EdS students can fulfill internship requirements in the following ways (1) full-time work (40 hours weekly) at an internship program within a school district for one academic year (minimum of 1200 hours), or (2) half-time (20 hours weekly) at an internship program in a school district over a maximum of two years (minimum of 1200 hours over the two year period). Students must register for the School Psychology Internship course each semester that they are on internship.

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

Chapter 3
Additional Information and Policies
Coursework and Grades

Guarantee of Course Syllabi

At the beginning of each semester, professors are required to provide students with a course syllabus. The syllabus contains an outline of course content and requirements that the student will complete during the semester. As such, the syllabus specifies particular requirements that must be completed by students in order to receive a grade in the course. Thus, a course syllabus is considered a contract between the professor and student. A professor may change course requirements and grading policies in a syllabus during the semester only if all students in the course agree. However, schedules within the syllabus to cover course content may be listed as tentative and adjusted based on students' needs.

Obligatory use of APA Style

All papers submitted in any course in the program are expected to conform to the most recent version of style manual of the American Psychological Association (APA). Consequently, students should familiarize themselves with the manual's content and refer to it frequently. The manual can be purchased online: the *Publication Manual of the American Psychological Association, Sixth Edition* (2010) http://www.apa.org.

Minimum Course Grades for School Psychology Courses

Professors award grades as follows: A, B, C, D, or E. Other grades for courses include Pass (P) and Satisfactory (S). According to the University of Arizona grading policies, a "C" grade is a passing grade but does not necessarily reflect graduate level competence**.** Students must maintain a minimum 3.0 cumulative grade point average on all course work in their Plan of Study to graduate. In addition, grades of C or lower are unsatisfactory for several key courses in the Program. Therefore, it is the policy of the School Psychology Program a "C" grade in any of the following courses requires that the student repeat the course and receive a grade of A or B to satisfy Program requirements.

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

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

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

Grades of "I" (Incomplete)

The grade of "I" for "Incomplete" may be awarded only at the end of the semester when only a minor portion a course's requirement remain incomplete. Students should make arrangements with the instructor to receive an incomplete grade *before* the last day of classes in a semester. Students have a maximum of one calendar year to remove an Incomplete. Incomplete grades are not included in the calculation of the grade-point average until one year from the date of the award. An Incomplete not removed within one year is replaced by a failing grade of "E" and counted as an "E" in determining the grade-point average. If there is a possibility that the student's cumulative grade-point average will fall below 3.00 through the conversion of Incomplete grades to failing grades, a student will not be permitted to graduate.

Withdrawal from a Course

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

Grade Appeal Procedure

Students having concerns about the grade they receive in a course should first contact the course instructor. If the concerns are not resolved at the instructor level, then the student may opt to contact the Director of the School Psychology Program, DPS Department Head, or follow a formal grade appeal procedure as described at http://grad.arizona.edu/academics/policies/grading-policies.

Discrimination and Anti-harassment Policy

Student Grievance Procedure

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

Discrimination and Anti-Harassment Policy

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

Title IX Officer
Mary Beth Tucker
Director, Office of Institutional Equity
University Services Building, Room 217
Phone (520) 621-9449

ADA/504 Compliance Officer
Sue Kroeger
Director, Disability Resource Center
Campus Health Center, Room 104
Phone (520) 621-7674; TTY (520) 621-3268

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

General Guidelines

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 serving faculty in designing educational environments that are inclusive. For more information, visit the DRC website at http://drc.arizona.edu/

Code of Academic Integrity

Integrity is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work is the student's own. Students engaging in academic dishonesty diminish their education and bring discredit to the academic community. Students shall not violate the Code of Academic Integrity and shall avoid situations likely to compromise academic integrity. Students shall observe the provisions of the code whether or not faculty members establish special rules of academic integrity for particular classes. Failure of faculty to prevent cheating does not excuse students from compliance with the code. Any attempt to commit an act prohibited by these rules will be subject to sanctions to the same extent as completed acts. The procedures for reviewing a suspected violation are found in the complete Code of Academic Integrity available in the Dean of Students Office, Old Main, Room 203, or visit http://deanofstudents.arizona.edu/codeofacademicintegrity.

Satisfactory Academic Progress

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

Satisfactory Academic Progress is appraised in three ways:

1. Graduate College GPA requirements (minimum 3.0 GPA) in all course work included in the student's Plan of Study
2. Grade of B or higher (or S or P in practicum or internship courses) in selected courses (see page 11) and
3. Program-related Milestones (see Table 4 below).

Table 4

Milestone	Date of completion to evidence Satisfactory Academic Progress
EdS Qualifying Examination	End of 2nd semester in Program
EdS Comprehensive Examination	End of 6th semester in Program
EdS Internship	End of 6h semester in Program

The School Psychology Training Program faculty reviews students' progress on an annual basis during the entire time they are in the program. 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.

Students' Leaves of Absence (LOA)

Academic Leaves

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

Medical Leaves

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

Personal Leaves

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

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

Leaves of Absence (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 Leave of Absence. Failure to obtain a Leave of Absence or remain in continuous enrollment may result in penalties (see Continuous Enrollment policy).

Student Surveys

The School Psychology Program periodically surveys its graduates and current students. This is necessary to obtain their opinions, perceptions, and recommendations about changes and modifications in the curriculum, policies, and governance practices. In addition, the Program uses these forms to obtain information about students' status in the program and maintain updated student records. In doing so, it follows FERPA guidelines.

