

School Psychology Student Handbook

Master of Arts Program

2022-2023



UNIVERSITY *of*
DENVER

MORGRIDGE COLLEGE OF EDUCATION

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Welcome to Morgridge College of Education

This Master of Arts (M.A) Student Handbook provides students in the School Psychology (SP) Program with policies and procedures to assist them as they progress through the requirements of the Morgridge College of Education (MCE) degrees and certificates. In addition to our Program publication, the student should become familiar with the Graduate Policies and Procedures as stated in the University of Denver (DU) Bulletin and the [MCE Policies and Procedures](#). Although every effort has been made to ensure agreement between these three documents, it is the student's responsibility to read the norms regarding degree programs in all documents and to complete various program steps in a timely fashion.

Please take some time to review this material to become familiar with the details of the Program. *You are responsible for familiarizing yourself with the contents of this Handbook, as well as the policies outlined in the [Graduate Policies and Procedures Bulletin](#).*

Please also check the MCE website for the most updated Policies and Procedures information specific to the MCE: <http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/>

DU and its programs are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) and by other major accrediting agencies.

DU is an Equal Opportunity Institution. It is the policy of the University not to discriminate in the admission of students, in the provision of services, or in employment on the basis of race, ethnicity, color, religion, sex, national origin, age, marital status, veteran status, sexual orientation, gender identity, gender expression, genetic information, or disability. The University prohibits all discrimination, harassment and retaliation, and complies with all applicable federal, state and local laws, regulations and Executive Orders.

Inquiries concerning allegations of discrimination based on any of the above factors may be referred to the University of Denver Office of Equal Opportunity/ADA Compliance, Mary Reed Building, Room 422, 2199 S. University Blvd., Denver, CO 80208. Phone: 303-871-7436. Fax: 303-871-3656. For more information, please call the above number or see the website at <http://www.du.edu/deo/>. You may also contact the Office of Diversity and Equal Opportunity/ADA Compliance with concerns regarding determinations of religious or disability accommodations and /or issues about access.

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About the School Psychology (SP) Program

Program Overview

SP students apply to, and are accepted into one of three Graduate degree programs:

- Master's degree (M.A.) in School Psychology
- Educational Specialist (Ed.S.) degree in School Psychology, with an option of obtaining a concentration in either Early Childhood Special Education or Addictions in Schools.
- Doctoral degree (Ph.D.)

SP graduates of the M.A. degree programs have career opportunities across a broad range of educational and treatment-oriented service systems at the local, state, and national levels. In addition, M.A. students are prepared for administrative and supervisory positions in institutions and organizations of education and mental health.

Our curriculum provides a strong foundation and core knowledge base in developmental, psychological, and learning theories; general and special education; and legal, ethical and professional standards of practice. Professional skills and advanced training are required in research, measurement, program evaluation, assessment, prevention, intervention, and consultation with family, school, and community professionals.

All SP degree programs involve innovative, integrative, closely supervised practice experiences during coursework. Independent field experiences begin the first year. Ed.S. and Ph.D. degree students complete a culminating year-long internship where they gain additional supervised experience. Practice experiences are designed as a developmental Chain of Relevant Experiences (CoRE; see Figure 1) where students progress through coursework and supervised field placements, initially as *Critical Observers*, then as *Directed Participants*, then as *Active Contributors*, and finally as *Independent Practitioners*. These progressive experience levels are defined as follows:

- *Critical Observers*: Students acting as Critical Observers engage in activities that increase their knowledge base by linking theory and empirically based concepts through observational activities. These activities challenge the students to integrate information while learning current practices.
- *Directed Participants*: Students acting as Directed Participants engage in activities addressing professional skill development and enhancement (e.g., role play, simulation activities, and supervised experiences).
- *Active Contributors*: Students acting as Active Contributors engage in professional activities that are managed and dictated by needs and policies of the field placement. These activities, developed collaboratively and completed under the supervision of a faculty member and site supervisor, bring about a specific result that adds to the productivity of the field placement.
- *Independent Practitioners*: Students acting as Independent Practitioners engage in activities in which they apply advanced skills through self-initiated and self-governed professional engagement within a network of collegial supervision.

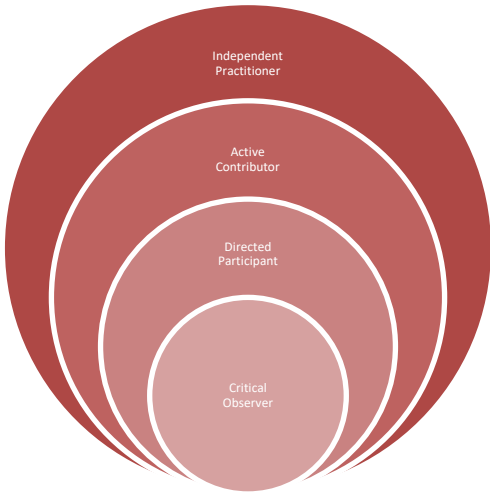


Figure 1. *CoRE Model*

All SP students are encouraged to participate in research, advocacy, and service at local, state, national or international levels for the benefit of families, children, and youth. There are multiple opportunities to engage in collaborative innovative research projects that offer in-depth expertise and exposure to critical issues in the field. Individual research interests are supported through strong faculty mentoring and advising that facilitates professional relationships and expertise. Students can take coursework from other programs housed within and outside MCE, including quantitative and qualitative research methods, curriculum and instruction, school administration, social work, and counseling. Finally, SP students can gain valuable practical and work experiences at the Psychoeducational Clinic, the Fisher Early Learning Center, and the Ricks Center for Gifted Children (all housed within MCE), or at several local public and private partnership schools.

Program Philosophy and Mission

Our program philosophy and mission are aligned with the MCE vision “to train global leaders who employ innovative and effective approaches to advance learning throughout the lifespan, educational change, and social equity.” Our program *philosophy* is built upon a scientist-practitioner model of training emphasizing ecological, family-sensitive, prevention-oriented, empirically valid practice, and the highest standards of ethics and professionalism. We believe in a full consideration of human development and pedagogy, sensitivity to diverse human experiences and cultures, a focus on early prevention and supportive intervention, collaborative problem-solving, and the promotion of family involvement in development and education.

Our Program *mission* is to provide students with the knowledge and skills relevant for collaboration with diverse families, students, educators, and professionals to meet the educational and mental health needs of all students and families within a rapidly changing, global society based on a strong understanding of the interrelationship between environmental, neurobiological, and cultural influences on development.

Program Goals and Objectives

Our program *goal* is to prepare highly competent, collaborative, ethical, and self-reflective scientist-practitioners who can problem-solve and share decision-making with others to optimize social-emotional, cognitive, academic, and behavioral outcomes for developing children and youth. Ultimately, the SP Program strives to produce professionals who are competent *Consumers, Collaborators, Interventionists, and Advocates* as they work on behalf of individuals, families, schools, and communities. The competency areas are defined as follows:

- *Consumers*: able to apply, translate, and expand upon scientifically-based pedagogy and professional practice;
- *Collaborators*: able to collaborate in strengths-based, problem-solving, transdisciplinary teams with families, teachers, administrators, and other school and community personnel and to demonstrate appropriate interpersonal relations and professional dispositions and work characteristics;
- *Interventionists*: able to employ data-based decision-making and systems-thinking that links assessment outcomes to effective individual, family, and group change and to deliver preventative, remedial strategic accommodations, intervention, and crisis services in a timely and professional manner;
- *Advocates*: able to advocate for the needs of children and families, to respect the dignity and worth of all persons, to exhibit compassion and self-awareness, and to demonstrate strong listening, oral and written communication skills.

As an extension of our philosophy, mission, and goals, graduates of the SP Program must demonstrate proficiency in several competencies and performance objectives, which align with MCE mission and goals, and with standards of professional training as articulated in *Standards for Preparation of School Psychologist* (NASP, 2020). and *Professional Standards of Practice for the Division of Early Childhood* (DEC, 2198). Each competency is also aligned with one of the four above-mentioned objectives, which are used to evaluate student progress in the Program. See Appendix A.

Students who graduate from the SP Program are expected to demonstrate mastery of skills and competencies according to NASP standards. The NASP Practice Model presents specific school psychology practices and provides more detail about the integrated and comprehensive nature of the domains described below:

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

2. **Domain 2: Consultation and Collaboration** School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision- making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.
3. **Domain 3: Academic Interventions and Instructional Supports** School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.
4. **Domain 4: Mental and Behavioral Health Services and Interventions** School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.
5. **Domain 5: School-Wide Practices to Promote Learning** School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.
6. **Domain 6: Services to Promote Safe and Supportive Schools** School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence- based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.
7. **Domain 7: Family, School, and Community Collaboration** School psychologists understand principles and research related to family systems, strengths, needs, and

cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

8. **Domain 8: Equitable Practices for Diverse Student Populations** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence- based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.
9. **Domain 9: Research and Evidence-Based Practice** School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.
10. **Domain 10: Legal, Ethical, and Professional Practice** School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability,

technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

General SP M.A Program Information and Requirements

Advisors and Advising

Upon admission to the SP Ph.D. program, new students will be given an “Advisor Initial Form” ([Appendix O](#)) to request a tenured/tenure-track SP faculty advisor who will collaboratively direct all degree and curriculum decisions for the duration of the student’s tenure at DU. Students and their faculty advisors develop an official coursework plan of study (signed by both the student and advisor and officially filed), build a research agenda, and engage in regular advisement meetings for guidance on professional issues. Students are expected to meet with their faculty advisor minimally once each quarter during the remainder of their program to discuss progress and career goals. All students are also required to schedule an annual performance feedback advisement. Students are responsible for scheduling all advisement meetings and are encouraged to seek out regular times to meet with their advisor for guidance on professional issues. To ensure appropriate professional advising, it is critical that there is an academic match between the student and the advisor. All students are encouraged to review SP faculty portfolio pages to gain an understanding of the scholarly focus of each tenured/tenure-track faculty member. Students are expected to keep their advisors updated on any substantial change or personal needs with regard to their degree program. Advisors will be notified when a student is given a warning of any sort. Concerns with students will be documented by advisors and discussed amongst core faculty at regular faculty meetings. Requests for a change of advisor will be reviewed on a case-by-case basis and will consist of discussions between the current, the newly requested advisor, and the student. Students must submit a completed and signed “Advisor Change Request Form” ([Appendix J](#)) to the ASA to initiate a change of advisors. If the change is approved, the student and advisor(s) will be notified.

