



**Educational Specialist Program
in School Psychology**

2025-2026 Handbook

**Department of Psychology & Counseling
University of Central Arkansas**

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Educational Specialist (EdS) Program in School Psychology

I. PROGRAM OVERVIEW

A. Mission and Philosophy

The mission of the Ed.S. in School Psychology program at the University of Central Arkansas is to prepare entry level school psychologists to apply scientifically based psychological and educational principles and practices in all dimensions of their professional work. Graduates of the program are expected to be competent, effective, and reflective professionals committed to the increased understanding of human behavior, continuing professional development, best practices in school psychology, cultural respect and diversity, and ethical standards of professional practice as articulated by the National Association of School Psychologists (NASP) and the American Psychological Association (APA).

Following the tenets of the NASP Practice Model, the program promotes evidence-based services for children and youth that help them succeed academically, socially, behaviorally, and emotionally. In providing such services, school psychologists “work with parents, educators, and other professionals to create supportive learning and social environments for all children.” (National Association of School Psychologists’ Professional Standards, See:

www.nasponline.org/standards-and-certification/professional-ethics)

As doctoral level psychologists, program faculty adhere to and promote the ethical foundations of the APA, which state that: “Psychologists are committed to increasing scientific and professional knowledge of behavior and people's understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society. Psychologists respect and protect civil and human rights and the central importance of freedom of inquiry and expression in research, teaching, and publication. They strive to help the public in developing informed judgments and choices concerning human behavior.” (From preamble of the *Ethical Principles of Psychologists and Code of Conduct*, APA, 2016, See: www.apa.org/ethics/code)

B. Competency Areas & Objectives

Graduates will demonstrate effective knowledge and skills in the following ten core competency areas. These competencies represent the standards of school psychology training and practice from NASP. Specific objectives are listed for each area, along with the courses and applied experiences that most directly support the area.

1. Data-Based Decision Making

Objectives include (but are not limited to) the following:

- o Understand steps of a problem-solving framework to use in all professional activities
- o Identify strengths and needs of individuals, groups, or systems through high quality assessment and multi-source methods
- o Promote interventions that meaningfully address identified needs and monitor effectiveness

- o Collaborate with others to collect, analyze and interpret data for purposes of accountability in endeavors geared toward students' academic, social, emotional, and behavioral development

Curricular Support for this competency area includes (but is not limited to):

- o P6375 Professional School Psychology
- o P6313 Psycho-educational Assessment I
- o P6376 Psycho-educational Assessment II
- o P8305 Psycho-educational Intervention I
- o P8310 Psycho-educational Intervention II
- o P7310 Emotional & Behavioral Assessment of Children
- o P6332/3 School Psychology Practicum I & II
- o P6V42 School Psych Internship (3 hours in Fall, 3 hours in Spring)

2. Consultation and Collaboration

Objectives include (but are not limited to) the following:

- o Elicit and understand the perspectives of others in professional relationships at the individual, group, and systems level
- o Communicate effectively orally and in writing for diverse audiences
- o Serve as a change agent through the use of a problem-solving approach with parents, teachers, and others
- o Facilitate collaboration among relevant parties to support effective provision of services

Curricular Support for this competency area includes (but is not limited to):

- o P6398 Legal & Ethical Issues
- o P6355 Multicultural Issues in Psychology and Counseling
- o P6373 Individual and Organizational Consultation
- o P8310 Psycho-educational Intervention II
- o P6332/3 School Psychology Practicum I & II
- o P6V42 School Psych Internship (3 hours in Fall, 3 hours in Spring)

3. Academic Interventions and Instructional Supports

Objectives include (but are not limited to) the following:

- o Understand the influences on student's learning, cognitive, and developmental processes
- o Collaborate with others to implement and evaluate those services designed to support academic skill development
- o Identify and promote evidence-based interventions and supports for student's academic skills

Curricular Support for this competency area includes (but is not limited to):

- o P6370 Advanced Developmental Psychology
- o P6313 Psycho-educational Assessment I
- o P8305 Psycho-educational Intervention I
- o P6332/3 School Psychology Practicum I & II
- o P6V42 School Psych Internship (3 hours in Fall, 3 hours in Spring)

4. Mental and Behavioral Health Services and Interventions

Objectives include (but are not limited to) the following:

- o Promote wellness and prevention programs to enhance children's social skills at the individual, group, and systems level
- o Implement empirically-based interventions to improve social skills
- o Provide small group or individual therapeutic support to students experiencing school-rated behavioral or mental health difficulties

Curricular Support for this competency area includes (but is not limited to):

- o P6316 Psychopathology & Developmental Disorders in Children
- o P6315 Applied Behavior Analysis
- o P6354 Theories of Psychotherapy and Counseling
- o P6356 Group Psychotherapy and Counseling
- o C6360 Research Methods
- o P8310 Psycho-educational Intervention II
- o P6332/3 School Psychology Practicum I & II
- o P6V42 School Psych Internship (3 hours in Fall, 3 hours in Spring)

5. School-wide Practices to Promote Learning

Objectives include (but are not limited to) the following:

- o Understand the value of school-wide practices and how to assess effectiveness
- o Participates in and/or supports school-wide team to promote student learning
- o Understand and promote practices that contribute to learning such as parent collaboration, school attendance, consistent behavioral expectations

Curricular Support for this competency area includes (but is not limited to):

- o P6355 Multicultural Issues in Psychology and Counseling
- o P6373 Individual and Organizational Consultation
- o P6375 Professional School Psychology
- o P6398 Legal & Ethical Issues
- o P7310 Emotional & Behavioral Assessment of Children
- o P8305 Psycho-educational Intervention I
- o P6332/3 School Psychology Practicum I & II
- o P6V42 School Psych Internship (3 hours in Fall, 3 hours in Spring)

6. Services to Promote Safe and Supportive Schools

Objectives include (but are not limited to) the following:

- o Identify and promote practices that foster a positive school environment
- o Collaborates with school colleagues and parents/families to identify policies and practices that contribute to unsafe or problematic school climate
- o Participate in and/or support school crisis prevention and intervention teams that actively work to reduce risk factors and build protective factors at the individual, group, and school levels

Curricular Support for this competency area includes (but is not limited to):

- o P6375 Professional School Psychology
- o P6373 Individual and Organizational Consultation
- o P6356 Group Psychotherapy and Counseling

- o P7310 Emotional & Behavioral Assessment of Children
- o P8310 Psycho-educational Intervention II
- o P6332/3 School Psychology Practicum I & II
- o P6V42 School Psych Internship (3 hours in Fall, 3 hours in Spring)

7. **Family, School, and Community Collaboration**

Objectives include (but are not limited to) the following:

- o Elicit and understand the perspectives of others in professional relationships at the individual, group, and systems level
- o Promote active involvement of parents/families in decision-making related to their students
- o Considers familial factors in the design, delivery, and evaluation of parent-supported and home-based intervention

Curricular Support for this competency area includes (but is not limited to):

- o P6355 Multicultural Issues in Psychology and Counseling
- o P6316 Psychopathology & Developmental Disorders in Children
- o P6373 Individual and Organizational Consultation
- o P8310 Psycho-educational Intervention II
- o P6332/3 School Psychology Practicum I & II
- o P6V42 School Psych Internship (3 hours in Fall, 3 hours in Spring)

