

**School Psychology
Student Handbook**

**Educational Specialist
(Ed.S) Program**

2024-2025



**Morgridge College
of Education**

UNIVERSITY OF DENVER

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Handbook Overview

This Education Specialist (EdS) Student Handbook provides students in the School Psychology (SP) Program with policies and procedures to assist them as they matriculate in the Morgridge College of Education (MCE), University of Denver. Please take time to review this handbook and become familiar with the program. Upon completion of your review, please sign [Appendix G](#) and upload it to the EdS Canvas page.

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, the University of Denver (DU) [Bulletin](#), and the [MCE Policies and Procedures](#). Although every effort has been made to ensure agreement between these documents, it is the student's responsibility to read them all.

DU and its programs are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) and other major accrediting agencies, including the American Psychological Association (APA) (PhD program only) and the National Association of School Psychologists (NASP).

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 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. For more information, see <http://www.du.edu/deo/>.

You may also contact the Office of Diversity and Equal Opportunity/ADA Compliance regarding religious or disability accommodations and /or issues with access.

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About the School Psychology (SP) Program

Program Overview

School Psychology students are accepted into one of two graduate programs:

- Educational Specialist degree (EdS), with an optional concentration in either Early Childhood Special Education or Adolescent Addictions in Schools;
- Doctoral degree (PhD)

Graduates of the EdS program have career opportunities across a broad range of educational and treatment-oriented service systems at the local, state, and national levels. In addition, EdS 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 members.

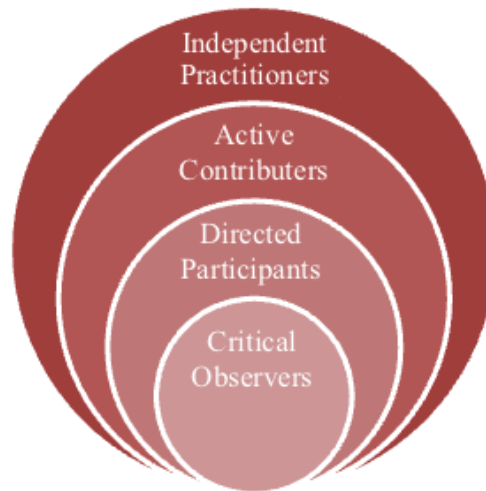
The SP program is committed to providing high-quality educational and field experiences. The curriculum aligns with NASP standards and is updated to ensure consistency with best practices. Our program is designed, delivered, and assessed by highly qualified faculty members who primarily are school psychologists, hold doctoral degrees with specialization in school psychology, and are actively engaged in school psychology (e.g., possess state and/or national credentials; have relevant experience; participate in professional associations; contribute to research, scholarly publications, and presentations). Other MCE/DU faculty members, who hold doctoral degrees in psychology, education, or a closely related discipline, are supportive and aware of their responsibilities in the program.

Both SP degree programs involve innovative, integrative, and closely supervised hands-on practice. Independent field experience begins in the first year. EdS and PhD degree students also complete a year-long internship where they gain additional experience. Practices are designed as a 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.:

- *Critical Observers*: Students 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 engage in activities addressing professional skill development and enhancement (e.g., role play, simulation activities, and supervised experiences).
- *Active Contributors*: Students engage in professional activities that are managed and dictated by the needs and policies of the field placement. These activities, developed collaboratively and completed in consultation with a faculty member and site supervisor, bring about a specific result that adds to the productivity of the field placement.
- *Independent Practitioners*: Students 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. There are multiple opportunities to engage in collaborative, innovative 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. Students can take coursework from other programs both inside and outside MCE, including quantitative and qualitative research methods, curriculum and instruction, school administration, social work, and counseling psychology. They can also gain experience at MCE’s Psychoeducational Clinic, the Fisher Early Learning Center, and the Ricks Center for Gifted Children, or local public and private schools.