Adequate Progress

Two or more non-passing grades on a student’s transcript may be a sign of inadequate progress and may result in probationary status. Non-passing grades include Incompletes and those with a non-passing grade. Severe or continued lack of adequate progress will result in termination from the Program. Please see the “Grades” section of this handbook and the Incomplete Grade Policy in the Graduate School Bulletin for further information: <http://bulletin.du.edu/graduate/>.

Background Check/Fingerprinting

Students are required to submit to a criminal history record check in anticipation of field experiences in school settings and the eventual application for a professional license.

Students must self-disclose if they have ever been convicted of or pleaded guilty to a criminal offense other than a minor traffic violation, or there are criminal charges pending against them at the time of admission, upon entry to the Program, and at any time while

they are students at the University of Denver in Morgridge College of Education (MCE). Failure to self-disclose abovementioned information may result in probation status or dismissal from the program. If a criminal offence occurs after initial admission and while they are students in the program, students must notify their faculty advisor within five business days of the occurrence. Failure to do so may result in probation status or dismissal from the program. Admitted students must follow the background check procedure listed below prior to starting program courses.

Infractions will be reviewed on a case-by-case basis by a committee that will consist of the MCE associate dean, Teaching Learning and Science (TLS) department chair, Program faculty representative, Office of Student Conduct representative and/or an Office of Graduate Studies representative, and Campus Safety representative. Results of the committee's determination will be communicated to the student in writing. If at time of application, the committee will determine if the applicant will be admitted. During the Program, the committee will determine if the student will be put on probation or dismissed. If it is determined that a student will be put on probation or dismissed, the student should refer to the policies and procedures listed under the "Probation Policy" section of this handbook.

Students in some practicum and/or internship sites may need additional fingerprinting to comply with federal or state law(s). The costs of fingerprinting, background checks, and other charges required by the site will be the responsibility of the student.

Procedure for Submitting Fingerprints for the Background Check:

1. Complete the VECHS Waiver Agreement and Statement form found on the SP M.A Canvas site or at the end of this handbook. Upload the completed form to the Canvas Site. (Please note: The Qualified Entity on this form is "The University of Denver / Morgridge College")
2. ***Beginning September 24, 2018 the Colorado Bureau of Investigation (CBI) will only accept digital fingerprints.*** In order to obtain this type of fingerprinting you will need to go to a Colorado Applicant Background Service (CABS) vendor. ***When filling out the forms, ensure you are requesting both CBI and FBI background checks.***
3. **Current Approved Vendors:**
IdentoGo - Service Code: 25YQ54
Appointment Scheduling Website:
<https://uenroll.identogo.com/>
Call Center: 844.539.5539 (toll free)
IdentoGO CABS Information Website: www.identogo.com/locations/colorado

Colorado Fingerprinting
Unique ID Numbers: CONCJ5768

Colorado Fingerprinting Phone: 720-292-2722
Email: info@coloradofingerprinting.com
Online pre-registration: www.coloradofingerprinting.com
Choose a location and time that is convenient for your appointment

4. Please note the following information:

- **Employer and Address** - The University of Denver, 1999 E. Evans Ave., Denver, CO 80208
- **The purpose of background check/fingerprinting: NCPA/VCA Volunteer and you will pay a fee.** *If you recently were recently fingerprinted for a background check for another entity you will still be required to go through the process again for your program at the University of Denver.*

For more detailed information on fingerprinting and background checks in the state of Colorado visit their website [here](#). In addition, each school and/or district has its own requirements for finger printing and students must comply with those requirements as well.

Bereavement Policy

A student's absence from class will be excused for funeral leave in the event of a death in the student's immediate family or household for up to three consecutive business days for in-state funeral services and five consecutive business days for out-of-state funeral services. The student is responsible for fulfilling the course requirements and for working with course instructors on an appropriate timeline to submit any missed assignments/requirements.

The Office of Student Outreach & Support (SOS) is the designated office to help support the student and review all available options if the death has an impact on the student's academic progress for the term. Faculty requesting verification of the funeral leave should consult with the SOS staff. The policy can be found here:

https://www.du.edu/studentlife/studentssupport/pioneers_care/

Canvas Assignments

You will be added to a Canvas site called "SP M.A." The purpose of this site is to assist you in progressing through the program. Requirements for program completion outside of coursework are assignments in this Canvas site. You are responsible for contacting your advisor if you have questions or concerns regarding the required information. Failure to complete the items in Canvas may result in delayed graduation.

Coursework Plan (CWP)

Students must complete an official CWP in consultation with their advisor during the first quarter they are officially enrolled and must place an official CWP on file by the

end of the first quarter. An official CWP is one that is signed by the student and the student's advisor. The signed CWP must be uploaded to the M.A Canvas page by the end of the fall quarter.

A CWP can be revised at any time with advisor approval. When modifications are made, a new official, re-dated, and re-signed coursework plan must be resubmitted with all changes and be attached to the original plan in the student's file. When a student applies for graduation, the student's transcript is checked against the coursework plan to ensure that the student has taken all the required courses listed on their plan. This is the only time that such a check is officially made by the University. Students are expected to track their progress toward meeting the degree requirements and keep their own copies of all documents throughout the duration of their study.

Email and Communication

All students are automatically assigned a University e-mail address upon entry into the program. Students may choose to use the email operating system (i.e., Outlook) or forward the email to a preferred email account. The DU e-mail address will be used to send program-specific and MCE communications; it is preferred that students use their DU email in all DU related communications. Students are responsible for checking email regularly for critical information, such as scheduling, deadlines, conferences, field placements, and job opportunities. Students are responsible for updating any changes in address or other contact info in PioneerWeb within the first week of classes each quarter.

Employment

The SP program is a full-time commitment. The program is not compatible with full-time employment. Part-time employment outside of the university may also be a challenge due to course and field placement demands. Students are encouraged to pursue part-time Graduate Assistant and Work Study positions on campus while matriculating through the program. All students must complete a "Discussion of Employment" ([Appendix K](#)) form signed by their advisor and submit it to the SP M.A. Canvas page for recordkeeping.

Grievance Policy

If a student has a grievance involving another student, a faculty member, or staff regarding interpersonal matters or a program review decision, students must follow a hierarchical process to work toward repair and resolution.

The order of engagement is as follows, with progression to the next step if the student feels the meeting was unsuccessful, and the grievance was not resolved:

- 1) Meet directly with the offending party
- 2) Meet with your Advisor (if the grievance is with the advisor, move to step 3)
- 3) Department chair
- 4) Associate Dean
- 5) University policies
 - a) Academic Grievance Procedure: <http://bulletin.du.edu> or <https://www.du.edu/site-utilities/studentcomplaint>

- b) Office of Equal Opportunity and Title IX:
https://www.du.edu/equalopportunity/about_equal_opportunity

Students' advisors or another trusted faculty member may act in a consultative and supportive role throughout the entirety of this process.

Initial Meeting involving another student, a faculty member, or staff

The goal of this meeting should be restoration. **All** parties should express their concern and feel heard. We acknowledge potential power differentials and if the student feels more comfortable, they may have their advisor or trusted faculty member support them in this initial meeting.

If the student feels this meeting was unsuccessful, and they cannot work out the grievance directly with the faculty member, staff, or student, the student may direct their concern to their Faculty Advisor personally, or in writing, and follow the hierarchy listed above.

Initial Meeting involving a faculty advisor

If the grievance involves the Faculty Advisor, the student should direct the concern to the Department Chair. **All** parties should meet to express their concerns and engage in a restorative process to feel heard.

If the grievance is not resolved to the student's satisfaction, the student may seek resolution of complaints or grievances to the Associate Dean, and follow the hierarchy listed above.

Explicit information about the grievance policy can be found in the Graduate School Bulletin <http://bulletin.du.edu> or at <https://www.du.edu/site-utilities/studentcomplaint>

Matters of Discrimination

If a student feels another student, a faculty member, or staff are discriminating against them (e.g., race, ethnicity, gender, sexual orientation, SES, dis/ability status, religion) or creating a hostile learning environment (through course materials, discussion, activities, verbal statements, etc.), they are encouraged to follow the above grievance policy.

If this aforementioned policy and hierarchy is not successful, students may directly contact the Office of Equal Opportunity and Title IX for additional options https://www.du.edu/equalopportunity/about_equal_opportunity.