8. **Equitable Practices for Diverse Student Populations**

Objectives include (but are not limited to) the following:

- o Understand the unique and complex array of cultural influences on individual development, including racial, ethnic, gender, and linguistic factors
- o Work effectively with others to identify the strengths, resources, talents, and needs of all student groups and consider such factors in the design, implementation, and evaluation of relevant services and support for student groups
- o Support the implementation of school-wide practices that promote equity and high quality services and support for all students

Curricular Support for this competency area includes (but is not limited to):

- o P6316 Psychopathology & Developmental Disorders in Children
- o P6354 Theories of Psychotherapy and Counseling
- o P6375 Professional School Psychology
- o P6355 Multicultural Issues in Psychology and Counseling
- o P6373 Individual and Organizational Consultation
- o P6332/3 School Psychology Practicum I & II
- o P6V42 School Psych Internship (3 hours in Fall, 3 hours in Spring)

9. **Research and Evidence-Based Practice**

Objectives include (but are not limited to) the following:

- o Understand research design and statistical methods used in empirical studies in the professional literature
- o Understand research methods used to demonstrate intervention effectiveness

- o Assist in collecting and analyzing results assessing intervention effectiveness

Curricular Support for this competency area includes (but is not limited to):

- o P6315 Applied Behavior Analysis
- o C6360 Research Methods in Counseling
- o P8305 Psycho-educational Intervention I
- o P6332/3 School Psychology Practicum I & II
- o P6V42 School Psych Internship (3 hours in Fall, 3 hours in Spring)

10. Legal, Ethical, and Professional Practices

Objectives include (but are not limited to) the following:

- o Understand all appropriate legal, ethical, and professional standards pertaining to the practice of school psychology
- o Adhere to the legal, ethical and professional standards that guide practicum and internship experiences
- o Respond to supervision in a professional and responsible manner

Curricular Support for this competency area includes (but is not limited to):

- o P6375 Professional School Psychology
- o P6398 Legal and Ethical Issues in Psychology and Counseling
- o P6313 Psycho-educational Assessment I
- o P6332/3 School Psychology Practicum I & II
- o P6V42 School Psych Internship (3 hours in Fall, 3 hours in Spring)

This cohesive set of competencies are deemed essential to the effective and comprehensive practice of school psychology in any setting. Although listed separately, they overlap considerably in training and practice and cut across a variety of service functions (e.g., assessment, prevention/intervention, consultation, research / evaluation) and service levels/contexts (e.g., child, family, organizational, community). Students are also expected to have knowledge of information technology relevant to all areas of competency and to use technology in ways that safeguard and enhance the quality of services. Some examples of ways in which students use their technology skills in the program include email usage, Internet searches, professional literature searches, PowerPoint presentations, word processing for assignments and reports, statistical programs, and test scoring programs.

The faculty of the Department of Psychology & Counseling are dedicated to working with students in a close mentoring relationship to prepare students for professional practice. They encourage students to pursue outside experiences and professional interactions (e.g., student membership in professional organizations and presentations at regional and national conferences). In particular, faculty in the school psychology program and in the Department of Psychology and Counseling are dedicated to working with students from diverse racial / cultural backgrounds and are particularly interested in promoting the achievement of students from under-represented populations. Information regarding the graduate faculty is provided at the end of the handbook.

C. University and Program Accreditation

The University of Central Arkansas is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools as a Bachelor's, Master's, Specialist, and doctoral degree granting institution. The UCA Graduate School adheres to the

Guidelines of the Council of Graduate Schools in the United States, and the school psychology program adheres to the Council's charge to protect the rights of students. The Educational Specialist program in school psychology is conditionally accredited by the National Association of School Psychologists (NASP) and has been accredited consistently since the 1990's.

D. Support for Diversity

The program has made a strong commitment to supporting diversity so that we are contributing to a professional field that represents the diversity of the population that school psychologists serve. The program faculty makes ongoing efforts to attract and retain students and faculty from differing ethnic, racial, and personal backgrounds into the program. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of diverse individuals and the provision of training opportunities for a broad spectrum of individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training. The program has and implements a thoughtful and coherent plan to provide students with relevant knowledge and experiences about the role of cultural and individual diversity in psychological phenomena as they relate to the science and practice of school psychology. This emphasis is embedded throughout the curriculum.

E. Type of Student / Undergraduate Pathway & Mentoring Program

The program is designed for dynamic students with a genuine commitment to the school psychology profession and to the ethical service to children, families, schools, and communities. The typical student should be open-minded and eager to learn as much as possible about working with individual students, classrooms, schools, service agencies, families, and communities. The student needs to be a child advocate who is well-grounded in the theoretical and practical aspects of school psychology.

Most students attend the program full time and are typically able to attend classes during daytime hours. A student can request to attend the program part-time, though this rarely occurs. The curriculum is designed to be sequential, and most courses are only offered once per year. For a part-time student, there is no guarantee that courses will be offered at times that are convenient to work or other responsibilities.

To connect with undergraduate students who would potentially be interested in school psychology as a profession, the faculty started the Undergraduate Pathway & Mentoring Program (UPMP). This program allows early conditional admission into the Ed.S. program. Once admitted to the UPMP, students receive mentoring and learn more about the field of school psychology as they successfully complete their undergraduate degree and develop the academic foundation needed to enter the program. We believe that students who meet and continue to meet our requirements of UPMP admission have the skills and abilities to successfully engage in graduate study.

Freshmen and sophomore psychology and education majors are eligible for admission to the UPMP. In addition, the UPMP has been expanded to Philander Smith University in Little Rock, a nearby HBCU. Admission to the UPMP means that students are on track to be admitted to the Ed.S. program in school psychology. Students who meet the UPMP requirements and pass a background check will be admitted to the Ed.S. program after a successful interview and completion of their baccalaureate degree.

F. Student Support Opportunities and Resources

The Department of Psychology & Counseling is committed to supporting student's graduate school experience. In addition to ongoing informal opportunities for faculty-student communication and mentoring, the department supports student success in numerous ways: student-to-student mentoring, faculty advising, professional conference attendance, and a student support organization.

- 1. Student-to-student mentoring.** Each incoming student is assigned to an existing graduate student in the program for mentoring purposes. The role of the mentor is to provide information regarding the program from a student's perspective. The specific arrangement and form of mentoring are determined by each pair of students.
- 2. Faculty advising.** Each student is assigned an academic advisor from the department upon admission to the Ed.S. program. The advisor is available to support the student in a variety of ways including program planning and scheduling, corrective intervention, and career exploration. The school psychology faculty are Dr. Heather Martens (Director) and Dr. Joan Simon.
- 3. Professional conference attendance.** Department of Psychology & Counseling faculty encourage students to attend appropriate professional conferences and workshops. In this program, conferences and workshops sponsored by the Arkansas School Psychology Association, the National Association of School Psychologists, and the American Psychological Association are most meaningful to the students. Students often have the opportunity to co-present research with faculty at these conferences, and there are plenty of opportunities for informal interaction with faculty at these times. There are departmental funds available to assist students who are presenting at a professional conference.
- 4. Departmental graduate student organization.** The Graduate Association of Counseling and Psychology Students (CAPS) is a student organization available to all students in the department's graduate programs. Its mission is to promote cohesion and representation of psychology and counseling graduate students. The objectives of the association are to welcome and orient new departmental graduate students, maintain productive faculty-student communication, provide academic and social support for students, and promote ongoing growth and improvement of departmental graduate programs. See Appendix E.
- 5. Other resources.** Other sources of support for students include campus housing, easy access and full use of the university library system, grant-related opportunities, research funding, electronic mail/internet access, use of the department's computer lab, and use of the College of Education's Technology Learning Center, Office of Candidate Services and Field Experiences, computer labs, and distance learning lab.