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

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

- The Graduate College imposes a number of requirements for transfer of credits from other universities (see http://grad.arizona.edu/academics/program-requirements/doctor-of-philosophy/credit-requirements-and-transfer-credit). Among these are departmental level approval of transferred courses and credits. Students intending such transfer must submit a memo to Program faculty (via their advisor) describing their coursework proposed for transfer. If the proposed transfer coursework concerns the UA Program's curriculum (i.e., is not a course intended for use as an elective), then the student must make a case for the following: equivalence of content and rigor to UA courses. Consequently, the student's memo is expected to include an explicit rationale for equivalence and include a catalog course description from the prior university. In addition, a transcript must accompany the memo from the prior university, a course syllabus (include an indication of textbook used and a reading list), and copies of any work products required as part of the course. It is the student's responsibility to make his/her case for transferring prior coursework; faculty will base their judgments on material submitted by the student.

- Consistent with policies from the Graduate College, courses taken more than six years prior to admission may result in courses being repeated or the student taking a proficiency examination in the content area(s) covered by the proposed transferred course(s).

- Students may transfer no more than 20% of the total units required for the degree.

- In special circumstances, a student may have course requirements waived (i.e., due to previous coursework that is deemed equivalent), but once the number of units exceeds the number to be

transferred by the graduate college, alternative courses will need to be selected by the student and his/her advisor so the total units completed is 54 credit hours, exclusive of internship.

Fingerprint Clearance Card

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

Termination of a Student from the Program

The School Psychology Program follows the guidelines of the University of Arizona Graduate College regarding termination of students from the Program (see http://grad.arizona.edu/catalog/policies/). Primary possible reasons for termination concern unsatisfactory academic progress. In addition, if a student who fails the EdS Comprehensive Examination and/or the Praxis II twice, he/she will be terminated from the program unless the student appeals successfully with the DPS Department Head for a third examination.

When a student demonstrates unsatisfactory academic progress in the program, program faculty can recommend to the Graduate College, through the DPS department head, termination from the EdS Program in School Psychology. If the department head endorses the recommendation of the program faculty, the recommendation is then forwarded to the Dean of the Graduate College for review and action.

Chapter 4
Resources to Help Students Master Program Goals and Commence Lifelong Learning

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

Research and Field Study Resources

University Information Technology Services (UITS)

The University Information and Technology Services (UITS) Lab is located on the 1st floor of the Education Building, and is available for use as an electronic classroom equipped with 40 student machines containing the latest software. Computer equipment from the UITS can be borrowed both by faculty and students for making presentations in classes. For further information is available at: http://oscr.arizona.edu or (520) 621-6727.

Computer Center (UITS)

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

Main Library

The University of Arizona Library contains more than 1.5 million books, bound periodicals, microforms, maps, government publications and other materials. The library is committed to providing all possible support services to students to facilitate their learning and obtaining scholarly documents either within the library system, through inter-library loan, or via online computer database searches by visiting http://www.library.arizona.edu. The library even emails documents to students upon request.

Library (College of Law)

The College of Law Library is one of the best legal research facilities in the Southwest, with a collection of over 300,000 volumes. The latest in computer-based legal research is available through LEXIS and

WESTLAW, and there is a computer lab for word processing, computer assisted legal instruction, and research.

Library (University Medical Center)

The Arizona Health Sciences Library (AHS) is a member of the National Network of Libraries of Medicine (NNLM; http://nnlm.gov/). The primary purpose of AHD is to serve the students, faculty, and staff of the University of Arizona's Colleges of Medicine, Nursing, and Pharmacy, as well as University Medical Center. Library collections are also accessible for other members of the University of Arizona community. Research and professional practice articles important to school psychologists may be housed here. The AHS library collection contains 225,195 cataloged volumes, 95,357 monographs, 129,838 journals, micro fiche/files/cards 1799, and 90 computer software(s)/CD-ROM.

Office of the Vice President for Research

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

The School Psychology Assessment Materials Library

The Program has an extensive collection of assessment materials located in Room 402 of the Education Building. Included are measures of intelligence, aptitude, psychomotor abilities, personality, achievement, and neuropsychological functioning. Also available are various software-scoring programs (e.g., WISC-IV, WPPSI-IV, WAIS-IV, W-J-III, K-ABC-III). Material can be examined in the library or can be check out by office staff in Room 412. It is impermissible to remove material from 402 without checking it 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 in test kits or the manual found within them. Lost, unreturned, damaged or altered kits may result in replacement costs for students. Such costs are frequently large.

Financial Assistance

The past few years have witnessed increased tuition costs with static or declining financial support for students. The School Psychology Program is keenly aware of these realities. There are three important potential sources for EdS students to consider. First, many graduate students across campus and, in the EdS School Psychology Program, find support as research assistants (RA), graduate assistants assigned to particular projects or campus centers (GA), or graduate teaching assistants (TA). Assistantships are rarely available on the Chandler campus given its execution through the Outreach College and its distance from most other UA academic units. Tucson students almost always locate independently these

positions. They do so by inquiring, watching for job postings, checking with their advisor, networking with other students, and remaining scrupulously self-starting and proactive. More information on these positions can be found here: https://grad.arizona.edu/financial-resources/ua-resources/employment/GA.

Second, extra-university agencies, companies, and schools sometimes offer part-time positions related to psychology. Sometimes the same is true of university units whose positions do not involve RA, GA, or TA tasks. Occasionally, these positions permit simultaneous training and employment possibilities. When this is the case and adequate supervision is available, students may be able to use such a job to acquire field work hours. As always, policies indicated in this Handbook and discussion with one's advisor must be followed. Like the RA, GA, and TA positions above, securing a part-time job in psychology requires vigilance.