Letters of Recommendation

Faculty members receive numerous requests to write letters of recommendation for scholarships, fellowships, internships, or employment. The typical procedure is to alert the faculty member of the request at least two weeks in advance of any deadline. A student should provide an updated vita, description of the requested position or award, and should complete all required information on any forms so that the faculty member

need only add the recommendation and signature. It is customary for faculty to send letters directly to the requesting agency. Thus, students should provide a list of mail or email addresses where each letter should be sent. Faculty generally do not supply students with copies of recommendation letters.

Malpractice Insurance

Students are encouraged to purchase personal malpractice insurance. Most courses other than research classes have a practice and/or field component. While the University provides some coverage, students can obtain affordable additional malpractice insurance through their membership with the Council for Exceptional Children (CEC) or NASP.

MCE Strike Policy

The University of Denver and the Morgridge College of Education understands the complexity of labor negotiations and does not take sides in any contract disputes. DU students should contact their university supervisors for instructions as soon as they hear about an event such as a strike or work stoppage occurs. We strongly discourage students from attending field and service placements during a labor strike due to a variety of issues including, but not limited to, supervision and liability concerns. Students will work with their university supervisors to ensure that they are able to complete their work. This policy is not intended to influence students who are employees at their field placement sites, as they should use their own professional judgement. Their actions regarding these situations will have no academic consequences or impact on their status within the program.

Office of Research Integrity and Education

The DU Office of Research Integrity and Education (ORIE) provides support and oversight for research conducted by members of the University of Denver community so as “***...to ensure active adherence to the ethical principles and professional standards for the responsible conduct of research.***”

MCE students, staff and faculty who conduct research are required to review [the Office of Research Integrity and Education](#) website to determine if your research project qualifies as human subject research that requires you to submit a proposal to be reviewed by the Institutional Review Board (IRB). Please review the examples of research activities that may or may not require an IRB proposal. MCE graduate students should consult with their faculty advisor about their research activities. If you have additional questions about the ethical conduct of research at DU, please contact ORIE staff at 303-871-2121. More information on their office is listed on the *ORIE website*.

Personal Hardship

In general, the SP faculty will support students through a short-term crisis and provide activities to help them recoup missed learning experiences if no more than two classes are missed. Occasionally, however, a student may experience a long-term crisis, or have a series of frequent acute hardships. Personal hardships may not be

used as an excuse for unethical or irresponsible behavior. Concerns can exist due to any or all of the following:

- The student is unable to attend class regularly over an extended period of time
- The student is frequently poorly prepared (or unprepared) for class or other learning activities
- The student is significantly behind in coursework or other benchmarks for the Program
- The student has difficulty participating in required group learning activities, team projects, with clients, or at field-based sites
- The student is unable to attend or removed from field-based placement site.

It is the position of the Program that when such situations exist, the student and faculty should objectively examine the situation and determine whether it is appropriate to take a leave of absence until the educational experience can be given appropriate attention. In such instances, the student's advisor will consult with involved faculty and the Department Chair, and will then meet with the student to assist, to clarify, and evaluate options. If the student so chooses, a Leave of Absence form would be completed. If the student opts to remain active in the Program, the Program faculty will create a probation plan to clarify expectations and student responsibilities.

Probation and Dismissal

For general information on the policies and procedures related to probation and termination, students should refer to the *DU Graduate Bulletin*, section "[Academic Requirements, Policies and Procedures](#)" for a comprehensive description of situations that warrant probation, dismissal, and termination.

For information on program-specific expectations, please refer to the Field Placement manual and the following sections of this handbook:

- 'General SP M.A Program Information and Requirements'
- 'Academic Policies'
- 'Performance-Based Assessment and Accountability'
- 'Grades'

A written remediation plan will be developed by the Department Chair in consultation with the advisor for any student placed on probation that details specific actions to be taken within a specified timeframe. Such actions can include, but are not limited to, additional or repeated coursework or fieldwork; skill-building assignments outside of the regular class; psychological evaluation; professional counseling/psychotherapy; remedial coursework to enhance writing, quantitative, or oral presentation skills; or other appropriate remedial actions.

Failure to progress after reasonable intervention or a failure to comply with the probationary plan and timelines can result in dismissal from the Program. For egregious violations of expectations, such as unethical or unprofessional behavior, a student may be immediately dismissed from the Program.

Professional Membership

Students are required to join one national and preferably one state professional organization during their graduate career. They are also encouraged to attend annually at least one regional or national conference related to their professional career. A list of professional organizations at the national level include, the American Educational Research Association (AERA), the American Psychological Association (APA), the National Association of School Psychology (NASP), the National Association for the Education of the Young Child (NAEYC) and the Council for Exceptional Children Division of Early Childhood (DEC). At the state level, recommended professional organizations include but are not limited to the Colorado Council for Exceptional Children (CCEC), and Colorado Society of School Psychologists (CSSP).

Social Media Policy

Students are entering a professional role as a representative of the University of Denver and the school psychology profession, which relies on adherence to ethical standards such as confidentiality. This means students are expected to carefully consider their use of social media regarding both professional and personal behavior. Students are asked to review privacy settings and review their online presence. Students should also avoid posting unhealthy or offensive behavior and speech as these posts may be accessed by future employers, colleagues, or clients. Moreover, students are prohibited from posting anything at all about clinic and fieldwork practice. Failure to adhere to these guidelines is grounds for expulsion from the program. APA has established policies about social media and forums, which should be carefully reviewed by all students: [APA Social Media Policy](#).

SP Master of Arts Degree Requirements

The Master's in School Psychology is a four-quarter (i.e., 1 to 2 year) non-licensure terminal degree that focuses on foundational school psychology content applicable to employment in the public and private sectors. It also is a pipeline to licensure and non-licensure degrees, including a doctoral degree. Students in the SP M.A. program develop the knowledge and practical skills needed to work successfully within school and community agencies that serve public and private sectors of the education field, but do not qualify for the graduate requirements for any license. The M.A. in SP requires a minimum of 45 quarter hours. Please see the M.A. in SP Coursework Plan (Appendix B) and recommended course sequence (Appendix C).

Academic Policies

Course Attendance

Class attendance is highly valued and a critical component of this program. Absences result in a reduction in competence, since there is no way to recreate class lectures, discussions, group activities, and peer interactions. Students are allowed one (1) excused absence from

class. A second absence during a 10-week quarter, no matter what the cause, will result in a 10% reduction of all possible course points. If students miss a third class, they will receive a C+ or lower. There are no exceptions to this rule.

Attending class through remote access does not count as attendance, except for the most extreme personal or family reasons. Students are responsible for obtaining instructor permission to Zoom into or tape a class and making arrangements with a peer for how to get this done.

Missing 5 to 15 minutes of class is counted as a tardy; missing more than 15 minutes of class is considered an absence. Two tardies will be counted as an absence. If a student has a prolonged illness that causes them to miss more than two classes, they should have verified medical documentation. If more than two classes will be missed, students must communicate with the instructor and their advisor to determine if a leave of absence is warranted. If students have other commitments that will necessitate frequently missing classes or being tardy, students may want to reconsider whether taking this class is the most appropriate decision at this time.

If a portion of or an entire class is missed, it is THE STUDENT'S responsibility to contact a classmate and gather missed course content prior to the next class meeting. When classes are missed, students must contact the instructor at least 24 hours prior to the class session. In the case of an emergency in which prior notification is impossible, the student should contact the instructor as soon as possible via a text, phone call, or an email and confirm communication receipt.

**Note during severe weather conditions, the University maintains a Weather Line at 303-871-3747 that is updated by 3 p.m. and campus closures are announced on the DU website*

We ask that students carefully consider missing classes, as this policy will apply regardless of the reason for absence. More information on the DU attendance policies can be found in the Graduate Bulletin.

Online Learning Policy

If a course has moved online due to state or federal health and safety guidelines, the instructor will determine if the course content will be offered asynchronously or synchronously. During the synchronous class times, students are expected to log into the class at the designated times and remain for the duration of the synchronous period. Students are expected to have their videos turned on during the class and to remain visible. Students should not be doing other activities outside of the course during this time. While the instructor is speaking or another student is speaking, all other students are expected to keep their microphones muted so as not to distract the audio of the speaker. It is the student's responsibility to ensure all technology is working and adequate for the synchronous portions. It is highly recommended that students check their technology prior to the first class and before the other class times. Instructions for using Zoom via Canvas can be found at the technology service desk website as well as

instructions of testing your technology. Students are expected to be able to have enough of a command of the technology being used to participate in the course and present when necessary. It is recommended that students visit various tutorials online or contact the DU technology department for guidance.

Class Engagement

Class engagement is essential for developing a professional identity and collaborative sense of responsibility towards others. Active listening and personal participation during classes and during group work are extremely important to help integrate and understand different perspectives of the varied topics and sometime controversial issues facing our field. Thus, it is expected that students will come to all classes and professional commitments on time, prepared to discuss weekly readings and assignments, and ready to fully listen and engage with peers.

Professional engagement also means that students are NOT multi-tasking or engaged in personal texting, phoning, answering emails, surfing the web, nonrelated talking, or other distractions. In online classes, this is still the expectation. For in person classes, a **no-laptop policy** is utilized, unless otherwise instructed, in order to promote optimal student learning (Fried, 2008; Mueller & Oppenheimer, 2014; Ravizza, Uitvlugt, & Fenn, 2017; Sana, Weston, & Cepeda, 2013).