Accreditation

The EdS program is fully Approved by the National Association of School Psychologists (NASP). Graduates are assured licensure upon the successful completion of all Colorado Department of Education (CDE) requirements. As part of the accreditation process, EdS student interns must complete two case studies, the data of which is shared with NASP.

Therefore, they are eligible for the National Certificate in School Psychology (NCSP), pending the successful completion of a NASP-approved internship and the attainment of a passing score on the National School Psychology Examination (Praxis II). For further information on NASP, please visit <https://www.nasponline.org/standards-and-certification/graduate-program-approval-and-accreditation/program-approval>.

Program Philosophy and Mission

We 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 philosophy is built upon a scientist-practitioner model, 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 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 mission is to provide students with the knowledge and skills relevant for collaboration with diverse parties, in order to meet the educational and mental health needs of children and families within a rapidly changing global society, based on a strong understanding of the relationship between environmental, neurobiological, and cultural influences.

Program Goals and Objectives

Our 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 children and youth. Ultimately, the SP Program strives to produce professionals who are competent *Consumers*, *Collaborators*, *Interventionists*, and *Advocates*:

- *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.

Graduates of the SP program must demonstrate proficiency in multiple competencies and performance objectives, which align with both the MCE mission and goals and overall field standards as articulated in “Standards for Preparation of School Psychologists” (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 objectives, which are used to evaluate student progress. See [Appendix A](#).

Students who graduate from the SP Program are expected to demonstrate full 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:

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.

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, school psychologists effectively consult, collaborate, and communicate with others.

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.

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.

Domain 5: School-Wide Practices to Promote Learning. School psychologists understand system 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 develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments.

Domain 6: Services to Promote Safe and Supportive Schools. School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: Family, School, and Community Collaboration. School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community to enhance academic and social–behavioral outcomes.

Domain 8: Equitable Practices for Diverse Student Populations. School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and their impact 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 both general and special education and address potential influences related to diversity. School psychologists provide professional services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds 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. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 9: Research and Evidence-Based Practice. School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques for understanding research, interpreting data, and evaluating programs. As scientist-practitioners, school psychologists evaluate and apply research and use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 10: Legal, Ethical, and Professional Practice. School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice. 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 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 Ed.S. Information and Requirements

Advisors and Advising

Upon admission to the Ed.S program, new students are assigned a faculty advisor who collaboratively directs all degree and curriculum decisions. Students and advisors develop an official coursework plan of study that is signed and filed. Students are expected to meet with their advisor at least 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 review.

Students are expected to keep their advisors updated on any substantial academic changes or personal needs. Students are expected to meet with their advisor at least once each quarter. Advisors will be notified when a student is given a warning of any sort. Any concerns will be documented and discussed by core faculty. Students must submit an Advisor Change Request Form ([Appendix F](#)) to the ASA to initiate a change of advisors.

Adequate Progress

Students are expected to earn a “B” or higher in all their classes to demonstrate adequate progress. Two or more non-passing grades (including Incomplete and lower than B) are a sign of inadequate academic progress and could result in probation or termination. Please see the “Grades” section of this handbook and <http://bulletin.du.edu/graduate/general-information/university-grading-system/incompletes/>

Background Check/Fingerprinting

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

Students must disclose if they have ever been convicted of or pleaded guilty to a criminal offense other than a minor traffic violation, or if 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 Morgridge College of Education (MCE). Failure to disclose this information may result in probation or dismissal from the program. If a criminal offense occurs after admission or while they are actively enrolled, students must notify their advisor within five business days. Failure to do so may result in probation or dismissal.

Infractions are reviewed by a committee consisting of the MCE Associate Dean, the School Psychology Program Lead, the Office of Student Conduct and/or Office of Graduate Studies,

and Campus Safety and additional members as deemed necessary. Results will be communicated to the student in writing. If an offense occurred prior to application, the committee determines if the applicant will be admitted. If it occurs during the program, the committee determines if the student will be put on probation or dismissed.