G. Professional Ethics

Students enrolled in the Ed.S. Program are expected to adhere to and uphold the ethical codes and standards of NASP (*Principles for Professional Ethics*, NASP, 2020:

www.nasponline.org/standards-and-certification/professional-ethics) and APA (*Ethical Principles of Psychologists and Code of Conduct*, 2016; <https://www.apa.org/ethics/code/index>).

II. PROGRAM REQUIREMENTS

The following section is divided into two parts: (A) the program curriculum and information about the review process and (B) the six major program outcomes / requirements.

A. Program Curriculum & Review Process

1. Program Curriculum

YEAR 1

Summer	P6372 Psychopharmacology P6316 Psychopathology & Developmental Disorders in Children
Fall	P6398 Legal and Ethical Issues in Psychology and Counseling P6375 Professional School Psychology P6354 Theories of Psychotherapy and Counseling P6370 Advanced Developmental Psychology
Spring	C6360 Research Methods in Counseling P6373 Individual and Organizational Consultation P6313 Psycho-educational Assessment I P6356 Group Counseling (Prerequisite P6354)

YEAR 2

Summer	P6355 Multicultural Issues in Counseling (Prerequisite P6354)
Fall	P6332 School Psychology Practicum I P6315 Applied Behavior Analysis P7310 Emotional & Behavioral Assessment of Children P8305 Psycho-educational Intervention I
Spring	P6376 Psycho-educational Assessment II (Prerequisite P6313) P6333 School Psychology Practicum II (Prerequisite P6332) P8310 Psycho-educational Intervention II

YEAR 3

Fall & Spring	P6V42 Internship in Psychology (3 hours per semester) <i>Interns may opt to complete the Leadership Development option (2 hrs each semester) to develop their leadership knowledge and skills.</i>
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Total Semester Hours: 60

After successfully completing all 60 hours and the Praxis II (school psychology) exam, students must pass a criminal background check to be eligible to become a School Psychology Specialist through the AR Department of Elementary & Secondary Education. Praxis II exam scores must be sent to Dr. Gary Bunn, UCA License Officer. Praxis II online registration code #5403 should be used to ensure that the scores will be sent to UCA.

Grades and Quality Points

Grades of A, B, and C will allow students to receive graduate credit representing 4, 3, and 2 quality points, respectively. Grades below C are recorded and are considered in determining the quality point ratio but are not accepted toward completion of the graduate program. Students receiving three (3) Cs in graduate courses will be terminated from the program and will not be permitted to enroll in any other graduate program in the department.

Students must earn a “B” or above in the following core school psychology courses:

P6375 Professional School Psychology
P6373 Individual and Organizational Consultation
P6313 Psycho-educational Assessment I
P6376 Psycho-educational Assessment II
P6398 Legal and Ethical Issues in Psychology and Counseling
P6355 Multicultural Issues in Counseling
P6332 School Psychology Practicum I
P6333 School Psychology Practicum II
P6315 Applied Behavior Analysis
P8305 Psycho-educational Intervention I
P8310 Psycho-educational Intervention II
P6V42 Internship in Psychology (both semesters)

All grades, once reported, remain a matter of permanent record and are averaged into the cumulative GPA. Any appeal or question concerning an assigned grade must be made within one calendar year of the time the grade was awarded. Calculation of the graduate grade point average includes all residence coursework attempted. No transfer credit grades are used to calculate the cumulative GPA.

A UCA graduate student is expected to maintain a cumulative 3.0 average. A student whose cumulative grade point average is less than this is placed on academic probation. In the next semester or summer term in attendance, the student must achieve a cumulative 3.0 average. If the cumulative 3.0 is not met, the student may be ineligible to continue graduate studies at UCA.

Attendance

Attendance and tardiness are primarily a student / teacher / class issue, but the department and university are concerned when the student cannot meet these basic obligations. If absences indicate the student has been negligent about class attendance, registration in the given class may be canceled, a grade of "WF" recorded and, in flagrant cases, the student may be suspended from the University. At the graduate level, students should realize that consistent class attendance and participation greatly influence their mastery of the content. Students are expected to exhibit a high degree of professionalism as reflected in their speech, other actions, and overall demeanor in class. Prompt and consistent attendance is an essential dimension of professional behavior.

Inactive Status

Students who do not enroll in course work for a semester without written approval of the School Psychology Program Director and the Department Chair will be removed from the graduate program

and must reapply for admission should they decide to return.

2. Review Process

Student progress is monitored on an ongoing basis. Review of student performance may occur on two levels. One level is the annual review, which includes all students in the program. The second level, the individual review, occurs when a student-related problem is documented and filed with a member of the School Psychology Committee by a faculty member, field supervisor, or other individuals affiliated with the training program.

a. Annual Review Process

The School Psychology Committee meets formally each year to review each student's progress on core competencies and program objectives. This review will include the quality of the student's academic work, the appropriateness of the student's behavior for the profession of school psychology, and the appropriateness and professionalism of each student's relationship to peers and professors. Input for annual reviews may be solicited from the student, faculty, and relevant others (e.g., field supervisors).

In addition, each year the student will submit a professional portfolio (details provided at spring program meeting) that includes descriptions of how the student is achieving in each of the program's goal areas and supporting coursework and other professional activities. All documents generated by this process will be placed in the student's file. None of this correspondence will occur via email.

Before the review of the School Psychology Committee, departmental faculty will be asked to provide input on each school psychology student with whom they have had interaction. At the SPC meeting, an Annual Review Form (Appendix A) will be completed for each student. For any student requiring a corrective action plan, a Student Corrective Action Plan (Appendix B) will also be completed. In addition to problems identified during the formal annual review process, faculty members and others affiliated with the program may initiate review procedures at any time during the year to address problems or concerns. Areas to be reviewed include the nature, severity, and consequences of the problematic behavior. Regardless of how or when a problem or concern is expressed, the School Psychology Committee will work together to assess the severity of the problem and determine whether remediation is an option or if a recommendation for dismissal from the program is necessary.

b. Individual Review Process

The Individual Review Process begins when a concern or complaint is expressed to any member of the School Psychology Committee, at which point the student's faculty advisor is informed. The concern or complaint may revolve around academic issues or professional behavior. Examples are listed below.