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

Field Experience and Practicum Resources

The Program enjoys strong affiliations with numerous public schools, as well as on-campus and off-campus service organizations approved for supervised fieldwork and practicum experiences. These affiliations afford students a range of opportunities to develop skills in: consultation, therapy, assessment and diagnosis, and direct intervention under the supervision of certified school, licensed psychologists, and allied professionals. Consistent with the scholar-practitioner model, students advance toward mastery of Program objective as they work in collaboration with university faculty and community professionals. The Program works hard to secure community professionals who model lifelong learning and exemplify professionalism compatible with Program objectives. The following sites have recently provided supervision of psychological services to our EdS students:

    Amphitheater Public Schools
    Catalina Foothills School District
    Chandler Unified School District
    Douglas Arizona School District
    Flowing Wells School District
    Gilbert Public Schools
    Indian Oasis Unified School District
    Kyrene Elementary School District
    Marana School District
    Paradise Valley School District
    Phoenix Unified School District
    Safford Arizona Public Schools
    Sahuarita Unified School District
    Tucson Unified School District
    Vail Unified School District

Student Support Services

Counseling and Psychological Services (CAPS)

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

The Strategic Alternative Learning Techniques (SALT) Center

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

Chapter 5
Additional Information: Student Outcomes, Course Registration, Housing

The following information was compiled for the National Association of School Psychologists regarding the University of Arizona's program.

STUDENT ENROLLMENT AND ADMISSIONS DATA
Table 5

Dimension	University of Arizona's 2012-2013 EdS data
Number of students who *applied* to the program for 2012/2013	14
Number of students *accepted for admission* to the program excluding waitlisted applicants in 2012/2013	10
Total Enrollment in 2012/2013 (including current interns)	19
Number of current students in first year of program (2012/2013)	10
Number of current interns (2012/2013)	4

FINANCIAL SUPPORT FOR STUDENTS

Table 6

Dimension	University of Arizona's 2012-2013 EdS data
Percent of *first year* students who received a graduate assistantship, traineeship, scholarship, or fellowship	10%
Percent of *all* students (excluding interns) who received a graduate assistantship, traineeship, scholarship, or assistantship	10%
Minimum number of work hours per week required for assistantships/traineeships (may provide a range)	0-20
Typical academic year stipend for assistantships/traineeships (may provide a range)	$1,000-$9,000
Typical number of credit hours covered by assistantship/traineeship tuition waiver each semester (if none, write "0")	One-half tuition covered (6, minimum)
Percent of current *interns* who received a stipend or pay for completing internship.	100%
Median internship stipend or pay for current interns (may provide a range)	$20,000-$25,000
Special notes regarding financial aid (may provide URL link if more details available on program website)	N/A

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

University tuition and education-related costs vary according to a student's situation. Please use the following links to estimate what it would cost to be a student in the School Psychology EdS Program: Estimated Cost of a UA Education - please refer to the following: http://grad.arizona.edu/financial-resources/costs: information from the Graduate College Tuition and Registration Costs per Semester - please refer to the following: http://www.bursar.arizona.edu/students/fees/

General Information for Students Admitted to the Program

Housing

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

Registration

After the student is admitted to the Graduate College, he or she can register through the Online Registration System: UAccess (http://uaccess.arizona.edu), from any Internet enabled computer anywhere in the world. Please see the Office of Curriculum and Registration's instructions on their How to Register for Courses page (http://www.registrar.arizona.edu/registration/HowToReg/howto.htm). In order to utilize UAccess for registration, each student must know his/her NetID and password. In order to create a NetID, each student will need to know his/her student identification number, and

his/her personal identification number, both of which are supplied in the Certificates of Admission received from the Graduate College. For additional information concerning registration procedures, consult the latest copy of the Schedule of Classes, which can be obtained via Internet at http://registrar.arizona.edu/schedules/general.htm.

Chapter 6
Faculty Members and Their Eligibility for Advisement and Committee Membership Roles

Faculty members fulfill many important roles for EdS students. This includes academic and clinical advisement, as well as modeling the roles, values, and skills needed for professional practice. Initial faculty advisor-student assignments are made prior to a student's entry to the program. These assignments represent temporary matching of students and faculty members. Students often retain the same advisor throughout their time in the program; however, students are free to select a new advisor at their own discretion. When selecting an advisor, students should consider a faculty member whose practice and professional goals and interests closely align with their own. If a student is considering a move to a new advisor, he/she 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 the initial advisor, as well as the designated department secretary, of this change. Selecting a new advisor typically does not occur before the conclusion of the student's first semester in the program. Supported by two committee members (see Chapter 2), the academic advisor conducts the EdS Qualifying Examination. It is important that students select an academic advisor and committee compatible with his/her interests. To this end, concise information on faculty members, and their eligibility for these roles, follows.

School Psychology Full-Time Faculty

**David L. Wodrich, Professor and Program Director-*eligible as chair or committee member*
(PhD, Arizona State University)**

Dr. Wodrich 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.

**Katie Eklund, Assistant Professor-*eligible as chair or committee member*
(PhD, University of California, Santa Barbara)**

Dr. Eklund received her Bachelor of Arts in Psychology and Bachelor of Social Work degrees from Valparaiso University and her Masters degree in Social Work from the University of Michigan. She received her doctorate in Counseling, Clinical, and School Psychology from the University of California, Santa Barbara. Dr. Eklund completed her pre-doctoral psychology internship on Fort Carson Army Base in Colorado Springs, CO.