Students in some practicum and/or internship sites may need additional fingerprinting. The cost of all additional requirements is the student's responsibility. The procedures for fingerprints can be found below.

Procedure for Submitting Fingerprints for the Background Check

Complete the VECHS Waiver Agreement and Statement form found on the SP EdS Canvas site or at the end of this handbook. Upload the completed form to Canvas. (Please note: the Qualified Entity on this form is "The University of Denver / Morgridge College")

The Colorado Bureau of Investigation (CBI) will only accept digital fingerprints. In order to obtain this, you need to go to a Colorado Applicant Background Service (CABS) vendor.

Process:

1. **Visit a Current Approved Vendors:**
 - **IdentoGo – Service Code: 25YQ54**
 - Appointment Scheduling Website:
<https://uenroll.identogo.com/>
 - Call Center: 844.539.5539 (toll free)
 - IdentoGO CABS Information: 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
2. **Employer and Address:** The University of Denver, 1999 E. Evans Ave., Denver, CO 80208
3. **Purpose of background check/fingerprinting: NCPA/VCA Volunteer.**
4. **Ensure you request CBI and FBI background checks.**

NOTE: If you were recently fingerprinted for a background check by another entity, you are still required to go through the process again for the University of Denver.

For more information on fingerprinting and background checks in Colorado, visit their website [here](#). In addition, each school or district may have its own rules for fingerprinting and background checks. It is the student's responsibility to comply with all requirements. You will receive instructions for fingerprinting to your DU emails and DU portal when necessary.

Bereavement Policy

A student's absence from class will be excused 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 still responsible for fulfilling all course requirements and working with instructors on an appropriate timeline to submit any missed assignments. The [Office of Student Outreach & Support \(SOS\)](#) can offer further options if the death has a major impact on the student's academic progress.

Canvas

You will be added to the SP Ed.S Canvas (canvas.du.edu) page; please check your DU email and accept any outstanding Canvas invitations. Requirements for program completion apart from coursework are listed on this page. You are responsible for contacting your advisor or Academic Services Associate (ASA) with any questions or concerns about the required information. Failure to complete or upload Canvas items may result in delayed graduation.

Coursework Plan (CWP)

Students must complete an official CWP with their advisor during the first quarter they are enrolled and upload it, signed by both parties, on the SP Ed.S Canvas page by the end of that quarter. The CWP will be accompanied by the preferred sequence of courses. Given that many of the SP courses are sequential in nature, deviations from the sequence are approved on an individual basis through discussions with your advisor.

When modifications are made, a revised, re-dated and re-signed coursework plan must be submitted and attached to the original plan. When a student applies for graduation, the student's transcript is checked against the coursework plan to ensure that they have taken all the listed courses. This is the only time that such a check is officially made by the University. Students are expected to actively monitor their progress and keep copies of all important documents.

Email and Communication

All students are automatically assigned a DU e-mail address (Firstname.Lastname@du.edu). Students are responsible for checking DU email regularly, for critical information such as course correspondence, scheduling, deadlines, conferences, field placements, and job opportunities. Please use your DU email for all official and program-based correspondence.

Any email communications from your DU email should include a signature including your name, program, roles (example: SASP position, GA-ship, etc.), email address, and student number. It is also expected that any emails sent are professional.

Employment

The SP program is a full-time commitment and 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 while in the program. Yearly, students must complete and submit a “Discussion of Employment” form with their advisor and submit it to the PhD canvas page.

Students are expected to engage in a full-time internship during year three and are prohibited from employment outside of this placement. Internships in Colorado are often paid.

Family Educational Records and Privacy Act (FERPA)

The University of Denver is committed to the safeguarding and accurate maintenance of student records, as outlined in The Family Educational Rights and Privacy Act (FERPA) of 1974. You have the right to view any educational records about yourself, and to have the privacy of those records respected. DU will not release these records without your written consent. See <https://www.du.edu/registrar/other-student-services/privacy-ferpa>, or contact the Office of the Registrar at 303.871.4300 or registrar@du.edu for more information.