- o Inability or unwillingness to acquire and integrate professional standards into clinical practice
- o Inability to acquire professional skills and reach an accepted level of competence expected of graduate students
- o Inability to control personal stress, psychological dysfunction, or emotional issues to the extent that they interfere with training or work with clients

The faculty advisor sends a written notification to the student requesting a meeting with the student. Other persons, for example the faculty person expressing concerns, may be invited to attend, at the discretion of the faculty advisor. If the student is not prompt or helpful in their response, they

may refer the matter to the School Psychology Program Director, who may choose to involve the School Psychology Committee. The student and faculty advisor meet. The faculty advisor completes the Individual Student-Advisor Review Form (Appendix C). The faculty advisor makes one of three possible decisions:

1. The problem is resolved and requires no formal action (state reasons).
2. A Student Corrective Action Plan, to which both parties agree, is developed and documented (Appendix B).
3. The faculty advisor has ongoing serious concerns about the problem, or the problem cannot be remediated through a Student Corrective Action Plan, the matter is forwarded to the School Psychology Program Director.

If the School Psychology Committee becomes involved in the matter, a letter will be sent to the student regarding the decision of the committee, and it is the responsibility of the advisor to follow up and monitor the situation regardless of the specific decision.

c. Corrective Action Procedures

A Student Corrective Action Plan (Appendix B) is used anytime it is determined through an annual or individual review that a student is failing to make sufficient progress in the program's coursework or expected professional behaviors. At a minimum, the student and their faculty advisor will complete the form, but input may also be solicited from the School Psychology Program Director and/or other members of the School Psychology Committee.

The plan will outline what changes are expected of the student and a timeline for making the changes. The plan will be reviewed periodically at appointed times. Action on the part of the students must be completed satisfactorily prior to graduation. The SPC will determine if the student has met the requirements in a satisfactory manner.

A Student Corrective Action Plan could include, but is not limited to, the following options:

- Additional coursework and/or supervised experiences
- Reduction in the number of classes taken each semester
- Change of amount, format, and/or content of supervision
- Recommend or require individual therapy
- Recommend leave of absence from program

d. Retention, Probation, and Dismissal

After students enroll in the department and Graduate School, they may continue to register if they make satisfactory progress. Students are considered in good standing if they: (a) have a minimum Grade Point Average (GPA) of 3.0, (b) maintain appropriate professionalism in class and field settings, (c) observe the rules of ethical conduct as described in the NASP or APA ethical codes, (d) receive successful annual reviews conducted by the department throughout their graduate training experience, (e) make satisfactory progress toward completing degree requirements, and (f) meet the timelines established by the department and Graduate School.

Failure to complete departmental requirements within the department's stated timelines may also result in dismissal by the Graduate School. Students who fail to meet departmental timelines may petition the

program and the Graduate School for an extension to meet requirements. If granted, extensions typically apply for one semester since all major program requirements have timelines that are made known to students well in advance. Students are expected to complete all program requirements when they are due.

The School Psychology Committee engages in a thorough review prior to recommending to the Department Chair that a student be dismissed. When there is concern about a student's performance that may lead to dismissal, the student's advisor, the School Psychology Committee, and the department chair review the student's record, provide written comments about deficits in performance, and provide the student with a Student Corrective Action Plan (or a revised plan if one has already been issued) that outlines steps that need to be taken in order to resolve the problem (see the section on Annual Review and Individual Review of the student).

When concerns are not resolved following corrective opportunities, the School Psychology Committee may recommend dismissal of the student from the program. The recommendation to dismiss is forwarded to the Department Chair, who will make the final decision. Consistent with university policy, the Department of Psychology & Counseling reserves the right to refuse the privilege of further attendance to a student based on information gathered from the above sources and procedures. If the student wishes to appeal the Department Chair's decision, they consult the Graduate Dean for appropriate procedures.

e. **Student Concerns, Grievances, & Appeals**

Graduate school is an exciting and challenging time for most students. The program faculty strive to make the program a positive and encouraging experience for students. That said, there are times when a student has a concern or grievance that they want to address.

The first step in addressing such an issue is to talk directly with the course professor and express one's thoughts about the situation. Ethically, this is always the first step in resolving a situation with another person. Just think about it - if someone has an issue with you, do you want them to discuss it with you first or with your superior? If the student keeps an open mind and is willing to discuss and process the situation openly with the course professor, most issues are handled at this level.

If the discussion with the course professor isn't effective in addressing the student's concern, the second step would be to discuss the situation with one's advisor and/or the program director. This person can often assist the student in exploring the issue further and offering the student with options for next steps.

If the discussion with the advisor or program director isn't effective from the student's perspective, the next step would be to meet with the department chair to discuss the situation. Almost all issues that happen within a program can be handled effectively within the department. If the issue cannot be resolved within the department, the student has the ability to discuss their concerns with the UCA Dean of Students.

UCA's formal student appeals process is found in the UCA Student Handbook:

<https://uca.edu/student/student-handbook/> The Department of Psychology & Counseling is dedicated

to protecting the rights of students, and recognizes that appeals may be made for a variety of concerns: grade appeals, student educational record appeals, academic policy/requirements appeals, and professional program selection appeals.

B. Program Outcomes / Requirements

The school psychology program faculty expect all students to make continuous progress towards their degrees. To make such progress, students must remain in good standing by demonstrating mastery of course content and obtaining successful ratings on all reviews by the School Psychology Committee. Additionally, there are six major outcomes or requirements that students must meet to complete the program. A requirement is only considered complete after the appropriate documentation has been filed with the School Psychology Committee or the Graduate School. Students admitted to the program are expected to complete all degree requirements in a timely manner. Students who do not graduate within six years may be dismissed from the program unless the department chair and Graduate School grants an extension based upon extenuating circumstances. Time spent on an approved leave of absence will not be calculated into the seven-year completion deadline.

It is the graduate student's responsibility to comply with all regulations for graduation as outlined in this document and in the UCA Graduate School Handbook. (See www.uca.edu/gbulletin/) The program includes the following six major requirements:

1. Mastery of content assessed by grades and other materials in the annual portfolio review
2. Mastery of content assessed by ETS's Praxis II examination
3. Demonstration of appropriate professional knowledge, skills, and dispositions during practicum experience
4. Demonstration of appropriate professional knowledge, skills, and dispositions during internship experience
5. Demonstrated performance-based assessment and intervention skills during internship
6. Demonstrated ability to plan, implement, and monitor cognitive/academic and behavior/emotional skills of P-12 students

Failure to satisfactorily complete any of the six major program requirements will result in the student repeating the requirement, the need for a Student Corrective Action Plan, or a recommendation to the Dept Chair for dismissal from the program.

1. Mastery of Content by Grades and other portfolio evidence

Ed.S. student must complete a program portfolio each year. Portfolios are due mid-spring each year. The portfolio is an opportunity for the student to self-reflect on the past 12 months, provide grades for all classes taken, and provide required documentation/evidence (See Appendix D) of how they are working toward every program competency area. Details are provided at the early spring program meeting each year.

Each member of the School Psychology Committee reviews portfolios for his/her advisees. The advisor uses the Portfolio Rating Form for this task. The advisor portfolio ratings are shared with program faculty at the SPC annual review meeting, and each student is assessed for satisfactory progress in the program curriculum for the past 12 months. The result of this review is provided to the

student each year during their annual review meeting. If the portfolio is unsatisfactory in any way, the student must revise all or a portion of the portfolio. Satisfactory completion of the portfolio is necessary for but not sufficient to demonstrate that the student has made satisfactory adequate progress that year in the program.