Dr. Eklund has worked in public education for the last 12 years as a school psychologist, school social worker, and school administrator. During that time she has also served as an adjunct professor in psychology and teacher education at the University of Denver, Westmont College, and the University of California, Santa Barbara. Dr. Eklund also served as a trainer on Response to Intervention and Problem Solving and Consultation for the Colorado Department of Education. Dr. Eklund has co-authored a number of publications on universal screening for behavioral and emotional concerns in children and youth, positive psychology and school climate, and suicide assessment. Her ongoing research interests include prevention and early intervention for childhood behavioral and emotional problems, positive psychology, support for military children and families, and school-based problem solving and consultation. Dr. Eklund's teaching interests are in the areas of school-based academic and behavioral interventions, child and adolescent psychotherapy, problem solving and consultation, and crisis intervention. She currently teaches courses in Cognitive Assessment, Consultation and Supervision, Crisis Prevention & Response, and School Psychology Practicum.

Michelle Perfect, Assistant Professor-*eligible as chair or committee member*
(PhD, University of Texas-Austin)

Dr. Perfect received her BS in Psychology and History from Ithaca College (NY), her MA 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 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 was the College of Education's 2012 Erasmus Fellow. Dr. Perfect's current areas of teaching include: child development; child psychotherapy; early childhood assessment and intervention, and school-community mental health service delivery practicum. Other areas of research and teaching interests include: pediatric psychology; child and adolescent mental health; psychopharmacology; childhood maltreatment; and personality assessment.

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

Dr. Sulkowski received his BS 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.

As a clinician and evaluator, Dr. Sulkowski has worked with a range of diverse populations and he has developed competence in assessing and treating childhood mood, anxiety, tic, obsessive-compulsive spectrum, and disruptive behavior disorders. Dr. Sulkowski is researching how youth participate in and are impacted by bullying, incidents of peer aggression, and school violence. In addition, he is exploring the role of bystanders (e.g., other students, caregivers, teachers) on bullying incidents, threats of violence, and aggressive behaviors in youth. Dr. Sulkowski also is interested in increasing the provision of mental health services in schools, reducing school violence, and in fostering nurturing learning environments.

Adjunct School Psychology Faculty

**Marsha Spencer, Adjunct Assistant Professor-*eligible for committee member in Chandler*
(PhD, Arizona State University)**

Dr. Spencer received her BS in Psychology and Sociology from Iowa State University, her MA in Educational Psychology from Arizona State University, and her PhD in Educational Psychology from Arizona State University. She is a Licensed Psychologist in Arizona and a Nationally Certified School Psychologist. Dr. Spencer worked for the Tempe Elementary School District as a School Psychologist for 4 years before coming to the University of Arizona. She is currently the Assistant Program Coordinator of the UA-Chandler EdS Program in School Psychology.

**Kristin Thompson, Adjunct Assistant Professor-*eligible for committee member*
(PhD, University of Arizona)**

Dr. Thompson received her BS in English and Psychology from Luther College (Iowa) in 2004, and her PhD in School Psychology from the University of Arizona in 2010. She completed her APA-accredited pre-doctoral psychology internship at Ethan Allen School (Wisconsin Department of Corrections), an APA accredited internship program, and a one year supervised postdoctoral psychology combined internship at the University of Arizona and the Southern Arizona Neuropsychology Associates (Tucson, AZ). She is a Nationally Certified School Psychologist and Licensed Psychologist (Arizona). Dr. Thompson's research interests are in the area of the relationship between academic achievement, disability, and delinquency; factors contributing to recidivism in delinquency; intervention and prevention programs for at-risk youth; and interventions for disruptive behavior disorders. Her teaching interests are in the area of cognitive, behavioral, and emotional assessment; ethics in school psychology; neuropsychology; psychopathology; school violence and bullying; and child and adolescent psychotherapy. She teaches the Psychoeducational Assessment course, is the Coordinator of the School Psychology Internship course, and supervises the psychological and psychoeducational services at the UA College of Education's Wildcat Charter School.

School Psychology Emeritus Faculty

**Shitala P. Mishra, Professor Emeritus-*eligible for committee member*
(PhD, University of Oregon)**

Dr. Mishra retired from the University of Arizona in May 2011, where he was a professor of school psychology since 1968. Dr. Mishra has been the recipient of many honors over his distinguished career, including Fellow, Institute of International Education; Watumull Memorial Dissertation Award; Outstanding Faculty Award, UA Asian-American Faculty and Staff Association; Outstanding Minority

Student Recruitment Award, U.S. Navy Minority ROTC Recruitment Office; and, Outstanding Faculty Mentor Award, Arizona Hispanic School Administrators Association.

Dr. Mishra's areas of academic interest include: measurement, testing, statistical methodology; school psychology sampling, research, design and cross-cultural research; human learning and cognition; non-discriminatory assessment; and assessment of human exceptionalities. His research studies focus on cognitive processes underlying IQ test performance in minority youth.

Richard J. Morris, Professor Emeritus, *eligible for committee member*
(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.

John Obrzut, Professor Emeritus, *eligible for committee member*
(PhD, University of Minnesota)

Dr. Obrzut retired from The University of Arizona in May 2011, where he was a professor in the school psychology program since 1984. Before coming to the University of Arizona he was a professor for ten years at the University of Northern Colorado in the Department of Professional Psychology. Since graduating from the University of Minnesota, he has written and carried out research primarily in the area of brain-behavior relationships with children who experience learning disabilities. His written work consists of over 150 articles published in professional books and journals. He has also done extensive editorial work for numerous psychological journals.

Dr. Obrzut's research interests include neuropsychology and learning disabilities, developmental neuropsychology, and developmental dyslexia. His teaching specialty areas include: practice of school psychology, neuropsychological basis of learning and behavior, theoretical basis of intelligence, and personality assessment.