Grievance Policy

If a student has a grievance involving another student, a faculty member, or staff, they must follow a process to work toward repair and resolution. If the grievance is not resolved after the completion of each step, proceed to the next one:

1. Meet directly with the offending party
2. Meet with your Advisor (if the grievance is with the advisor, move to step 3)
3. Meet with the TLS Department chair
4. Meet with the MCE Associate Dean of Student Affairs
5. Follow University Academic Grievance Procedure, which can be found here: :
<https://www.du.edu/site-utilities/studentcomplaint>
6. Submit the grievance to the Office of Equal Opportunity and Title IX:
<https://www.du.edu/equalopportunity>

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

The goal of this meeting should be restoration. **All** parties should express their views and feel heard. We acknowledge potential power differentials, so the student may have their advisor or trusted faculty member support them in this initial meeting and throughout the process. If any step is unsuccessful, they may direct their concern to their advisor or proceed to the next step.

Initial Meeting involving a faculty advisor

If the grievance involves the Faculty Advisor, the student should direct their concern to the Department Chair and follow the same course of action as before. If the grievance is not resolved to the student's satisfaction, they may escalate the process to the Associate Dean.

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 that another DU community member is unlawfully discriminating against them due to race, ethnicity, gender, sexual orientation, disability, religion, etc., or creating a hostile learning environment, they are encouraged to follow the above grievance-reconciliation policy. If this is not successful, they may contact the DU Office of Equal Opportunity and Title IX: <https://www.du.edu/equalopportunity>

Letters of Recommendation

Faculty members receive numerous requests to write letters of recommendation, so please try to alert them at least four to six weeks in advance of the deadline. A student should provide an updated curriculum vitae, description of the requested position or award, and complete all basic information on any forms so that the faculty member need only add their recommendation and signature. It is customary for faculty to send letters directly to the requesting agency, and students should provide a list of mail or email addresses. Faculty generally do not supply students with copies of recommendation letters.

Malpractice Insurance

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

MCE Strike Policy

The University of Denver and Morgridge College of Education understands the complexity of labor negotiations and does not take sides in any contract dispute. DU students should contact their supervisors as soon as they hear about an event such as a strike or work stoppage. We strongly discourage students from attending field and service placements during a labor strike, due to issues including, but not limited to, supervision and liability concerns. Students should consult with their supervisors to ensure that they are able to complete their work and use their own professional judgement. Their actions will have no academic consequences or impact on their status within the program.

Office of Research Integrity and Education

The Office of Research Integrity and Education (ORIE) provides support and oversight for the DU 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 must review the [Office of Research Integrity and Education](#) website to determine if any research project qualifies as human-subject research. If so, you are required 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, and MCE graduate students should additionally consult with their faculty advisor. If you have additional questions, please contact ORIE staff at 303-871-2121.

Personal Hardship

In general, the SP faculty will support students through a short-term crisis and actively help them to 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. These 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 activities;
- The student is significantly behind in coursework or other benchmarks;
- 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 is removed from a field placement site.

When such situations exist, the student and faculty should determine whether it is appropriate to take a leave of absence. In such instances, the advisor will consult with faculty and the Department Chair, then meet with the student to evaluate options. If the student chooses, a Leave of Absence form would be completed. If the student remains active, the faculty will create a probation plan to clarify expectations and responsibilities.

Probation and Dismissal

For general information on the policies and procedures related to probation and termination, students should refer to [“Academic Requirements, Policies and Procedures” in the DU Bulletin](#). For information on program-specific expectations, please refer to the Field Placement manual and the following sections of this handbook:

- General SP EdS Program Information and Requirements
- Academic Policies
- Performance-Based Assessment and Accountability
- Grades

A remediation plan will be developed by the SP Program Lead, in consultation with the advisor, for any student placed on probation. Such actions can include additional or repeated coursework or fieldwork; skill-building assignments outside of regular class; psychological evaluation; professional counseling/psychotherapy; remedial coursework to enhance writing, quantitative, or oral presentation skills; or other appropriate actions.