Grades

SP is a performance-based program. In a performance-based program, grades serve a different purpose than they do in a traditional academic program. In a performance-based program your grades do not directly affect our decision to recommend you for licensure, advancement in field experiences, or continuation in the program. In a performance-based program, grades are indicators of the following matters: (1) timely progress in understanding and applying the knowledge base needed to perform at the proficient level, (2) intellectual engagement with the process of becoming school psychologist, (3) ability to think, speak, and write at a graduate level.

Students must maintain at least a 3.0 GPA throughout the Program. If a student's grade point average falls below 3.0 at any time during the Program, they may be removed from fieldwork placement and will be placed on probation.

In SP, grades of "B" or higher are required for passing. Grades lower than "B" will not meet degree requirements and must be repeated until a passing grade is earned. Students must retake all courses (up to two) in which they earned a grade of "B-" or lower. Students earning a grade of "B-" or lower in a course(s) will result in automatic review by the SP faculty. Three grades of "B-" or below in their program course of study will result in the student's dismissal from the program, regardless of the student's overall grade point average.

An Incomplete "I" is a temporary grade which may be given at the instructor's discretion to a student when illness, necessary absence, or other reasons beyond the control of the student prevent completion of course requirements by the end of the academic term. Because courses are cumulative, students may not be allowed to begin/continue academic courses or fieldwork placements until all grades of Incomplete have been resolved. It is the responsibility of the student to initiate the Incomplete process by immediately communicating with the instructor prior to the end of the quarter, and it is up to the instructor to determine what will be required to show competency in the course. More information regarding the incomplete grade policy can be found in the Graduate Bulletin, <http://bulletin.du.edu/graduate/>.

Students may appeal a course grade by following the process outlined in the Graduate Bulletin <http://bulletin.du.edu/graduate/academic-and-student-support-services-policies-and-procedures/academic-exceptions-complaints-grievances-and-appeals/procedures-for-grade-appeals/>.

Field Requirements

In order to participate in any field placement (i.e., Practicum I, Practicum II, Clinic & Internship), students must be approved by faculty to do so. The first consideration is the wellbeing of the children and adults with whom the student would be interacting. For this reason, not only must a SP student be in good academic standing in order to participate in field experiences, the student must demonstrate appropriate professional and interpersonal behaviors. These include:

- Punctuality and attendance
- Attendance at training and supervisory sessions
- Timeliness with reports and assignments
- Professional appearance and demeanor, including speech
- Consistency, perseverance, industry, and initiative
- Flexibility; adaptability to novel and unexpected situations
- General attitude and interest in program and assignment
- Insight, sensitivity, commitment, and active participation
- Poise, tactfulness, and rapport with families, children, and others
- Preparation and organization
- Ability to handle constructive criticism professionally
- Ethical practice

Based on faculty judgment, a student can be denied or removed from a field placement at any time due to professional or ethical concerns; concerns about professional and interpersonal behaviors can be grounds for probation or dismissal. Field Placements fulfill program and training goals while simultaneously providing vital community services. During field placements students receive real-time and videotaped supervision from university supervisors and other licensed community professionals. Students will be provided with in-vivo supervision and guidance as they engage in assessment and

diagnosis of social-emotional, cognitive, learning, and behavioral needs and in consultation with parents and school or community professionals.

Written formal evaluations of a student's fieldwork performance objectives and goals, current competencies, and areas in need for further improvement are completed at the midpoint and at the end of each field placement by the field supervisor. These evaluation results are then shared with the University faculty who will assign a grade and determine a student's readiness to move on to the next field placement.

The student is responsible for all transportation related to field placements. The student is not required to attend their field placement on their assigned day if either the field placement school or the University of Denver is closed due to weather. Students are encouraged to participate in professional development at their field placement and other professional outlets. However, no more than 10% of field placement hours can come from professional development.

As discussed above, practice experiences are designed as a developmental Chain of Relevant Experiences (CoRE; see Figure 1 above) where students progress through coursework and supervised field placements, initially as *Critical Observers*, then as *Directed Participants*, then as *Active Contributors*, and finally as *Independent Practitioners*.

An electronic tracking system (Time2Track) is utilized to ensure all student hours are accurately calculated to align with APA and NASP accreditation. Students are required to enroll within the electronic tracking system in conjunction with all field-based experiences (Practicum I, Practicum II, Clinic, Advanced Practicum, Ed.S. Internship & PhD Internship) at their own expense.

Students are not covered by the University of Denver for injuries sustained while working in field placement positions. Field placement agencies should consult the Division of Workers' Compensation (303) 575-8700 or their professional accountant for advice on workers' compensation coverage as it relates to students in salaried positions. Further clarification of policies related to workers' compensation coverage may be obtained from the Risk Management Director at the University of Denver at (303) 871-2327.

Educational Services Clinic

The CESC houses the Counseling Psychology Services Clinic (led by the Counseling Psychology Clinic Director) and the Educational Services Clinic (led by the SP Clinic Director). The Educational Services Clinic provides children and adults with the opportunity to obtain reasonable-cost, high quality assessment and general counseling services. Assessment and intervention services are provided by students enrolled in the SP graduate program and who are pursuing either an Ed.S. or a Doctorate (Ph.D.) in School Psychology. Services are geared toward helping children, adolescents, and young adults who may be experiencing difficulties with learning and school related behavior problems. As a training facility, the Clinic offers community members valuable assessment services while providing a rare opportunity for graduate students to obtain

first-hand assessment, intervention, collaborative problem-solving, interpersonal communication, and report-writing experience under the supervision of licensed psychologists for a full academic year.

Practicum I

Practicum I is a supervised experience designed to enhance and extend knowledge and skills developed during coursework. During Practicum I, students act as *Directed Participants*, engaging in activities specifically outlined and directed by faculty to address professional skill development and enhancement. The tasks include, but are not limited to, role-play, team activities, and collaborative participation in authentic client cases. Most students complete Practicum I during their first year at both the Counseling and Educational Services Clinic (CESC) located in Ruffatto Hall and at an off-campus school partnership site. Two hundred total hours are required in Practicum I: approximately 190 hours in a school setting and 10 in the clinic. Please see the Field Manual and course syllabus for additional information about Practicum I requirements.

Performance-Based Assessment and Accountability

The SP Program uses a variety of formative and summative information to systematically evaluate the overall quality of the Program and to assess short- and long- term outcomes in regards to training successful, entry-level School Psychology professionals. (Please also see the section on “Grades” above)

Program Performance Evaluation

The SP Program engages in an ongoing Program evaluation process during the year that assists in making informed decisions about how to better prepare students for their chosen professions. Our accountability process includes 1) review of student indicators: ratings, course grades, field supervisor evaluations, job placements, other professional accomplishments, and comprehensive and national examination results, and 2) review of Program indicators: course evaluations, yearly student Program feedback, college-wide student perception surveys, post-graduate exit interviews, faculty performance reviews, and evaluations of Field Supervisors and placement sites. Faculty also meet regularly with Field Supervisors and conduct regular alumni and employer satisfaction surveys to evaluate the continued success of our graduates. The goal of these meetings is to review our progress in regards to stated Program and student objectives and to generate annual goals and recommendations to enhance our effectiveness and overall student outcomes. Program and student assessment is a continuous and ongoing process that occurs throughout the year during monthly SP Program and TLS Department meetings.

Student Performance Evaluation

As students acquire increasing levels of competency as *Consumers, Collaborators, Interventionists, and Advocates* (see section on Program Philosophy and Mission); student progress is comprehensively and continuously evaluated throughout the Program using a variety of methods to assess individual progress across stated performance objectives and competency areas.

SP student performance evaluation progression begins at entry - prior coursework, grades, and relevant life experiences are examined during the Admissions process to evaluate verbal, written, quantitative and professional competence. Professional skills and competencies are closely monitored during the Program through an Annual Review process that includes a holistic performance review of grades, coursework, curriculum-based assessments, work samples, self-reflective statements, professional accomplishments, professional work dispositions, field supervisor evaluations, and documentation of successful fieldwork.

All students must successfully complete a summative comprehensive examination at the end of their degree program to gauge attainment of professional knowledge and competencies. In addition to the previously described review process, school psychology student progress is measured in each of the NASP Standard II Domains.

Annual Review and Process

Each year, typically towards the end of spring quarter, the student is expected to meet with the advisor for an Annual Review. This process and the required materials are considered a formal, holistic, cumulative account of professional progress, attributes, and conduct associated with our four Program competency areas of *Consumer, Collaborator, Interventionist, and Advocate*.

The Annual Review process is designed to encourage integrative and personal self-reflection on performance expectations throughout the Program. This process also gives faculty a chance to monitor and recognize the student's progress and to provide timely, constructive feedback to ensure continued professional success.

Multiple sources of evidence are compiled for the Annual Review to reflect progressive evidence of professional competence and independence. These may include a holistic performance review of grades, coursework, curriculum-based assessments, work samples, self-reflective statements, professional accomplishments, professional work dispositions, field supervisor evaluations, and documentation of successful fieldwork. The student is asked to include an updated transcript and vita and to self-reflect on professional dispositions and characteristics not easily captured in course grades.

Once the aforementioned materials are submitted to the student's advisor via CANVAS, the advisor will review and then present it at a Program faculty meeting. The student is encouraged to set an appointment with their advisor to discuss the review and faculty feedback. A student who has made inadequate progress due to academic or professional disposition deficits may be placed on probation or, for extreme violations, dismissed from the Program. See Appendix E for the Cumulative Evaluation Form and the Professional Work Characteristics Development Form.