2. Mastery of Content Assessed by ETS's Praxis II Examination

Ed.S. students must pass the Praxis II exam in School Psychology at the level specified by the Arkansas Department of Elementary & Secondary Education (AR-DESE). It is recommended that this exam be taken the summer after coursework is completed or early in the fall semester of internship. The exam must be taken regardless of the student's internship location and/or intention to complete requirements for the School Psychology Specialist credential through AR-DESE. This exam is administered by the Educational Testing Service. This exam must be completed and official scores must be received at UCA *prior to* the student being given a grade for their second semester of internship. Information about the exam can be found at:
www.ets.org/Media/Tests/PRAXIS/pdf/0401.pdf

3. Demonstration of Appropriate Professional Knowledge, Skills, and Dispositions during Practicum Experience

The two-semester practicum experience must be completed in pre-approved practicum sites prior to internship. The practicum is intended to provide a part-time pre-professional experience for the school psychology student who has completed preparatory academic coursework in the UCA graduate program. Under the supervision of a qualified School Psychology Specialist or an appropriately credentialed Psychologist, the student will be assigned to a practicum site and perform many of the duties of a School Psychology Specialist. The setting will be a school or agency that provides psychological services to children and adolescents. A properly certified School Psychology Specialist or a Licensed Psychologist at the school or agency assumes primary on-site responsibility for supervision of the student. University-based supervision also is provided on an ongoing basis throughout the practicum experience. More specific information regarding practicum can be found in the practica course syllabi (PSYC 6332 and PSYC 6333). In these classes, students will be provided with a list of the minimum professional activities required during their practicum experiences.

Once each semester, the on-site supervisor completes our Supervisor Rating Scale that includes items on the knowledge, skills, and dispositions/professionalism of the student. Specifically, Fall requirements include (1) all overall professionalism items must be rated a 2 or 3 and (2) at least 60% of the items in sections 1-10 must be rated 2 or 3. The Spring requirements are: (1) all overall professionalism items must be rated a 3, (2) at least 60% of the items in sections 1-10 must be rated as 3, and (3) no more than 10% of the items in sections 1-10 are rated 1.

4. Demonstration of Appropriate Professional Knowledge, Skills, and Dispositions during Internship Experience

The following information serves as a guide for the internship in School Psychology for use by Interns, UCA faculty, and On-site Supervisors. Four points are discussed below:

- a. Internship purpose
- b. Pre-internship course requirements.

- c. Internship requirements
- d. Responsibilities of the Intern, UCA Internship Supervisor, and On-site Supervisor

a. **Internship purpose**

The internship is a culminating training experience intended to provide a one-year, full-time, supervised experience for the school psychology student who has completed the program-specific 54 hours of graduate coursework at UCA. Under the supervision of a School Psychology Specialist or Licensed Psychologist, the Intern should perform all or most of the duties of a professional School Psychology Specialist. We recognize that the student is not, at this point, an independently competent professional. However, the student will have the theoretical/academic background and practical skills necessary to begin contributing to the work of the internship agency almost immediately. The internship is designed to be a mutually beneficial arrangement for both the Intern and internship agency clientele, thus the Intern provides valuable professional services to children and other clientele and the agency provides supervision to guide the student in enhancing his or her professional skills.

b. **Pre-internship Course Requirements**

Before beginning an internship, the student will complete all the program's course requirements (54 hours) and have satisfactory annual reviews each year. Course requirements are designed to prepare the Intern to function effectively at the internship site. The internship experience is taken for three hours of graduate credit per semester, for a total of six hours for the school year.

c. **Internship Requirements**

Setting

The internship will be served in a school or agency that provides psychological services to children and adolescents in regular and special education settings. Acceptable internship sites would include public and private schools, educational cooperatives, Arkansas Children's Hospital, community mental health centers, residential treatment centers, and diagnostic clinics. As per NASP requirements, at least 600 hours must be completed in a school setting. With rare exception, our students complete their entire internship in a public P-12th setting.

Students can begin exploring internship sites at any time during their second full-time year in the program but no later than early in the semester just prior to their anticipated internship. Possible internship sites should be discussed with their Academic Advisor, the School Psychology Program Director, or other school psychology faculty members prior to finalizing any arrangements with the internship agency. Once the student has identified an available site, he/she is to:

- (1) Email to the UCA School Psychology Program Director with the information required for approval of the internship site and
- (2) Complete the application/contract material for the site

Ideally, these two tasks are to be completed by mid-term of the semester before internship. Approval by the UCA School Psychology Committee is necessary before an internship can be formally accepted by the student and begin. It is the student's responsibility to initiate and obtain such approval before beginning the internship. Once an internship offer has been accepted by the UCA student, they will get the departmental Clinical Agreement signed by the appropriate district representative and provide the signed document to Dr. Simon to route for signatures to the appropriate administrators at UCA.

Time

The internship consists of a minimum of 1,200 clock hours, at least 600 of which must be completed in a school setting. A school setting is defined by NASP as “one in which the primary goal is the education of students of diverse backgrounds, characteristics, abilities, disabilities, and needs. Generally, a school setting includes children and youth who are enrolled in prekindergarten through Grade 12 and has both general education and special education services. The school setting has an internal or external pupil services unit that includes at least one state-credentialed school psychologist and provides a full range of school psychology services.” (From NASP’s *Professional Standards 2020*) These hours correspond roughly to two academic semesters of 15 weeks each at 40 hours per week. Forms are provided to students for documentation of internship hours and activities.

Supervision

A School Psychology Specialist or Licensed Psychologist at the school or agency must assume the primary responsibility for supervision of the intern. The On-site Supervisor and Intern must meet for a minimum of two hours, face to face, per week and be accessible to the intern as supervision issues arise. Interns may not work with supervisors who have more than two interns. Supervision activities are to be formally documented on forms provided by the School Psychology Program. The UCA Internship Coordinator/Supervisor provides periodic supervision for the Intern during the internship year. The Coordinator will assist the intern and the school/agency in making the initial placement of the intern, determining appropriate experiences and training for the intern, identifying and attempting to remedy problems as they occur, and assessing the quality of the intern's work. Such supervision and consultation can occur through letters, telephone calls, and site visits. *Please note that if a student is approved by the SPC to accept a position with a school district that is outside the state of Arkansas, the student is financially responsible for up to two site visits by the UCA Internship Coordinator/Supervisor. This responsibility includes all travel, lodging, and food costs.* The Internship Coordinator/Supervisor can supervise no more than twelve interns at any given time.

Activities and Experiences

The professional School Psychology Specialist performs a wide variety of services. The internship will provide the intern with the opportunity to engage in most of the activities necessary to prepare him/her to perform these services. However, it is understood that a professional, in a given setting, may not provide all of the services within his/her repertoire to an equal degree. Each school or agency has specific needs, and an effective professional is responsive to those needs. Similarly, no school or agency is expected to provide all of the possible training experiences for interns.