Failure to progress after reasonable intervention or a failure to comply with the probationary plan can result in dismissal. For egregious violations, such as unethical behavior or a major criminal conviction, a student may be immediately dismissed without probation.

Professional Membership

Students are required to join one national and preferably one state professional organization. They are also encouraged to annually attend 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 Council for Exceptional Children (CEC), 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 the Colorado Council for Exceptional Children (CCEC), and Colorado Society of School Psychologists (CSSP).

Social Media and Online Activities Policy

Students are entering a formal role as a representative of the University of Denver and the school psychology profession, which relies on adherence to ethical standards such as confidentiality. Increasingly, one's professional, personal, and public personas may be indistinctly delineated online, and students are expected to carefully consider their use of social media in any context. Students must check privacy settings and online presence, and should avoid posting unhealthy or offensive behavior and speech, as future employers, colleagues, or clients may access these posts. They are encouraged to review all content to ensure that it aligns with expectations for professional and ethical conduct.

Students are prohibited from posting anything about clinic and fieldwork that gives any identifying information or could in any way jeopardize anyone's safety. They must likewise take care to safeguard digital client and student information in accordance with state law, university clinic guidelines, and field training placement policies. They are required to take precautions in the storage and transfer of both formal records and informal communication. For more information, visit the [Colorado Department of Education - Data Privacy and Security](#) and the [Colorado Department of Healthcare Policy and Financing - HIPAA](#).

Students must take extra precautions to never identify client information, confidential data belonging to fellow students and colleagues, and sensitive programmatic information (e.g. handbooks, assignments, and exams). Instructor and course content is proprietary. Although we encourage students to advocate for and disseminate information about the field, they must not share lecture slides and class materials beyond their fellow SP students.

Failure to adhere to these guidelines is grounds for expulsion from the program. APA has established policies about social media, which should be carefully reviewed by all students: [APA Social Media Policy](#). Students are also encouraged to review NASP standards, which include guidelines for professional online communication: [NASP Professional Ethics](#).

Academic Policies

Annual Review

Each year, typically towards the end of spring quarter, the student undertakes an Annual Review. This process is a formal, cumulative account of progress, attributes, and conduct, and is designed to encourage integrative and personal self-reflection. This process also gives faculty a chance to monitor and recognize the student's progress and provide feedback. Multiple sources of evidence are compiled to reflect evidence of professional competence and independence. These may include grades, coursework, curriculum-based assessments, work samples, professional accomplishments, work dispositions, field supervisor evaluations, and fieldwork. The student will include an updated transcript and curriculum vitae and self-reflect on achievements and characteristics not easily captured in formal grades. See [Appendix B](#).

Once these materials are submitted to the advisor, the advisor will review and present it at a program meeting. A student who has made inadequate progress may be placed on probation or, for extreme violations, dismissed.

Class Attendance

Class attendance is a critical component of this program. Absences result in a reduction in competence, since there is no way to recreate the personal experience of 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 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.

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

Missing 5 to 15 minutes of class is counted as a tardy; missing more than 15 minutes 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, they may want to reconsider whether taking this class is the most appropriate decision at the 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 session, and to notify the instructor at least 24 hours beforehand. In case of an emergency, the student should contact the instructor as soon as possible via text, phone call, or email.

**During severe weather, the University maintains a Weather Line at 303-871-3747 that is updated by 3 p.m. Campus closures are also announced on the DU website.*

Class Engagement

Class engagement is essential for developing a professional identity and collaborative sense of responsibility. Active listening and personal participation are extremely important. It is expected that students will come to all classes and professional commitments on time, prepared to discuss readings and assignments and 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, or other distractions. In online classes, this is still the expectation. For in-person classes, a no-laptop policy is in place, unless otherwise instructed, to promote optimal learning.