Inadequate Progress

The faculty can determine that a student has made inadequate progress at the annual review, or at other times throughout the year. The following are offered only as examples

of circumstances or performances that may be the basis for probation or dismissal, with further clarification below:

1. Failure to maintain minimum academic standards
2. Unsatisfactory performance in practica or internship
3. Academic misconduct or dishonesty
4. Failure to comply with established University or Program timetables and requirements
5. Failure to progress in course completion
6. Unethical practices and/or unprofessional conduct
7. Behavioral impairment that obstructs the training process and/or threatens client, student, and/or faculty welfare
8. Violation of the DU Honor Code;
9. Criminal conviction of misconduct that affects ability to practice or be licensed

1. *Failure to maintain minimum academic standards*

Students are required to maintain a 3.0 GPA in both their overall graduate work and their degree program. Students are placed on probation when their cumulative graduate GPA falls below 3.0. Students receive a letter informing them of their probationary status. Students are expected to maintain a 3.0 GPA and have one quarter to meet this requirement if it is not maintained. Students on academic probation have one quarter to raise their GPA to at least 3.0 to return to good standing. A student failing to meet this requirement will not be permitted to re-enroll unless recommended by the department and approved by the MCE Associate Dean. As a matter of departmental policy, no Incomplete grades may accrue during a probationary quarter, and any Incomplete grades assigned prior to the probationary period must be completed by the end of the probationary quarter or the student remediation plan.

2. *Unsatisfactory performance in practica courses or internship*

Upon the recommendation of the student's clinical supervisor at practicum or internship site and/or in conjunction with input from their university supervisor (e.g., course instructor, Field Placement Director) and, after a performance review by the program faculty, a student who has failed to meet the Program's expectations for the quantity or quality of clinical work or supervision during any of the student's practica or pre-doctoral internship, will be recommended to the TLS Department Chair for review for probation or dismissal as outlined in the Student Review and Retention Plan.

3. *Academic misconduct or dishonesty*

Academic misconduct or dishonesty by a student includes, but is not limited to, disruption of classes, giving or receiving of unauthorized aid on examinations, or in the preparation of notebooks, themes, reports, or other assignments, or, knowingly misrepresenting the source of any academic work, falsification of research results,

plagiarism, violation of regulation or ethical codes for the treatment of human participants, or otherwise acting dishonestly in research. Plagiarism, or using other people's ideas or data without giving them credit is unethical according to the APA (2002, 2010) Code of Ethics. It is similarly unacceptable to "borrow" another student, author, or publisher's work without giving him or her credit. Using papers written by others, or parts of papers, materials, and handing it in as your own work is clearly unethical. Students should not copy something written or published by others. An instructor may, with due notice to the student, treat as unsatisfactory any student work that is a product of academic misconduct or dishonesty. The instructor will also complete a student misconduct report and inform the Chair of the TLS Department. If suitable solutions are not reached, the student may be dismissed from the program. More information on the academic misconduct policy can be found on the Student Rights and Responsibilities of the DU website.

4. *Failure to comply with established University or Program timetables and requirements.*

DU Office of Graduate Studies policy allows candidates who hold only a bachelor's degree on entering the doctoral program to meet all degree requirements no later than eight years after doctoral studies begin and seven years for candidates who hold a master's degree on entering the doctoral program. Failure to complete the degree within the established time limits will result in termination, unless the student's petition for a time extension is approved by the Office of Graduate Studies Academic Exceptions Committee. Petition procedures and instructions are detailed in the Graduate Studies Bulletin.

5. *Failure to progress in course completion*

Two or more grades of Incomplete on a student's transcript may be a sign of inadequate progress and may result in probationary status. Non-passing grades include a grade of Incomplete and those with a grade of "B-" or lower. Severe or continued lack of adequate progress will result in dismissal from the Program. Please see in the Incomplete grade policy in the Graduate Bulletin for further information. It is expected that full-time students register for at least 8 credits per quarter during their first year in the program, and a minimum of 20 credits per year thereafter until course work is completed. Students should monitor their progress in the program carefully with the help of their advisor and the ASA. Students who are not making "reasonable and consistent" progress toward their degree may be put on probation or dismissed from the Program.

6. *Unethical practices and/or unprofessional conduct*

Doctoral students in SP are expected to follow the *APA Code of Ethics*, *NASP Principles for Professional Ethics*, and the *DU Code of Student Conduct*. Failure to abide by these standards while enrolled as a student in the SP program will lead to probationary status and/or may be grounds for dismissal from the program. Students who are not functioning effectively in any of the following areas as determined by the faculty: academic, ethical, interpersonal, or practice areas will be

advised of deficiencies and required to remediate them. This may include retaking courses or practicum, other tasks or assignments, or seeking external support at the student's expense. Students may also be placed on probation as part of their remediation plan. If the terms of the remediation plan are not successfully met as determined by the faculty, students may be dismissed from the program.

7. *Behavioral impairments that obstruct the training process and/or threaten client welfare*

Student conduct which, in the opinion of the faculty and/or the student's supervisors, is the result of behavioral impairment and which obstructs, interferes with, or threatens the training of fellow students or welfare of clients, students, faculty or supervisors may result in student probation and required remediation or dismissal from the program. Students may, as part of their remediation, be asked to consult other professionals, including mental health providers, and engage in consultation or psychological treatment. Examples of impairment having the potential for student dismissal or probation include, but are not limited to: inebriation, dual relationships with clients or students/supervisees for whom the student is responsible; lying or misrepresenting oneself to clients, faculty, or supervisors; failure to refer or practicing outside of one's area of competence without appropriate supervision; chronic lateness and/or absence from academic and clinical responsibilities; behavior that interferes with or jeopardizes the well-being of clients, students, faculty, or supervisors; unsupervised practice; and infractions of University rules for student conduct.

8. *Violation of the DU Honor Code*

The purpose of the Honor Code is to foster and advance an environment of ethical conduct in the University academic community, the foundation of which includes the pursuit of academic honesty and integrity. Essential to the fundamental purpose of the University is the commitment to the principles of truth and honesty. This Honor Code is designed so that responsibility for upholding these principles lies with the individual as well as the entire community. Through an atmosphere of mutual respect, we enhance the value of our education and bring forth a higher standard of academic excellence. No member of the University community, including students, faculty, staff and administrators, shall act in any way that could reasonably be construed as an intentional misrepresentation or deception in academic or professional matters. Please see the University's Honor Code here: <http://www.du.edu/studentlife/studentconduct/honorcode.html>

9. *Criminal conviction of misconduct that affects ability to practice or be licensed*

A student whose conduct, within or outside of the program, has resulted in the conviction of a crime that would preclude licensing or certification in Colorado as a school psychologist may be dismissed from the program by action of faculty.

Program, College and University Resources

Student Affiliates in School Psychology Board

The Student Affiliates in School Psychology Board (SASP) is composed of SP students across cohorts as well as a faculty advisor who attends the majority of meetings. The association meets at least monthly to discuss issues relevant school psychology as a whole, as well as specifically to the SP Program. The purpose of SASP shall be to present DU school psychology graduate students as a unified body in order to discuss issues and concerns that affect students, both professionally and academically; to provide opportunities to develop and nurture leadership skills; to allow student mentorship and occasions for sharing relevant resources; to foster professionalism during training; to institute a means to effect changes within the department/program; to sponsor speakers and extra-curricular training; to establish links with professional organizations and school psychology professionals in the community; and to afford networking opportunities for school psychology graduate students.

Psychoeducational Assessment Library (PAL)

The Psychoeducational Assessment Library (PAL) houses an array of materials relevant to psychoeducational assessment and research for use by students and faculty in the MCE. The PAL is a professional library equipped with cognitive, behavioral, and social-emotional assessment measures, protocols, scoring software, training videos, and other mental health resources. Materials in the PAL are accessible to currently matriculated, qualified SP faculty and students enrolled in assessment classes and field-based placements. A list of all PAL resources can be obtained from the PAL graduate assistant. Procedures for signing out PAL materials are available in the PAL Loan Policies and Procedures.

The PAL is overseen by program faculty and is staffed by a graduate assistant who posts hours each quarter when students can access PAL materials. Students must review, fill out and sign the online form through Qualtrics, which can be obtained from the PAL coordinator or graduate assistant, before they can access any PAL materials. Under no circumstances should test library materials be written in or on, underlined, or highlighted. Sticky notes and flags may be placed within the materials but must be removed before returning the materials. Avoid writing on the test manual. Instead, test protocols should be used for highlighting, underlining, and making notes pertaining to testing administration rules. Missing or damaged materials will require that the user (student or faculty) pay the cost of replacing these items. Grades for assessment classes will be withheld for students not returning materials and/or not paying replacement fees.

Ricks Center for Gifted Children

The mission of Ricks Center is to provide a dynamic and challenging educational environment that anticipates and responds to the individual intellectual, social, emotional, physical, aesthetic, and cognitive needs of gifted children. Gifted children have the right to an educational environment that meets their unique and challenging needs. When compared with children their age, these students display advanced abilities in general

intellectual aptitude, which may be exhibited in specific domains such as creativity, language, mathematics, or science. Gifted children have the ability to learn at faster rates and in greater depth, to find and solve problems more readily, and to understand, manipulate, and connect abstract or seemingly unrelated ideas. These abilities, combined with their intellectual curiosity, emotional intensity, moral sensitivity, playful creativity, and unique learning styles engender the need for a differentiated educational program. For more information about the Ricks Center visit their website: <http://www.du.edu/ricks/>. Students may visit or observe at Ricks Center only with instructor and Ricks permission.