APPENDIX A

GOALS AND OBJECTIVES FOR SCHOOL PSYCHOLOGY PRACTICUM

The following are a list of goals and objectives defining the criteria for the successful completion of the 694B practicum experience. After each objective is met, the field supervisor signs an "objectives checklist" to establish that a particular goal has been successfully accomplished (specific feedback regarding the viability of the practicum objectives will be accomplished during on-site visitation by university supervisors).

I. Orientation to Public School Organization

Goal: To develop a broad understanding of the organizational framework of the public schools.

Objectives: Each student will:

_____be assigned to either an elementary, junior or senior high school for a minimum of 10 hours/week for 15 weeks for Ed. S. and 15 hours/week for PhD students.

_____spend a minimum of 10 hours/week either at the site or in an appropriate setting necessary for fulfilling the requirements listed in this section for EdS students and 15 hours/week for PhD students.

Goal: To provide general orientation to administrative policies and personnel practices in the public schools.

Objectives: Each student will:

_____attend a building principal and classroom teachers staff meeting;

_____attend at least three multi-disciplinary conferences for determining special education placement.

Goal: To thoroughly acquaint the student with the role and function of the various specialists on the school staff.

Objectives: Each student will:

_____spend at least three hours in a classroom for children diagnosed with moderate and/or cognitive impairment (observing and working with children);

_____spend at least three hours in a cross-categorical classroom observing and working with children;

    _____spend at least three hours in a regular classroom setting;

    _____spend at least three hours in a regular class setting observing and working with children.

Goal: To become familiar with the office and the clerical procedures involved in the psychological services in the school.

    Objectives: Each student will:

    _____inspect and report on the record keeping system in the school;

    _____maintain a daily log of activities (e-logs).

II. Community Resources

Goal: To acquaint the student with community resources which may support psychological services.

    Objectives: Each student will:

    _____compile a list of both public and private facilities and professional personnel with their function and fee which are potential support facilities to the school;

    _____PhD students will collect individual lists and put together a more complete list to share with all students.

III. Problem Identification

Goal: To develop proficiency in the identification of learning and adjustment problems in children and youth.

    Objectives: Each student will:

    _____conduct two problem identification interviews with school personnel and/or parents and record the target behaviors identified for modification at each of the following grade levels: Grades 1-3 and Grades 4-12 to the satisfaction of the supervisor;

    _____PhD students will apply relevant research to this task.

IV. Problem Analysis and Intervention Planning

Natural Environment Assessment

Goal: To develop proficiency in the observation and recording of behaviors in the natural environment.

Objectives: Each student will:

_____engage in four direct classroom observations and record data on behaviors targeted for modification to the satisfaction of the supervisor;

_____consult with two school personnel and/or parents for the purpose of having them collect data concerning the target behaviors identified for modification to the satisfaction of the supervisor.

Assessment in a Testing Setting

Goal: To develop proficiency in the administration, scoring, and interpretation of comprehensive intellectual assessment devices.

Objectives: Each student will:

_____administer at least one comprehensive intellectual assessment device without error to individuals at each of the following grade levels: Preschool/Kindergarten, Grades 1-3, and Grades 4-12;

_____score at least two out of three consecutive intellectual assessment devices with no major errors;

_____interpret observations and intellectual assessment data to the satisfaction of the supervisor.

_____PhD students will formally write up their assessment with relevant research findings included.

Goal: To develop proficiency in the individual assessment of reading skills.

Objectives: Each student will:

_____develop and report a procedure (formal and/or informal) for the assessment of reading skills;

_____use the procedure in the assessment of reading skills of one individual at each of the following grade levels: Preschool/Kindergarten, Grades 1-3, Grades 4-12 to the satisfaction of the supervisor

_____PhD students will formally write up their assessment with relevant research findings included.

Goal: To develop proficiency in the individual assessment and reporting of math skills.

Objectives: Each student will:

_____develop and report a procedure (formal and/or informal) for the assessment of math skills;

_____use the procedure in the assessment of math skills of at least one individual at each of the following grade levels: Preschool/Kindergarten, Grades 1-3, and Grades 4-12.

_____PhD students will formally write up their assessment with relevant research findings included.

Goal: To develop proficiency in the collection of data in a testing setting concerning an individual's social-emotional development.

Objectives: Each student will:

_____develop and report a procedure (formal and/or informal) for the assessment of social-emotional development;

_____use the procedure in the assessment of social-emotional development of at least one individual at each of the following grade levels: Preschool/Kindergarten, Grades 1-3, and Grades 4-12.

_____PhD students will include research information about their cases

V. Written Communication

Goal: To develop proficiency in writing psychoeducational reports.

Objectives: Each student will:

_____submit and have approved by a supervisor at least three psychoeducational reports.

_____PhD students will submit these for their DPS portfolios.

VI. Research

Goal: To develop research skills and their application to problems in the school.

Objectives: Each student will:

_____write a research proposal to investigate a problem in the school

(follow APA writing format).

_____PhD students will submit this (including literature review) for their DPS portfolio.

APPENDIX B

PRACTICUM STUDENT PERFORMANCE EVALUATION FORM
School Psychology Program
University of Arizona
 Completed by: University Supervisor_____; Field Supervisor_____; Self:_____)

Name of Student _____   Date _____
School/Agency _____   Semester _____
Site Supervisor _____
University Supervisor _____

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

Did you have regularly scheduled supervision time: [ ] Yes   [ ] No
Frequency of supervision   [ ] Daily   [ ] Weekly
Duration of supervision sessions   [ ] 1 hour/week   [ ] 2 or more hours/week

B. Please circle the response that best represents the student's ability (compared to other EdS or PhD students you have supervised) in the areas listed below. Please comment on the student's strengths and challenges in each area.