Educational Services Clinic

The Counseling and Educational Services Clinic (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). Assessment and intervention services are provided by SP Ed.S or PhD students, and are geared toward children, adolescents, and young adults who are experiencing learning difficulties and school-related behavior problems. The Clinic provides the 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.

Field Requirements

In order to participate in any field placement, students must receive faculty/advisor approval. The first consideration is the wellbeing of the children and adults with whom the student would be interacting. As such, a SP student must be in good academic standing **and** demonstrate appropriate professional and interpersonal behaviors. These include:

- Punctuality and attendance
- Regular attendance at training and supervisory sessions
- Timeliness with reports and assignments
- Professional appearance and demeanor, including speech
- Consistency, perseverance, industry, and initiative
- Flexibility and 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

A student can be removed from a field placement at any time due to professional or ethical concerns; these can also be grounds for probation or dismissal from the degree program. Students receive feedback from university supervisors and other licensed educational professionals. They are provided with real-time 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 results are shared with faculty, who assign a grade and determine the student's readiness to move on.

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 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.

An electronic tracking system (Time2Track) is used to keep time. Students are required to enroll in the system in conjunction with all field-based experiences (Practicum I, Practicum II, Clinic, Advanced Practicum, EdS Internship & PhD Internship) at their own expense.

Students are not covered by DU for injuries sustained in field placement positions. Field placement agencies should consult the Division of Workers' Compensation at (303) 575-8700, or a professional accountant for advice on coverage. Further clarification may be obtained from the DU Risk Management Director: (303) 871-2327.

Online Learning Policy

If a course has moved online for any reason, including due to state and federal COVID guidelines, the instructor will determine if it will be offered asynchronously or synchronously. During synchronous classes, students are expected to log into class at the designated time, have their videos turned on, and remain visible for the full period. Students should not be doing other activities at this time. While the instructor or another student is speaking, all others are expected to keep their microphones muted. It is the student's responsibility to ensure all technology is working, and it is highly recommended to double-check prior to the first class. Instructions for using Zoom can be found at the IT desk website.

Grades

You must maintain at least a 3.0 GPA throughout the Program. If your GPA falls below 3.0 at any time, you may be removed from fieldwork and placed on probation. For individual classes, grades lower than B must be repeated until a passing grade is earned, and any grade of "B-" or

lower will result in automatic review by the SP faculty. Three grades of “B-” or below may result in dismissal.

An Incomplete is a temporary grade that can be given when illness, unavoidable absence, or other reasons beyond the student’s control prevent the completion of course requirements by the end of the quarter. Students may not be allowed to begin/continue academic courses or fieldwork until all Incompletes are removed. It is the responsibility of the student to request an Incomplete, and for the instructor to resolve it. See

<http://bulletin.du.edu/graduate/general-information/university-grading-system/incompletes>)

Students may appeal a grade by following this process:

<http://bulletin.du.edu/graduate/academic-and-student-support-services-policies-and-procedures/academic-exceptions-complaints-grievances-and-appeals/procedures-for-grade-appeals/>.

Inadequate Progress

The following are some circumstances that can be the basis for probation or dismissal:

- Failure to maintain minimum academic standards
- Unsatisfactory performance in field placement
- Academic misconduct or dishonesty
- Failure to comply with University or Program timetables and requirements
- Failure to progress in course completion
- Unethical practices and/or unprofessional conduct
- Behavioral impairment that obstructs the training process and/or threatens client, student, and/or faculty welfare
- Violation of the DU Honor Code
- Criminal conviction that affects ability to practice or be licensed

1. Failure to maintain minimum academic standards

Students must maintain at least a 3.0 GPA, and will be placed on probation if their cumulative graduate GPA falls below this level. They then have one quarter to raise their GPA to 3.0. A student failing to meet this requirement will not be permitted to re-enroll unless recommended by the program faculty and approved by the MCE Associate Dean. No Incomplete grades may accrue during a probationary quarter, and any previous Incomplete grades must be completed by the end of the quarter or the student remediation plan.