Fisher Early Learning Center

The mission of Fisher Early Learning Center is to provide children with a continuum of learning experiences in an inclusive setting that reflects research-based practices, celebrates diversity and addresses the uniqueness of each child. Through family and community partnerships and high professional standards, Fisher offers a quality program that establishes a foundation of skills and knowledge essential to the development of competent and caring young children. Through partnerships with families and communities, and a commitment to professional development, Fisher will serve as the model for high quality care and education that result in creating an optimal learning environment where all children achieve their full potential. For more information about the FELC visit their website: <http://www.du.edu/fisher/>. Students may visit or observe at Fisher Center only with instructor and Fisher permission.

Dis/ability Access

The University of Denver is committed to equal access and participation for all persons, including those with disabilities, in academic and other university sponsored programs. Students who have a disability/medical issue protected under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act and who wish to request accommodations, please make an appointment with the Disability Services Program (DPS), located on the 4th floor of Kathryn Ruffatto Hall, or call 303.871. 2372/ 2278/ 7432. Procedures for arranging accommodations are included in the "Handbook for Students with Disabilities," which is also available online at: <https://studentaffairs.du.edu/disability-services-program> and through the Learning Effectiveness Program or the Office of the ADA Coordinator <http://www.du.edu/hr/ada.html>.

DU Writing Center

The University Writing Program - Shopneck Writing Center - Anderson Academic Commons 280. Email: wrc@du.edu, phone: 303-871-7456, website: www.du.edu/writing/writingcenter/

Appendix A: Student Learning Objectives: Competencies, Indicators, and Assessments

Competency	Indicator	In what course will the assessment occur (course number)?	What student work is being assessed (assignments)?	What determines acceptable performance (rubric)?
<p>Consultation: Learners will be able to collaborate in strengths-based, problem-solving, interdisciplinary teams with families, teachers, administrators, and other school and community personnel and to demonstrate appropriate interpersonal relations and professional dispositions and work characteristics</p>				
<p><i>Critical Observer:</i> Identifies components of culturally competent practice.</p>	<p>Provides recommendations that utilize multiple learning styles, including auditory, visual, kinesthetic, tactile, and social/interpersonal.</p>			
	<p>Demonstrates interest, value, and respect for students' values, cultures, and communities.</p>			
<p><i>Directed Participant:</i> Establishes respectful and productive relationships with students and families.</p>	<p>Demonstrates positive rapport with students, families, and colleagues and facilitates positive rapport between students (e.g., empathy, patience, caring).</p>			
	<p>Communicates with parents/families to gather information on student needs, provide support, and share data about student performance and progress.</p>			

<p><i>Active Contributor:</i> Utilizes information gathered from stakeholders to inform practice.</p>	<p>Provides recommendations that utilize multiple learning styles, including auditory, visual, kinesthetic, tactile, and social/interpersonal.</p>			
	<p>Develops and implements developmentally appropriate, culturally-sensitive, and proactive recommendations that promotes student/system well-being.</p>			
<p><i>Independent Practitioner:</i> Actively engages key stakeholders in school and community collaborations and incorporates findings into practice.</p>	<p>Demonstrates collaborative problem-solving with school, family, and community professionals leading to practical applications of human learning and development theory and a full continuum of empirically valid prevention and intervention strategies to promote mental health, learning, and physical well-being for students in regular and special education.</p>			
	<p>Engages in program development and evaluation that include, but are not limited to, progress monitoring, outcome accountability, and formative and summative evaluation</p>			

	of school, family, and community partnerships to enhance academic, social-emotional, and behavioral outcomes for students.			
Assessment: Learners will demonstrate evidence-based and culturally competent decision-making regarding selection, administration, and interpretation of assessments.				
<i>Critical Observer:</i> Demonstrates knowledge of test use, content, development, and theory.	Demonstrates knowledge of contemporary, scientifically-based knowledge of typical and atypical development within the core areas of cognition and learning, language and communication, motor and movement, social-emotional, and adaptive behavior			
	Understands theories underlying cognitive, achievement, adaptive and social-emotional assessments.			
<i>Directed Participant:</i> Identifies/selects assessments based on client characteristics.	Identifies instruments that are developmentally and culturally normed for the target population.			
	Selects an appropriate assessment battery based on reason for referral.			
<i>Active Contributor:</i> Uses data to synthesize assessment findings and plan interventions.	Analyzes relevant test materials and current research on assessments to identify implications on administration and interpretation.			

	Provides clear, concise, and comprehensive explanations of assessment findings.			
<i>Independent Practitioner:</i> Integrates data from culturally and developmentally appropriate assessment batteries and communicates findings to stakeholders.	Engages in shared decision-making that utilizes formal and informal assessment data to enhance services and promote change at the individual, family, classroom, building, district, or community level.			
	Executes and interprets evaluations that are considerate of developmental and cultural influences while integrating data gathered from multiple informants, observations, and norm-referenced instruments.			
Intervention: Learners will employ data-based decision-making and systems-thinking that links assessment outcomes to effective individual, family, and group change and to deliver preventative, remedial strategic accommodations, intervention, and crisis services in a timely and professional manner.				
<i>Critical Observer:</i> Demonstrates knowledge of typical developmental sequences and identifies appropriate interventions for atypical development.	Identifies cultural and environmental influences on development, learning, and behavior.			
	Defines appropriate intervention practices for CLD populations at each major developmental stage.			
<i>Directed Participant:</i> Utilizes evidence-based practices to	Makes strategic use of student and family cultural and/or linguistic identity to			

promote development, learning and prosocial behavior.	develop intervention recommendations.			
	Uses knowledge of biological and environmental bases of behavior to identify and implement interventions.			
<i>Active Contributor:</i> Uses formal and informal assessment data to monitor student progress toward learning and/or behavioral goals.	Engages key stakeholders to gather informal assessment data to inform intervention design and implementation.			
	Monitors intervention progress for student response and makes timely and appropriate intervention modifications based on student performance.			
<i>Independent Practitioner:</i> Employ a continuum of interventions (e.g. universal, targeted, and intensive individual, group, etc.) and educational services to create and maintain safe and supportive environments for learners of all abilities.	Utilizes a multi-tiered system of support to develop interventions of increasing intensity to foster academic or behavioral success.			
	Uses curriculum-based assessments to design, monitor and assess interventions for students from culturally and linguistically diverse populations.			
Scholarship & Advocacy: Learners initiate and expand upon scientifically-based pedagogy and professional practice while advocating for the needs of marginalized or disenfranchised children and families.				
<i>Critical Observer:</i> Awareness of ethical standards	Demonstrates knowledge of and adheres to ethical and legal standards			

and value of advocacy.	specified in APA standards of practice and University guidelines for scholarship and practice.			
	Demonstrates understanding that advocacy to promote wellness and prevention of learning, emotional, and behavior problems is a valuable tool to prevent remediation.			
<i>Directed Participant:</i> Demonstrates commitment to professional growth and building professional relationships.	Reflects on personal practice for continuous improvement by using feedback data to set clear and measurable goals for professional practice and research			
	Maintains professional demeanor (e.g. positive relationships, appropriate boundaries, standard language) in accordance with placement and/or University policies.			
<i>Active Contributor:</i> Demonstrates ethical, legal, and socially responsible practice in School Psychology that reflects current knowledge of public policy, federal and state legislation and regulations, and a	Collaborates with professionals on multi- and inter-disciplinary teams to make culturally responsive determinations about student educational placements utilizing local, state, and federal regulations.			
	Identifies and recommends the use of community partners as resources when			

strong professional identity.	working with children and families from at-risk and marginalized groups.			
<i>Independent Practitioner:</i> Appraises and communicates empirical evidence and literature based on a thorough understanding of research design, measurement, and statistics.	Exemplifies commitment to scholarship through scholarly contributions to professional organizations and publications.			
	Formulates budding research agenda that seeks to fill gap in existing literature and is aligned with social justice and advocacy frameworks.			