The following desirable internship experiences are intended to be used as guidelines for the planning of an internship. The On-site Supervisor, UCA Internship Coordinator/Supervisor, and the Intern will jointly determine the experiences of an internship. In planning an internship, these individuals will consider the purposes and needs of the school or agency and the interests and competencies of the Intern. However, the internship should include as many of the following as possible:

1. Formal and informal assessment activities
2. Individual, group, and/or school-wide mental health support or therapeutic intervention
3. Consultation and collaboration with a variety of professionals, parents, and community members
4. Development and implementation of psycho-educational interventions for academic,

cognitive, and social-emotional problems

5. Participation in professional development activities as a provider and/or recipient of such services / activities

d. **Responsibilities of the Intern, UCA Internship Supervisor, and On-site Supervisor**

The Intern, On-site Supervisor, and UCA Internship Coordinator/Supervisor share responsibility for the effectiveness of the internship, and all 3 parties sign a supervisory agreement outlining their specific responsibilities for the internship. If a problem is identified by any one of these individuals, it is that person's responsibility to bring that problem to the attention of the other parties as soon as possible. Examples of problems that might interfere with the effectiveness of the internships include: inappropriate experiences for the Intern, misunderstanding the requirements of the internship, personality conflicts, inappropriate or unprofessional behavior by the Intern, etc.

There may be instances in which the UCA Internship Coordinator/Supervisor speaks with the On-site Supervisor regarding the Intern's professional skills or behaviors that may influence or are influencing the Intern's performance on internship. Since the goal of such discussion would be to provide the Intern with appropriate experiences and supervision, these discussions may not include the Intern directly. Any problem identified by the Intern or On-site Supervisor should be brought to attention of the UCA Internship Coordinator/Supervisor immediately. The UCA Internship Coordinator/Supervisor will work with the Intern and the On-site Supervisor to resolve the problem. If no solution can be reached, the internship will be terminated before the end of the semester. Ethical standards of NASP and APA will be followed in all internship activities.

The **Intern** is responsible for discharging their assigned duties in a professional manner and for responding to supervision appropriately. The Intern should follow all rules and regulations of the school or agency just as any other employee would. This includes matters such as working hours, time off, vacations, manner of dress, etc.

The **On-site Supervisor** helps determine the most appropriate experiences for the Intern, assigns duties to the Intern, and provides on-going supervision of the Intern's work. The On-site supervisor needs to notify the UCA Internship Coordinator/Supervisor if a problem develops during the internship that does not seem amenable to solution within the school or agency. At the end each semester of the internship, the On-site Supervisor will be asked to submit a written evaluation of the Intern's work.

The Fall requirements are: (1) all overall professionalism items must be rated a 4 or 5, (2) at least 70% of the items in sections 1-10 must be rated 4, and (3) no items in sections 1-10 are rated 1.

The Spring requirements are: (1) 75% of overall professionalism items must be rated 5, (2) at least 80% of the items in sections 1-10 must be rated as 4 or 5, and (3) no items in sections 1-10 are rated 1 or 2.

The **UCA Internship Coordinator/Supervisor** determines the appropriateness of internship sites, helps place the intern, helps determine the experiences included in the internship, and works with the Intern and the On-site Supervisor as necessary to work out the details of the internship. The Coordinator/Supervisor contacts the On-site Supervisor periodically during the internship year to

monitor the progress of the internship. These contacts typically include at least one on-site visit and may also be made by telephone or letter. This faculty member also teaches the internship class during the internship year.

5. Demonstrated Performance-based Assessment and Intervention Skills evaluated by faculty

During the first two years of the program, students take three assessment-specific courses. A program-developed rubric is used to evaluate the written reports based on instruments students learn in each class. Students also take two intervention-specific courses. A program-developed rubric is used to evaluate their work on intervention cases. During the practicum experience, each student is required to plan, implement, and evaluate at least two interventions with school age children (preschool – 12th grade). One intervention will focus on academic skills, and the other will focus on behavior. One of these intervention cases will be formally documented and presented in the P6333: School Psychology Practicum II class.

During the internship year, each student is required to complete and submit a written comprehensive evaluation report AND plan, implement, and evaluate at least two interventions with school age children (P-12th grade). One intervention will be focused on academic skills, and the other will focus on behavior. The assessment case will be presented in the fall semester of internship classes. The two interventions are discussed in internship class sessions, and one is presented during class in the spring semester. The evaluation report and intervention reports are formally documented and submitted to the internship instructor who uses the program rubrics to evaluate their quality in order to pass this program expectation.

6. Demonstrated Ability to Evaluate Intervention Effectiveness in Cognitive/Academic and Behavior/Emotional skills of P-12 Students as evaluated by program faculty

During the internship year, each student is required to plan, implement, and evaluate at least two interventions with school age children (P-12th grade). One intervention will be focused on academic skills, and the other will focus on behavior. These two interventions are discussed and processed in internship class sessions. They are also formally documented in intervention reports that are submitted as part of internship class requirements. They are evaluated using the program-developed rubric provided by instructor during the internship year. The specific focus of this requirement is that students demonstrate the ability to evaluate intervention effectiveness using single-case design methodology.

7. Thesis (Optional)

Students who are interested in completing a thesis should speak to their advisor regarding this option. Steps to completing a thesis are provided on the UCA Graduate School webpage.

III. EMPLOYMENT AND PROFESSIONAL DEVELOPMENT

A. Post-Graduate Employment

The School Psychology program primarily prepares students to work in schools. Other possible settings for graduates include community mental health centers, research and development settings,

and private practice settings. Graduates are solely responsible for securing any and all appropriate supervision where needed for their professional activities.

B. Post-Graduate Professional Development

Program graduates are encouraged to maintain a lifelong learning approach to professional development. Students are reminded during their course work that the 60-hour training program is a foundation for subsequent professional development opportunities that will be necessary for maintaining effective and ethically sound school psychology practices. Participation in professional training conferences and workshops is encouraged before and after graduation.

IV. ADDITIONAL INFORMATION

A. Graduate Assistantships and Other Forms of Financial Assistance

Students may apply for graduate assistantships available in the Department of Psychology and Counseling. Application forms and specific requirements for assistantships may be obtained in the Graduate School.

Other graduate assistantships are available through the university's Graduate School office for qualified students in 20 academic areas and in approximately 20 nonacademic areas. Recipients of these assistantships may serve as laboratory assistants, research assistants, or teaching assistants. For the current status of this information and related information, refer to the Graduate School webpage.

The primary goal of an assistantship is to augment the student's educational objectives and to assist in the successful completion of the student's degree program. The student and the department share responsibility in the student's education. Graduate assistants, while making progress in the degree program, have opportunities to receive varied educational experiences under the supervision of a faculty mentor. Although such students serve the UCA with teaching, research, and/or supervisory/administrative duties, they are first and foremost students. Accordingly, the assistantship tasks assigned to a student must be consistent with the program's educational objectives.

Various funding sources exist for graduate assistantships. In addition to assistants who receive funding from the Graduate School, other sources for support include grants, gifts, contracts, community service agencies, or various university departments, divisions, or centers. Approximately 150 UCA graduate students receive assistantship funds each semester. To qualify for an assistantship, the student must be admitted to Graduate School and to a graduate program in the Department of Psychology and Counseling with full qualifications in accordance with the admission policies and procedures of the Graduate School.

Graduate assistants on Graduate School sponsored appointments may be appointed for up to 12 months per contract period. Nine-month appointments would generally correspond to thirty six (36) weeks of service (nine monthly pay periods). Twelve-month appointments would generally correspond to fifty-two (52) weeks of service (12 monthly pay periods). The start and end dates of all Graduate School sponsored appointments must be within the university's fiscal year, July 1 to June 30.