1. Demonstrates sound diagnostic reasoning and decision-making skills based on the formulation and testing of preliminary hypotheses with appropriate procedures, and data-based decision making.

Poor	Fair	Adequate	Good	Excellent	No Opportunity	No Opportunity to
1	2	3	4	5	to Observe	Observe

a. Observation Skills

Poor	Fair	Adequate	Good	Excellent	No Opportunity	No Opportunity to
1	2	3	4	5	to Observe	Observe

b. Interviewing Skills

Poor	Fair	Adequate	Good	Excellent	No Opportunity	No Opportunity to
1	2	3	4	5	to Observe	Observe

2. Develops a broadly conceived plan of assessment, to include important contextual factors and selection of most appropriate evaluation methods for gathering relevant data.

Poor	Fair	Adequate	Good	Excellent	No Opportunity	No Opportunity to
1	2	3	4	5	to Observe	Observe

a. Testing Skills

Poor	Fair	Adequate	Good	Excellent	No Opportunity	No Opportunity to
1	2	3	4	5	to Observe	Observe

b. Report Writing Skills

Poor	Fair	Adequate	Good	Excellent	No Opportunity	No Opportunity to
1	2	3	4	5	to Observe	Observe

3. Develops and implements interventions that are consistent with, and grounded in a diagnostic problem-solving and assessment process.

Poor	Fair	Adequate	Good	Excellent	No Opportunity	No Opportunity to
1	2	3	4	5	to Observe	Observe

a. Therapy/Counseling Techniques and Skills

Poor	Fair	Adequate	Good	Excellent	No Opportunity	No Opportunity to
1	2	3	4	5	to Observe	Observe

b. Consultation Skills

Poor	Fair	Adequate	Good	Excellent	No Opportunity	No Opportunity to
1	2	3	4	5	to Observe	Observe

4. Demonstrates ability to interpret assessment and intervention results to clients, colleagues, and/or parents at ARC meetings, parent and teacher conferences, etc.

Poor	Fair	Adequate	Good	Excellent	No Opportunity	No Opportunity to
1	2	3	4	5	to Observe	Observe

5. Demonstrates effective interpersonal skills with clients and colleagues, appropriate to functioning as a professional school psychologist.

Poor	Fair	Adequate	Good	Excellent	No Opportunity	No Opportunity to
1	2	3	4	5	to Observe	Observe

6. Knows limits of personal and professional competencies and responds accordingly through process of supervision.

Poor	Fair	Adequate	Good	Excellent	No Opportunity	No Opportunity to
1	2	3	4	5	to Observe	Observe

7. Is sensitive to cultural differences, diversity of values, and community standards.

Poor	Fair	Adequate	Good	Excellent	No Opportunity	No Opportunity to
1	2	3	4	5	to Observe	Observe

8. Identifies and applies relevant legal standards.

Poor	Fair	Adequate	Good	Excellent	No Opportunity	No Opportunity to

| 1 | 2 | 3 | 4 | 5 | to Observe | Observe |

9. Identifies and applies relevant ethical considerations and standards.

Poor	Fair	Adequate	Good	Excellent	No Opportunity	No Opportunity to
1	2	3	4	5	to Observe	Observe

10. Demonstrates knowledge of school policies and procedures.

Poor	Fair	Adequate	Good	Excellent	No Opportunity	No Opportunity to
1	2	3	4	5	to Observe	Observe

11. Shows evidence of professional growth during practicum.

Poor	Fair	Adequate	Good	Excellent	No Opportunity	No Opportunity to
1	2	3	4	5	to Observe	Observe

12. Shows familiarity with and competency in using technology (scoring software, assistive technology, etc.) in delivering school psychological services.

Poor	Fair	Adequate	Good	Excellent	No Opportunity	No Opportunity to
1	2	3	4	5	to Observe	Observe

Overall Strengths and Challenges

Overall Strengths:

_____

_____

_____

Recommendation for Improvement:

_____

_____

_____

Overall Evaluation (circle one)

FAIL   NEEDS IMPROVEMENT   PASS   PASS (OUTSTANDING)
            Supervisor: Please indicate your recommendation for this individual.

Spring Semester [for Fall]

            [ ] Ready to advance to full-time internship
            [ ] Other _____

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

_____   _____

Student's Signature   Date

_____   _____

Site Supervisor's Signature   Date

_____   _____

University Supervisor's Signature   Date

APPENDIX C

ELIGIBILITY CRITERIA FOR PRACTICUM

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

a. The student has been accepted by the Department of Disability and Psychoeducational Studies into the Doctoral (PhD) Program in School Psychology.
b. The student has successfully completed the following courses *(incompletes are not acceptable)*:
    a. SERP 517 Behavior Modification and Theory in Schools and SERP 549 Introduction to School Psychology.
    b. SERP 638   Psychological Consultation and Supervision
    c. SERP 674B   Field Experience in Intellectual Assessment in Education
    d. SERP 677   Personality Assessment
    e. SERP 679   Educational and Psychological Assessment of Children
    f. SERP 685   Child Behavior Disorders and Adjustment
    g. SERP 696C   Professional Standards, Ethics and Issues in School Psychology
    h. Note: Concurrent enrollment, with instructor and advisor permission, may be permitted under special circumstances.
c. The student has completed a formal interview by the prospective placement supervisor or by his/her designee.

d. The student has received the written approval for the practicum from the Site Supervisor.

e. The student has been recommended for the practicum by his/her Academic Advisor in the School Psychology Program.

f. The student has submitted a practicum plan to the School Psychology Program's Coordinator of Practicum and Internships detailing the agreed-upon training objectives for the practicum.

g. The student has obtained professional insurance.

h. The student has obtained fingerprint clearance card.