Appendix B: M.A. in SP Coursework Plan 2022-2023

Name of Student: _____ ID No.: _____

Course Number	Course Title	Credits	Term Completed
Developmental and Psychological Foundations			
CFSP 4301	Professional, Legal and Ethical Issues in School Psychology	4	
CFSP 4304	Diversity in School and Community Settings	3	
CFSP 4316	Infant through Adolescent Development	3	
CFSP 4317	Special Topics in Special Education	1	
	Required Credits	11	
Learning Theory, Educational Foundations, and Special Education			
CFSP 4306	Exceptionalities in Special Ed	3	
CFSP 4312	Learning Theories & Behavioral Analysis	3	
	Required Credits	6	
Individual Evaluation and Assessment			
CFSP 4321	Psycho-Educational Assessment I	4	
CFSP 4322	Psycho-Educational Assessment II	4	
CFSP 4323	Psycho-Educational Assessment III	4	
	Required Credits	12	
Prevention, Wellness Promotion, Counseling, and Crisis Intervention			
CFSP 4337	School-Age Academic Competencies and Intervention	3	
CFSP 4340	School Mental Health Counseling I	3	
CFSP 4341	School Mental Health Counseling II	4	
	Required Credits	10	
Applied Courses (Taken quarterly)			
CFSP 4349	School Psychology Practicum I	6	
	Required Credits	6	
Total Minimum Credits		45	

M.A. Degree	Credits/Score	Signature
Program Requirements		
Transfer Credits		

Student's Signature: _____ Date: _____

Advisor: _____ Advisor's Signature: _____ Date: _____

Appendix C: M.A. in SP 2022-2023 Suggested Course Sequence
(Subject to change)

Course Number	Course Title	Quarter	Credit
CFSP 4301	Professional, Ethical, and Legal Issues	FA	4
CFSP 4304	Diversity in Community & School Settings	FA	3
CFSP 4317	Special Topics in Special Education	FA	1
CFSP 4349	School Psychology Practicum I	FA	2
CFSP 4340	Counseling I	FA	3
CFSP 4312	Learning Theories & Behavioral Applications	WI	3
CFSP 4322	Assessment I	WI	4
CFSP 4341	Counseling II	WI	4
CFSP 4349	School Psychology Practicum I	WI	2
CFSP 4316	Infant through Adolescent Development	SP	3
CFSP 4323	Assessment II	SP	4
CFSP 4349	School Psychology Practicum 1	SP	2
CFSP 4306	Exceptionalities in Education	SU	3
CFSP 4324	Assessment III	SU	4
CFSP 4337	School Aged Academic Competencies and Interventions	SU	3
Total required credits			45

Appendix D: Sample Annual Evaluation Letter

DATE

Dear [STUDENT NAME]:

This letter provides a summary of the annual student evaluation you completed with your advisor. Based on your performance for the [YEAR] academic year, you are making **[adequate progress/inadequate progress]** toward SP program goals and standards.

Enclosed you will find a copy of your Annual Review summary and form, as well as feedback regarding next steps. Please keep a copy for your records.

Adequate progress: We look forward to your continued growth.

Inadequate progress: Now would be the time to seek help from your advisors and to chart a course that will assure progress and continued growth.

Best,

Department Chair
School Psychology Program



Appendix E: School Psychology Annual Student Summary

Part 1: Student Information

Name: Home Phone: Address: Work Phone: E-mail Address: Cell phone: Official Program Entry Date (mm/dd/yy): Review Date: Program: [] M.A. [] Ed.S. [] Ph.D.

Part 2: Academic Review

Table with 7 columns: Year, GPA, Highest Letter Grade, Lowest Letter Grade, Passed All Classes, Recommended for Probation, Probationary Period (e.g., WI 2013-SP 2013; N/A). Rows 1-6.

Table with 4 columns: Applied Setting, Site Name, Supervisor Name, Supervisor Credentials. Rows: Practicum I, Practicum II, Adv. Practicum, EdS Internship, Pre-Doc Internship.

Part 3: Professional Evaluation Form

This section is a reflection on your professional characteristics. The National Association of Colleges and Employers defines professionalism as the ability to “demonstrate personal accountability and effective work habits and understand the impact of non-verbal communication on professional work

image,” wherein “the individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from their mistakes.”

Directions:

Please rate yourself on a scale of 1-4 on each competency using the following criteria:

- **[4] Exceeds Expectations: Demonstrating exceptional skill and progress for year in program and performance above that expected in the profession**
 - a. Personal responsibility and investment in promoting professional growth in self or others are noted across more than one context within and/or outside of program requirements.
 - b. Professional and/or academic efforts indicating a 'desire to learn more' or to take initiative above that expected of all professionals are noted across more than one context within and/or outside of program requirements.
 - c. Professional leadership roles were undertaken across more than one context within and/or outside of program requirements.
 - d. Professional contributions promoting positive growth and continuous improvement for the betterment of others and/or the program are noted across more than one context.
- **[3] Meets Expectations: Demonstrating satisfactory progress for year in program and performance expected in the profession. This encompasses successfully completing professional and academic responsibilities that fall within program requirements; examples include, but are not limited to:**
 - a. Coming to all classes on time and fully prepared for class discussion.
 - b. Completing assignments on time and meeting specified requirements.
 - c. Routinely keeping scheduled appointments or changing with advanced notice and coordination.
 - d. Collaboratively working and fulfilling one's group assignment responsibilities.
 - e. Demonstrating growth and/or improvement after specific feedback and/or remediation is undertaken.
- **[2] Below Expectations: Demonstrating inadequate progress for year in program and performance below that expected in the profession.**
 - a. Professional or academic concerns are raised across one or more of the ten listed areas of professional characteristics, and/or
 - b. Professional or academic concerns are noted in one context within and/or outside of program requirements, and/or
 - c. Inadequate professional or academic progress on program requirements.
- **[1] Significantly Below Expectations: Demonstrating little to no progress for year in program and inadequate performance expected in the profession.**
 - a. Professional or academic concerns are noted across more than one context within and/or outside of program requirements, and/or
 - b. No professional or academic progress was noted, and/or
 - c. Updates were not submitted.

Please rate yourself as candidly as possible on the following 10 items using the scale above; provide examples to support your rating. It is important that you consider the ratings in light of the *Chain of Relevant Experiences* and your selected program and year. Your SP Student Handbook will provide further information on program philosophy, mission, goals, and objectives to help orient your self-reflection.

**The shaded rating area is for faculty use.

Individual Characteristics within Professional Settings (e.g., academic settings, field settings, programmatic activities, and other professional gatherings)		
<i>Adaptability/Flexibility – adapts effectively to demands of situation; exhibits flexibility in face of change; views challenges as opportunities; values the process</i>	Self	Fac.
Please describe one or more incidents that you feel demonstrate your adaptability and flexibility or rigidity.		
<i>Attending/Listening Skills – listens attentively; attends to important communications; engages in active listening (e.g., attentive, ask thoughtful questions, is attuned)</i>	Self	Fac.
Please describe one or more incidents that you feel demonstrate your attending/listening abilities or struggles.		
<i>Ethical Conduct – responds appropriately to interpersonal and professional legal and ethical challenges; adheres to professional codes of ethics; maintains confidentiality according to policies, procedures, and guidelines</i>	Self	Fac.
Please describe one or more incidents that you feel demonstrate your understanding or lack of understanding of ethical codes and guidelines.		
<i>Growth/Learner Mindset – seeks feedback and is open to constructive criticism; self-reflects on personal strengths and weaknesses; solution-oriented; takes ownership of attitude, acknowledges mistakes and commits to self-improvement</i>	Self	Fac.
Please describe one or more incidents that you feel demonstrate your growth mindset or why it is an area for improvement.		
<i>Initiative – independently engages in activities when appropriate; proactive - does not wait to be asked or told when to begin tasks; demonstrates drive/motivation; seeks learning opportunities</i>	Self	Fac.
Please describe an incident that you feel demonstrates your initiative or why it is an area for improvement.		
<i>Interpersonal Relations – engages effectively with colleagues, faculty, supervisors and clients; demonstrates verbal and non-verbal behaviors that promote collaboration and engenders trust</i>	Self	Fac.
Please describe one or more incidents that you feel demonstrate your interpersonal relationship abilities or challenges.		
<i>Oral Communication – uses spoken word in a clear, organized, and professional manner to convey thoughts, present ideas and share information</i>	Self	Fac.

Please describe one or more incidents that you feel demonstrate your ability or struggle to communicate orally.

Respect for Human Diversity – exhibits awareness of and sensitivity to race/ethnicity, culture, socioeconomics, religion, gender-identity, sexual orientation, dis/ability, and other human differences; seeks out further understanding and skills needed to work with diverse populations.

Self **Fac.**

Please describe one or more incidents that you feel demonstrate your respect for human diversity or need for improvement.

Responsibility – demonstrates dependability, time management, and work organization; follows through on tasks; completes and submits assignments in accordance with stated parameters and/or constraints; punctual for classes/meetings.

Self **Fac.**

Please describe one or more incidents that you feel demonstrate your responsibility abilities or lack thereof.

Written Communication – uses clear, organized, and professional writing to express thoughts, present ideas and share information

Self **Fac.**

Please describe one or more incidents that you feel demonstrate your ability or struggle to communicate in writing. If rated below expectations by faculty, devise improvement or remediation plan.

**** Ph.D. Students Only - Fill out the remainder of the form below.**

Please describe your general dissertation topic and the theoretical foundation of these ideas.

Please discuss the specific plans you have for your dissertation *during the next year?*

Please discuss any assistance you might need to help you in this endeavor.

****Faculty Only - Annual Evaluation Process**

1. Download student rubric from Speedgrader
2. Copy and insert at the bottom of the Annual Evaluations Student Form:

**** Faculty Only**

Dear [STUDENT NAME],

On [MM/DD/YYYY], the SP faculty met and discussed your cumulative progress for the year. This form provides a summary of the discussion. Based on your performance for the [YYYY-YYYY] academic year, you are making [ADEQUATE/INADEQUATE] progress toward SP [MA/EDS/PHD] program goals and standards.

Areas of strength include [FILL IN].

Areas for development include [FILL IN].

If you have any questions, please meet with your advisor for review, recommendations, and next steps. Please keep a copy of this form for your records.