In order to continue an appointment from semester to semester during the academic year, all graduate assistants must remain in acceptable academic standing. If an assistant's cumulative grade point average falls below a 3.0 during the academic year of an appointment, the student may be terminated from the assistantship. Typically, the maximum number of years that a graduate student may hold an assistantship is two years while pursuing the Ed.S. degree.

Application forms and specific requirements for assistantships may be obtained in the Graduate School. Information about other forms of financial aid, including loans, may be obtained from the Financial Aid Office, located in Bernard Hall Room 201, (501) 450-3140. Students receiving graduate assistantships and other forms of financial aid need to contact the Financial Aid Office to determine their combined financial package. Information about other sources of financial aid may be obtained from the Office of Financial Aid: <http://www.uca.edu/divisions/admin/finaid>

B. Resources for School Psychology Graduate Students

Library Resources

Torreyson Library holds 1,414,545 items, a volume equivalency of 658,601, including more than 7,720 books on psychology and counseling. The library offers the latest electronic services, including resources for electronic bibliographic searches and Web-based searches and resources for faculty and students. The textbook holdings in psychology and education are numerous and adequate to support the School Psychology program. The library subscribes to all major research journals in psychology and education, including the major research journals specific to school psychology: *Journal of School Psychology*, *Psychology in the Schools*, *School Psychology Quarterly*, and *School Psychology Review*.

Research Funds

The UCA Graduate School funds small grants for graduate students. These funds cover travel, equipment, and related expenses. Contact the Office of Sponsored Programs for information.

Internet Access

Students will have access to Internet and UCA website materials (including UCA library) from any computer on campus or from their own computer using wireless Internet.

Current Instructional Facilities, Equipment, and Technology

The Department of Psychology & Counseling is housed in Mashburn Hall. The building offers an excellent environment for faculty and students. The Department of Psychology & Counseling has two faculty suites, two conference rooms, and research laboratories. The following resources are also available to students in the program: the College of Education's Technology Learning Center, Office of Candidate Services and Field Experience, College of Education computer labs, and distance learning lab. The Department of Psychology & Counseling has the academic, intellectual, behavioral, personality, and other relevant measures needed to provide high quality assessment training to students.

Other Resources

More information about campus resources can be found at:
UCA's Future Students webpage: <https://uca.edu/future-students/> or
UCA's Current Students webpage: <https://uca.edu/current-students/>

Appendix A

UCA School Psychology Program *Annual Review Form – EdS*

Student's name: _____
School year: _____
Current date: _____
Year in program: (circle one) 1st 2nd 3rd 4th

The annual review process is designed to provide feedback to students regarding the degree to which they are successfully progressing through and meeting the goals of the school psychology program. The following information came from a combination of sources such as the student's self-assessment form, work portfolio, student grades, departmental faculty, faculty assistantship supervisors, and professional practicum/internship supervisors.

In each goal area, the student is rated by the school psychology faculty using the following scale: *Exemplary (E)*, *Satisfactory (S)*, *Below Expectations (BE)*.
For any area rated Below Expectations, an explanation is provided.

Evidence for each goal area is provided by grades in courses, portfolios, practicum and internship ratings.

Goal area	Rating		
1. Data-based decision-making	E	S	BE
2. Consultation and collaboration	E	S	BE
3. Academic interventions and instructional supports	E	S	BE
4. Mental and behavioral health services and interventions	E	S	BE
5. School-wide practices to promote learning	E	S	BE
6. Services to promote safe and supportive schools	E	S	BE
7. Family, school, and community collaboration	E	S	BE
8. Equitable practices for diverse student populations	E	S	BE
9. Research and evidence-based practice	E	S	BE
10. Legal, ethical, and professional practices	E	S	BE

Comments

In addition to the programmatic goals, there are other areas in which students are expected to demonstrate professional and responsible behavior. For any area rated below expectations, an explanation is provided.

Professional area	Rating		
▪ In class personal presentation and attendance	E	S	BE
▪ Interactions with peers, faculty, professionals	E	S	BE
▪ Progress on professional portfolio	E	S	BE

Comments

Committee Recommendation

_____ Satisfactory progress – no action required.

_____ Student Corrective Action Plan required – attach copy of plan.

_____ Dismissal recommended – must be reviewed and approved by Department Chairperson and Dean of College of Health & Behavioral Sciences

_____ Student has been on leave for this complete school year.

Recommendation Approved

Student's advisor _____ Date _____

Program director _____ Date _____

Student _____ Date _____

(Signature does not indicate agreement, only that feedback was given.)

Appendix B

Student Corrective Action Plan (page 1 of 2)

(Check one) ____ Initial Plan ____ Follow-up ____ Final Review

Student: _____ Date: _____

Identified Areas of Concern:

- A.
- B.
- C.
- D.

Remediation Plan and Schedule:

State for each area of concern:

Area

Specific Behavioral Objectives and Target Dates

Method of Remediation Met? Y/N

- A.
- B.
- C.
- D.

Appendix B

Student Corrective Action Plan (page 2 of 2)

Progress Since Last Review (if applicable): ____ Sufficient ____ Insufficient

Comments and Recommendations:

Date of Next Review (if applicable): _____

Student Reactions:

Signatures:

Student Signature: _____ Date _____

Advisor/Mentor: _____ Date _____

School Psychology Director: _____ Date _____

Appendix C

Individual Student-Advisor Review (page 1 of 2)

Student Name: _____

Date of Meeting: _____

Persons Present.

Summary of Problem(s). Include specific behaviors, setting, and name of the person who first identified the problem.

Appendix C

Individual Student-Advisor Review (page 2 of 2)

Faculty Recommendation:

____ No action required (state reasons).

____ Student Corrective Action Plan required (attach copy of plan). If a remediation plan needs to be developed, every effort should be made to involve the student in the process of problem identification and clarification, the generation of alternatives, the selection of appropriate outcomes, the development of ways to achieve these outcomes, as well as techniques to monitor progress.

____ Matter forwarded to School Psychology Program Director.

RECOMMENDATION APPROVED:

Student's Advisor: _____ Date: _____

School Psychology Program Director: _____ Date: _____

Date of Feedback meeting: _____

Student's comments:

Signature of Student: _____ Date: _____
(Signature does not indicate agreement, only that feedback was given.)