2. Unsatisfactory performance in practicum 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, a student who has failed to meet expectations for the quantity or quality of clinical work or supervision, will be recommended to the SP Program Lead for review for probation or dismissal.

3. *Academic misconduct or dishonesty*

Academic misconduct or dishonesty 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, 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, words, or data without giving properly sourced, cited, or acknowledged credit, is fundamentally unethical. An instructor may treat as unsatisfactory any student work that is a product of academic misconduct or dishonesty, including that which happens by accident or genuine mistake. If suitable solutions are not reached, the student may be dismissed. Please also see [Student Rights and Responsibilities](#).

Artificial Intelligence (AI) Use Policy. This policy covers any generative AI tool (e.g., ChatGPT, GPT, DALL-E, Stable Diffusion, Midjourney, GitHub Copilot, Elicit).

There are situations and contexts where you will be asked to use AI tools to explore how they can be used. Further, you may use AI programs to help broadly generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic (e.g., racist, sexist, antisemitic). It is also important to acknowledge that AI may constrict your intelligence, independent thinking, and creativity. Since writing, analytical, and critical thinking skills are considered a cornerstone of our profession, all assignments should be prepared by the student. If AI is used, no more than 10% of the student work can be generated by AI, unless otherwise specified by the instructor. Any use of AI tools to generate original works or complete assignments must be clearly cited and acknowledged; failure to do so will be an ethical breach and constitute plagiarism. The following link has information on how to cite Generative AI material using APA:

<https://apastyle.apa.org/blog/how-to-cite-chatgpt>.

Any violations of these guidelines will be subject to the academic and disciplinary policies listed in the DU Honor Code. For more information about DU's positionality on AI, please see the following: <https://h5pservice.wpengine.com/wp-content/uploads/Guidelines-for-Student-AI-Use-in-Courses.pdf>.

4. *Failure to progress in course completion*

Two or more grades of Incomplete may be a sign of inadequate progress and could result in probationary status. Non-passing grades include Incompletes or those below B. Severe or continued lack of progress will result in dismissal. 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 completed. Students who are not making reasonable and consistent progress toward their degree may be put on probation or dismissed. For further information, please see the Incomplete grade policy in the Bulletin.

5. *Unethical practices and/or unprofessional conduct*

SP EdS students 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 will lead to probationary status and may be grounds for dismissal. Students who are not functioning effectively in any of the following areas – academic, ethical, interpersonal, or practice – 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. Students may also be placed on probation. If these terms are not successfully met, they may be dismissed.

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

Student conduct which is the result of behavioral impairment, or which obstructs, interferes with, or threatens the training of fellow students or welfare of clients, students, faculty or supervisors may result in probation or dismissal. Students may be asked to consult other professionals, including mental health providers, and engage in psychological treatment. Examples of detrimental conduct include: inebriation, dual relationships with clients or students/supervisees; lying or misrepresenting oneself to clients, faculty, or supervisors; failure to refer or practicing outside of one's area of competence without appropriate supervision or permission; 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.

7. *Violation of the DU Honor Code*

The [Honor Code](#) fosters an environment of ethical conduct in the DU community, the foundation of which is the pursuit of academic honesty and integrity. The responsibility for upholding these principles lies with the individual as well as the entire community. Through an atmosphere of mutual respect, we enhance our education and a higher standard of academic excellence. No DU member should act in any way that could be construed as an intentional misrepresentation or deception in academic or professional matters.

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

A student whose conduct has resulted in the conviction of a crime that would preclude licensing or certification as a school psychologist may be dismissed from the program.