I have met the above requirements. _____   _____

                                        Student Signature   Date

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

_____   _____

                         Advisor's Signature   Date

APPENDIX D

PRACTICUM-PLACEMENT FORM School Psychology Program

STUDENT INFORMATION

Student's Name: _____   Formal Interview Date: _____

Address: _____

Telephone: _____   _____ _____

                         Home   Work   Cell

Student's Degree: EdS _____   PhD _____

E-mail Address: _____@_____

AGENCY AND SITE SUPERVISOR INFORMATION

Name of Facility/Agency: _____   School District _____

Address: _____   Telephone: _____

Supervisor's Credentials: AZ School Psych. _____   NCSP _____ License (#): _____

Site Supervisor E-mail Address: _____@_____

Starting Date _____/_____/_____   Ending Date: _____/_____/_____

TENTATIVE SCHEDULE

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

*Indicate hours to be supervised—a minimum of two (2) is required; 3—4 hours is recommended.

_____   _____

Signature of Agency Supervisor   Signature of University of Arizona Supervisor

APPENDIX E

PRACTICUM COMPLETION LETTER

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

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

_____
Katie Eklund, PhD   Date
Licensed Psychologist (AZ Lic. #4426)
Field Supervisor and Adjunct Assistant Professor
School Psychology Program
University of Arizona
Phone: 626-3795

_____
David Wodrich, PhD, ABPP   Date
Licensed Psychologist (AZ Lic. #0445)
Professor and Director, School Psychology Program
University of Arizona
Phone: 621-7829

APPENDIX F

INTERNSHIP PLAN

SERP 693b
Internship in School Psychology
Instructor:
Fall and Spring semesters

As part of the requirements of the internship, an Internship Plan needs to be formulated that reflects the goals and objectives of your specific internship placement in the field. It should be no more than a one page document and it should include the following information:

1. Where the internship will take place (indicate population served)
2. Number of hours per week
3. Duration of your internship (beginning and ending dates)
4. Direct Supervisor(s) (indicate licensed or not: certified school psychologist, NCSP, etc.)
5. Number of hours face to face supervision
6. Salary for the year (or duration of the internship)
7. Goals and objectives of the internship
8. Duties that lead to the goals of the intern (e.g. psychological and psychoeducational assessment, curriculum based measurement, writing reports, consulting with teachers, classroom observations, functional analysis of behavior, development of interventions, presentations to schools or at workshops, research, etc.)

This plan needs to be signed by the intern, the site supervisor, and the University of Arizona Intern Supervisor.

According to the current timelines (Appendix G), this plan should be submitted no later than September 15th for plans beginning in the Fall semester, and on January 15th for plans beginning in the Spring Semester.

APPENDIX G

TIMELINES FOR SCHOOL PSYCHOLOGY INTERNSHIP PROGRAM

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

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

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

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

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

APPENDIX H

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

We the undersigned; agree that successful completion of this internship plan and objectives (attached) of _____ will meet the requirements of the School Psychology Internship as prescribed by the University of Arizona's School Psychology Program Department of Disability and Psychoeducational Studies.

_____   _____
Dave Wodrich, PhD, ABPP   Date
Licensed Psychologist (AZ Lic. #0445)
Professor and Director,
School Psychology Program
University of Arizona

_____   _____
Kristin Thompson, PhD   Date
Licensed Psychologist (AZ. Lic. #4187)
Adjunct Assistant Professor
School Psychology Program
University of Arizona

_____   _____
Agency Representative   **Date**

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

_____   _____
Student Signature   **Date**

APPENDIX I

ELIGIBILITY CRITERIA FOR INTERNSHIP

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

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

b. The student has successfully completed the following courses, earning at least a grade of "B" in each course (incompletes are not acceptable*):*

SERP 517	Behavior Modification and Theory in Schools
SERP 549	Introduction to School Psychology
SERP 602	Early Childhood Assessment and Intervention
SERP 638	Psychological Consultation and Supervision
SERP 674B	Cognitive Assessment
SERP 677	Personality Assessment
SERP 679	Educational and Psychological Assessment of Children
SERP 685	Child Behavior Disorders and Adjustment
SERP 686	Child Psychotherapy
SERP 694B	Practicum in School Psychology
SERP 696C	Professional Standards, Ethics and Issues in School Psychology

c. The student passed the Qualifying Examination on_____(Date).

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

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

f. The student has submitted and received approval from the School Psychology Program's Coordinator of Internship regarding his/her internship plan.

g. The student has obtained professional insurance.

h. The student presents a signed internship agreement demonstrating that the planned internship will fulfill Program requirements.

i. The student has arranged for his/her transcripts of all graduate work to be placed in his/her student file in the Department's Graduate Coordinator's office.

j. The student has obtained a fingerprint clearance card.

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

a.   The student will submit the letters of recommendation from internship supervisor(s), internship logs, placement page, agreement for internship placement, internship plan, and supervisor evaluation form to be filed with the department.

b.   The student will provide change of grade requests to the Graduate Coordinator at the end of the second semester of internship. No grade will be given until the full requirements for Internship are met (one full year of internship or 2 years of half-time internship.

I have met the above requirements.