Sincerely,

School Psychology Program Faculty

3. Add in faculty scores for the characteristics
4. Upload revised annual eval student form to SpeedGrader
5. Assign grade: Adequate (Complete) or Inadequate (Incomplete)

Appendix F: Loan Policies and Procedures for PAL Materials

Loan of Materials

1. I understand that all materials shall be returned to the PAL in the same proper working condition as it was issued.
2. I agree that it is my responsibility to accept materials in proper working condition (i.e., parts and content) from the PAL.
3. Should materials be damaged for any reason while in my charge, I will make absolutely no attempt to repair it. If damaged, I will return the materials immediately to the PAL.
4. I agree that under no circumstances should any materials in my charge be loaned to any other person. All materials transfers must be handled through the PAL, even to the next user in line. This will protect me from being assessed a fine for someone else's carelessness.
5. I understand that materials will not be issued outside of the checkout period determined by the PAL coordinator.

Terms of Loan

1. I agree that I will be held totally responsible for all future materials checked out to me once I sign this contractual agreement
2. I understand that all materials may be signed out for two (2) week. Materials must be returned and checked before a renewal of the loan may be made. A maximum of one (1) renewal is allowed. Renewals must be done in person.
3. I understand that it is essential that materials be returned to the PAL on time. Late fines will be enforced after a missed deadline. If I am late, I will be fined. It is my responsibility to be aware of the deadline.
4. If I am late in returning materials, I understand that one (1) point will be deducted from my total class grade for every day that I am late. I understand that the PAL coordinator will contact the course instructor for the class which required assessment use, and that no class is exempt from the PAL fine policy.

Lost, Damaged or Stolen Materials

1. I agree that I am responsible for returning all materials received in the same condition as when received. If I discover that loaned materials are damaged, it is my responsibility to report this immediately to the PAL coordinator.
2. If any materials are not returned, or materials are returned damaged beyond repair, I will be held responsible for the cost of replacement. This cost is billed directly to the student by the MCE Budget & Planning office, separate from DU tuition and fees.
3. Costs assessed against me will be treated as any other debt owed to the University, and failure to pay as required may result in loss of privileges and benefits, including but not limited to prevention from registering for courses, delay in receipt of grades, or withholding of granting of certificates or degrees. Payments in these cases may be returned directly to the MCE Budget & Planning office, KRH 317.

Loan of Materials to Non-Students

1. If I am serving as adjunct faculty, I understand that I can check out PAL materials only if they are needed for instruction of my assigned course. I agree to uphold all the policies and procedures stated above regarding (a) terms of the loan and (b) monetary fines assessed to lost, damaged, or stolen materials.
2. If I am an alum of the SP program, I agree to only review materials in the PAL facility, but *not* check out materials. I understand that I will have to present proper credentials to access the PAL materials.

Appendix G: Parental Permission Form to Audio/Video Record Students

Dear Parents:

Your school is partnered with the School Psychology (SP) Program at the University of Denver. Your child's classroom hosts a SP prospective school psychologist in the program and who is working with students under the supervision of your child's classroom teacher. Throughout the year, as a tool for becoming an effective school psychologist, students will collect audio/video samples of their interactions.

The purpose of audio/video recording is to provide reflection and feedback for the prospective school psychologist and professional development of SP faculty. The school/school district approves the University of Denver performing and sponsoring this program and audio/video recording in your child's classroom.

With your permission, the audio/video recordings may contain your child's first name, image, and voice. To protect your child's privacy, students will be identified only by their first names on any audio/video recording. The audio/video recordings will be viewed only by SP faculty, prospective school psychologists and your school's officials. The audio/video recordings will be used only for the purposes stated and will not be used for any other purpose. The recording(s) will be stored on a secure server at the University of Denver and will be retained indefinitely. Should any information revealed in the audio/video recording be the subject of a court order or lawful subpoena, the University of Denver and/or prospective teacher may not be able to avoid compliance with the order or subpoena. As required by law, any information concerning suicide, homicide, or child abuse and neglect captured on an audio/video recording shall be reported to the proper authorities.

Neither you nor your child is entitled to any compensation or other benefits from participating in the audio/video recording. However, the goal is to improve the educational process and, as a result, children in the future children will be helped. The school would like all students in the classroom to participate but the decision to participate is voluntary. No action will be taken against the school, you, or your child, if you decide not to let your child participate. Students who do not wish to participate in the audio/video recording will be excused and if at any point during the audio/video recording, a student does not wish to continue, the student will be removed from the classroom without penalty. An alternate, equivalent learning experience for all students not participating in the audio/video recording will be arranged.

Please read and complete the following section. If you do not return this form by the date specified below, then your child will **not** be authorized to participate for that portion of time in class of the audio/video recording and an alternate, equivalent learning experience will be arranged.

Child's Name: _____ **Grade:** _____

Yes, I have read this form and have been informed in writing by the school that it plans to audio/video record students in _____ [teacher's name and classroom number] and agree to the audio/video recording of my child.

No, my child may not take part in the audio/video recording.

Parent's/Legal Guardian's Signature: _____ **Date:** _____

Parent's/Legal Guardian's Printed Name: _____

Phone number: _____

Please return this form by (date): _____

If you have any concerns or complaints about how you or your child were treated by the SP Program, please contact the SP Department Chair, Rashida Banerjee, at Rashida.Banerjee@du.edu, 303-871-6597, or write to the University of Denver, Morgridge College of Education, Attn: Rashida Banerjee, 1999 E. Evans Ave., Denver, CO 80208.

Appendix H: Prospective School Psychologist Confidentiality Affidavit and Agreement

I, _____ [prospective *school psychologist's name*], a student in the University of Denver's School Psychology Program), understand that the production, receipt or review of audio/video recordings of

_____ [*Name of School, Teacher and room number*], and any information or data related thereto, is for the sole purpose of my participation in the SP Program. I agree to keep such audio/video recordings, and any information or data related thereto, confidential. I understand that (i) the audio/video recordings, and any information or data related thereto, are subject to the Family Educational Rights and Privacy Act of 1974, as amended and by applicable state laws regarding the protection of education records and (ii) the use or release of the audio/video recordings, or any information or data related thereto, for any purpose other than as permitted by the written consent of the parent or legal guardian of the students depicted in the audio/video recordings is strictly prohibited. I acknowledge that I fully understand that the release by me of audio/video recordings, and any information or data related thereto, to any unauthorized person could subject me to criminal and/or civil penalties, where applicable, imposed by law and/or disciplinary procedures of the University of Denver.

DU Student Name: _____

Signature: _____

Date: _____

Appendix I: Department of Teaching and Learning Sciences ADVISOR INITIAL REQUEST FORM

All SP Ph.D. students must be assigned a tenured/tenure-track faculty advisor who will collaboratively direct all degree and curriculum decisions. Students and their faculty advisors develop an official coursework plan of study, build a research agenda, and engage in regular advisement meetings for guidance on professional issues. To ensure appropriate professional advising, it is critical that there is an academic match between the student and the advisee. All students are advised to review faculty portfolio pages to gain an understanding of the scholarly focus of each tenured/tenure-track faculty member.

To be completed by the SP Student

Student's Name: _____ Date: _____

Student DU ID#: _____

Student Research Interest Area:

Degree Program: SP MA SP PhD

Faculty Advisor: Dr. Hazel – Listening, systems-level change, consultation

 Dr. Kim – Social/emotional function, acculturation in newcomer youth

 Dr. Talapatra – Intellectual disabilities, graduate training and practices

To be completed by SP Faculty

Faculty member agrees to accept this student as an advisee: YES NO

Student Signature _____ Date _____

Signature of Faculty Advisor _____

PLEASE COMPLETE THIS FORM AND RETURN TO THE PROGRAM ASA

**Appendix J: Department of Teaching and Learning Sciences
ADVISOR CHANGE REQUEST FORM**

To the student:

You should be requesting a change of advisor only if you have good reason to do so. If another advisor will be able to better guide you toward your professional goals or if irreconcilable conflict has arisen between you and your advisor, you may request a change. Make sure you talk it over with your current advisor first.

To be completed by the Student

Student's Name _____ Date _____

Student DU ID _____

Degree Program _____

I agree that a change in advisors would be to the benefit of this student's program and career.

Print Name _____

Current Advisor

Signature _____ Date _____

Current Advisor

To be completed by Faculty

Agree to accept this student as an additional advisee. YES NO

Print Name _____ DU ID _____

New Advisor

Signature _____ Date _____

New Advisor

Signature of Department Chair _____

PLEASE COMPLETE THIS FORM AND RETURN TO THE PROGRAM ASA

Appendix K: Graduate Program in School Psychology Discussion of Employment

School Psychology students must consult with their program advisor before accepting any graduate assistantship or other work-related commitments that are not within the College of Education. Students and their program advisor must evaluate the impact of the external commitments on students' progress through the school psychology program and their timely completion of all program requirements.

Student Name:

Program Advisor:

Employment status: I am employed I am **not** employed

Type of Employment:

Date of Discussion:

Approximate Number of Hours per Week:

Starting Date:

Ending Date:

Employment Site:

Briefly describe the nature and rationale for the employment with regard to the student's program status and their timely completion of the program requirements:

School Psychology Student Signature

Date

SP Advisor Signature

Date

Appendix L: 2022-23 M.A Handbook Confirmation

This page must be signed and uploaded to your degree Canvas page.

By signing below, I am confirming that I have reviewed the handbook that is required for my degree program. I understand my requirements and expectations as a student in this program.

Printed Name: _____
Student ID Number: _____
Program of Study/Degree: _____
Signature: _____ Date: _____