Appendix D

Required Evidence for Annual Portfolio

<i>Competency area</i>	Year 1	Year 2	Year 3
<i>Data based decision making</i>	P6375: Essay about using data for decision making at three levels of MTSS	<p>P6313: Reviewed and revised comprehensive psycho-educational evaluation report</p> <p>P7310: Reviewed and revised comprehensive behavioral or emotional evaluation report</p>	<p>P6376: Reviewed and revised comprehensive psycho-educational evaluation report</p> <p>P6V42: Final approved psycho-educational evaluation report</p>
<i>Consultation & collaboration</i>	P6398: Assignment on ethical problem solving and how to consult with a teacher who isn't following best practices	P6373: Instructor feedback on consultation video practice	P6V42: Written summary of how you collected information for your academic AND behavior intervention cases from teacher and family
<i>Academic interventions & instructional supports</i>	P6370: Project on tracking normal trajectory of early literacy skills	P8305: Initial version of academic intervention report (revise at end of semester with instructor feedback)	P6V42: Final approved academic intervention report
<i>Mental and behavioral health services & interventions</i>	<p>P6354: Paper on theoretical perspectives tied to use of mental health support in the schools</p> <p>P6372: Parent handout on effects of medication in conjunction with counseling</p>	<p>P6315: Complete FBA</p> <p>P8310: Initial version of behavior intervention report (revise at end of semester with instructor feedback)</p>	P6V42: Final approved behavior intervention report

		P6356: Essay on importance of evidence-based intervention for behavior and emotional issues	
<i>School-wide practices to promote learning</i>	P6375: Essay on implementation science in the school setting and key factors influencing the implementation of interventions	<p>P8305: Pro/con written discussion of using school-wide practices over class-wide, small group, or individual intervention</p> <p>P6332: Narrative about interview with counselor or school building administrator regarding schools-wide practices to promote learning</p>	
<i>Services to promote safe and supportive schools</i>	P6375: Essay on how I would apply my skills (based on knowledge of roles of school psychs) in crisis prevention / intervention in schools	<p>P6356: Assignment in which grade level universal screening data are used to identify appropriate evidence-based group intervention</p> <p>P6332: Narrative about interview with counselor or school building administrator regarding schools-wide practices to promote a safe and supportive school</p>	
<i>Family, school, and community collaboration</i>	P6316: Parent handout on mental health disorder and how it may manifest in school setting	P8310: Create parent and teacher interview to use for internship intervention cases (each student brings 10 questions to discuss)	

	P6373: Problem identification in consultation case using input from a variety of sources	and use for building final version) P6332/6333: Written summary of how you collected information for your academic AND behavior intervention cases from teacher AND family	
<i>Equitable practices for diverse student populations</i>	P6398: Article review on disproportionality in SPED identification and/or discipline in the schools	P7310: Assignment (case study or creating a table?) on ways in which culture can influence the conceptualization and results of a behavior or emotional assessment case P6355: Assignment related to culturally appropriate practices in working with diverse clientele	
<i>Research and evidence based practice</i>	P6313: Completed New Assessment Worksheet on instrument P6316: Table of evidence-based intervention for students with various DSM-V TR categories.	P6360: Written reflection on single case study module P8305: Complete three intervention worksheets that include: duration of intervention, goal setting, needed baseline and progress monitoring data, and decision making points (new assignment) P6315: Chart of types of behavior recording and situations in which	P6V42: Final approved academic intervention report P6V42: Final approved behavior intervention report

		<p>to use each</p> <p>P8305: Initial version of academic intervention report (revise at end of semester with instructor feedback)</p> <p>P8310: Initial version of behavior intervention report (revise at end of semester with instructor feedback)</p>	
<i>Legal, ethical, and professional practices</i>	<p>P6375: Class exam on issues in special education</p> <p>P6398: Written 8-step problem solving process with an ethical dilemma</p>	<p>P7310: In writing, identify 10 ways in which building rapport with preschoolers is different than that of school-age students</p> <p>P6355: Interview paper</p>	

Appendix E

GRADUATE FACULTY PROFILE

Graduate Faculty

Darshon Anderson, Ph.D.
Associate Professor
Oklahoma State University

David Mosher, Ph.D.
Assistant Professor
University of North Texas

Elson M. Bihm, Ph.D.
Professor
Texas Tech University

Christina Christie, Ph.D.
Assistant Professor
University of Central Arkansas

James A. Gillaspy, Jr., Ph.D.
Professor
Texas A & M University

Heather Martens, Ph.D.
Associate Professor
University of Florida

Deanna Rumble, Ph.D.
Assistant Professor
University of Alabama, Birmingham

Joan Simon, Ph.D.
Professor
University of Kansas

Femina Varghese, Ph.D.
Professor
Texas Tech University

Professional Interests

Social Psychology
Self, Social influence, Social Cognition,
Diversity

Counseling Psychology
Behavior Therapy
Applied Behavior Analysis

Therapeutic Relationships
Measurement Issues in Counseling Research
Addictions Counseling

Predicting performance on state mandated
assessment using universal screeners
Establishing predictive cut scores and cost
benefit analysis of academic interventions.

Pain science
Chronic illness

Applied multicultural competence
Response to Intervention approaches
Professional licensure issues

Vocational Psychology
Correctional Psychology
Multicultural Issues

Appendix F

The Graduate Association of Counseling & Psychology Students (CAPS)

The Graduate Association of Counseling And Psychology Students (CAPS) is a student-led organization created for all students in the graduate programs within the Department of Psychology & Counseling at UCA. The purpose of CAPS is to organize informational and social events to enhance the experience of and promote fellowship between our graduate students!

What are the benefits of joining CAPS?

- ✓ Develop & enhance close friendships among your peers
- ✓ Spend time with your colleagues & professors outside of the school setting in a relaxed environment
- ✓ Get to know & develop closer relationships with your professors
- ✓ Gain further knowledge about the research & career interests of your peers & professors
- ✓ Networking opportunities with professionals outside of UCA via CAPS meetings, events, & guest speakers
- ✓ More involvement in department & campus activities, which will provide new social & academic opportunities
- ✓ You'll have an extra line to add to your curriculum vitae which will look impressive to future practicum, internship, & job sites!

How to become a member of CAPS

- If you are enrolled as a student in any of our graduate programs, you are eligible to join!
- The most common time to join is at the Annual CAPS Picnic
- However, you may join at *any time*!
- ☐ Find a CAPS officer.
- ☐ Pay the \$5 dues (\$5 *per semester*).
- ☐ Sign & keep a copy of the receipt form.

For more information & recent updates on meetings & events, please find us on Facebook!
UCA CAPS



Psi Chi: The International Honor Society in Psychology

Psi Chi, the International Honor Society in Psychology, has the primary goals of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology. Membership is open to *graduate* and undergraduate individuals who are making the study of psychology one of their major interests, and who meet the minimum qualifications for membership.

What is the mission of Psi Chi?

- Advance the science and profession of psychology
- Promote an educational experience consistent with the mission
- Recognize and foster the contributions that diversity makes to the science and practice of Psychology

What are the benefits of joining Psi Chi?

Academic Recognition

- Local, national, & international recognition for your academic achievements
- An *impressive* accomplishment to include on your curriculum vita & application to future graduate programs, practicum & internship sites, & employers!

Professional Development

- Curriculum enhancement to increase knowledge & skills
- Provides over \$300,550 annually in awards and grants
- Special participation tracks at psychological conventions (e.g., SWPA, APA)
- Provides fellowship with other students & professors
- Opportunities to network & develop professional & personal relationships with others in the field
- Community service
- Leadership development

How to become a graduate member of Psi Chi

- Be enrolled as a student at your school
- Have established a GPA at your school of greater than 3.40
- Must have completed at least 9 semester hours or 14 quarter hours of psychology courses
- Have a psychology GPA that is at least 3.00 on a 4-point scale
- Pay a \$45 lifetime fee
- Each spring, an induction ceremony is held for new members

**If you are interested in becoming a member,
contact Dr. Shawn Charlton, UCA's Psi Chi Faculty Advisor.**

Psi Chi chapter meetings will be held *once per semester*.

More information will be sent to members via email.