_____
_____
_____

_____   _____
     Student's Signature and Date   Advisor's Signature and Date

_____   _____
Printed Name   Printed Name

APPENDIX J

Internship Placement Form
School Psychology Program

Formal Interview Date:

Student's Name:

Address:

Telephone (Home): (Message):

(Work):

E-mail Address: @

Name of Facility/Agency:

Address:

Telephone:

Site Supervisor Telephone:

Site Supervisor E-mail Address: @

Starting Date: _____/_____/_____   Ending Date: _____/_____/_____

Days and Hours (to be spent on site)

MON	TUE	WED	THUR	FRI

Number of weekly supervision hours: _____
Note: A minimum of two (2) hours is required; however, 3-4 hours is recommended.

Signature of Site Supervisor	Signature of University Supervisor

APPENDIX K

Visitation Procedures for School Psychology Internships

1. On-site visits will be made by the program's Coordinator of Internship (when not possible via telephone and e-mail contacts). Site supervisors may call the Coordinator of Internship at any time.

2. Visitations (when possible) will begin no later than October.

3. All new sites will be visited first; all sites will be visited by the end of the school year (if possible).

4. Interns will be evaluated as to expected development and participation in the internship.

5. Internship placement will be evaluated in terms of meeting the requirements for an internship in school psychology. The setting will also be evaluated in terms of providing a training opportunity for providing a variety of school psychological services.

6. Evaluations will be communicated to administrators, supervisors, and interns. The School Psychology faculty has full responsibility for the evaluation and will keep it on file for future reference. In the event that differences, in the interpretation of training practices, arise, the student and/or Site Supervisor should contact the University coordinator to assist in resolving any questions, concerns, etc.

7. Discontinuations of the Internship Program.

a. If the intern does not have the necessary skills to profit from the internship, the coordinator and other School Psychology faculty will consult with the intern and the site supervisor to determine the best course of action for the intern to follow. One of the following decisions may be made:

      i. To discontinue training until skills are acquired.
      ii. To enroll in a class to gain necessary skills, if this can be done without detriment to the internship program.
      iii. To extend the internship program.
      iv. To have the intern leave the field of school psychology to pursue an alternate career.
      v. Other possibilities not covered by the above may be mutually determined by the School Psychology faculty and the persons involved.

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

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

i.   The Intern Supervisor will be informed of the official evaluation and given one month to rectify the situation.

ii. The internship site will be revisited at the end of one month. If the situation is not rectified, the internship program approval will be rescinded. The School Psychology faculty will aid the intern in finding another site but will not guarantee placement.

APPENDIX L

FIELD EXPERIENCE – SUPERVISOR EVALUATION FORM
School Psychology Program
University of Arizona

(To be completed by the student)

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

Date of Evaluation _____
I. Demographics

Student's Name: _____   Gender [ ] Female   [ ] Male
Site Supervisor's Name: _____ Gender [ ] Female   [ ] Male
Supervisor's Educational Level: _____

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

II. Field Course Evaluated (Check One)

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

    [ ] Internship in School Psychology (SERP 693B)

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

                _____
                _____

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

                _____
                _____

III. Supervisor's Rating – General Directions

For each category, please rate the degree to which your supervisor was able to provide:

(a) ***administrative supervision***; (i.e. arrange exposure/opportunities to practice)
(b) ***model practice*** in the area; or
(c) ***clinical supervision*** (e.g. spent time reviewing cases in detail)

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

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

Research and Program Evaluation – includes evaluating and using research, design and analysis of service delivery, and research with diverse populations.

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

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

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

Assessment for Intervention – includes orientation to the assessment process as driving interventions; experience with broad range of culturally appropriate tools of assessment.

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

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

	Poor		Average		Adequate

Administrative supervision	1	2	3	4	5
Modeling	1	2	3	4	5
Clinical supervision	1	2	3	4	5

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

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

	Strongly Disagree				Strongly Agree

14. Time spent in supervision helped me increase my knowledge
    and skills concerning the delivery of school psychological
    services to children, youth, and parents.   1   2   3   4   5

15. My supervisor made attempts to seek me out and offered
    needed help and guidance.   1   2   3   4   5

16. My supervisor reviewed and provided timely feedback on
    fieldwork samples such as psychological reports, consultation 1   2   3   4   5

17. There was on-going feedback on my knowledge and skill
    development.   1   2   3   4   5

18. My supervisor provided me with guidelines for the fieldwork
    which clearly articulated requirements and performance
    standards.   1   2   3   4   5

19. Review of time logs and input regarding critical field
    experiences was provided to me in a timely manner.   1   2   3   4   5

20. Required "in person" weekly supervision was provided.   1   2   3   4   5

21. Overall quality of supervision by the university/field-based
    supervisor was high and timely.   1   2   3   4   5

Comments and suggestions

_____

_____

_____

_____

_____

_____

_____

_____

_____   _____

Student's Signature   Date

APPENDIX M

Request for Arizona School Psychology Certification/Verification of Internship

Student Name: _____   Date: _____

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

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

_____

Department Head or Designee (Director of School Psychology) Signature

APPENDIX N

Purpose: Students on internship must keep a detailed record of the activities that they have engaged in. The following log is an example of how hours can be recorded.

Internship Activity Log

Internship Log	Date:		Week #	Name:			
Activity	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun	Total
Orientation							
Assessment Psycho-Ed							
Academic Assessment							
Scoring Tests							
Record Review							
Classroom Observation							
Staffing							
Report Writing							
Teacher Consultation							
Parent Conference							
Other Family Contact							
IEP/MET Meeting							
Staff Meeting							
Program Meeting							
Counseling							
Crisis Management							
Case Management							
Training							
Research							
Supervision							
Off-Site Supervision							
Other							

Day Total							
Week Total							
Last Week's Running Total							
New Running Total							