SP EdS Degree Requirements

Education Specialist Degree (EdS)

The SP EdS is a three-year program that prepares professionals in all aspects of School Psychology services for children and families from birth to age 21. It requires two years of coursework and a third-year 1200-hour full-time internship. All successful graduates are eligible for the National Certificate in School Psychology and Colorado Department of Education license in School Psychology. The EdS degree requires a minimum of 90 quarter hours, up to 15 credits of which can be transferred from another institution. Students are responsible for meeting licensure coursework requirements outside of Colorado. Please see the EdS Coursework Plan ([Appendix C](#)) and Course Sequence ([Appendix D](#)).

Two optional concentrations are available:

- Students can choose an **Early Childhood Special Education Concentration** by successfully completing an additional 12 credits
- Students can also choose an **Adolescent Addictions in Schools Specialization** by successfully completing an additional 6 credits in selected courses.

Students must consult with their advisor if they are interested in a concentration.

Praxis II

Students must take and pass a national professional certification exam, Praxis II. This is offered through Educational Testing Services (ETS) and endorsed by the National Association of School Psychologists (<http://www.nasponline.org>). It is typically taken at the end of the second year of the program. A passing score is required **before** starting internship.

Students register for the exam on their own. Information on exam registration, including when and where the exam is offered can be found at the ETS website (<http://www.ets.org/praxis>). Typically, the Praxis II/NASP exam is offered six times per year, and registration is required at least one month in advance. The [Praxis School Psychologist exam #5403](#) is designed to align with NASP 2020 Professional Standards. On this exam, NCSP applicants must achieve a minimum score of **155**.

The majority of students take the test electronically. Since NASP has implemented a new version of the test, you will be held to the NASP standard of passing based on the version of the test you take.

Individuals applying for the NCSP credential as a graduate of a **NASP-approved program** must **submit their applications within 10 years of completing the program**. Applicants who completed a program more than 10 years ago, regardless of the status of their programs at the time, must apply as **graduates of a program without NASP approval**.

Students must submit official exam scores (total and section scores) to the SP Ed.S Canvas page.

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 *Critical Observers* and *Directed Participants*, engaging in activities specifically outlined and directed to address professional skill development and enhancement. Most students complete Practicum I at an off-campus school partnership site. 200 total hours are required. Students will be expected to be at their sites one day a week from January to May, in alignment with the school's calendar. Please see the Field Manual and course syllabus for additional information.

Practicum II

Practicum II is an advanced supervised experience designed to extend knowledge and skills and to enhance critical intervention competencies, which are addressed in simultaneous coursework. During Practicum II, students acting as *Active Contributors* engage in professional

activities that are managed by the needs and policies of the field placement. Practicum II is typically taken after successful completion of Practicum I. As well as working in the clinic, students are assigned to an approved site in consultation with the faculty Practicum Supervisor. Students must commit to a designated Field Practicum site for two days per week for the academic year. Practicum II is completed across three quarters, and 500 total hours are required. Please see the Field Manual and course syllabus for additional information.

Internship

Internship is designed to provide advanced clinical practice activities and enhance professional identity and readiness for independent practice. During Internship, students act as *Independent Practitioners* and apply advanced skills through self-initiated and self-governed professional engagement within a network of collegial supervision. While students are expected to function primarily as *Independent Practitioners*, they still are required to receive face-to-face, weekly supervision from a qualified supervisor. Internship is typically completed during one entire academic year, but also can be taken over two consecutive years.

In order to advance to internship, students must have successfully completed all prior coursework; received satisfactory practicum supervisor performance ratings; and complete the Goals and Continuing Professional Development Plan and Intent to Complete a School Psychology Internship, which contain individualized professional goals. For students who are not deemed ready to move onto the Internship, the faculty will develop a probation plan that may include repeated coursework, extended or additional Practicum experiences, or other remedial actions. Performance expectations, expected activities, supervision requirements, and evaluation procedures can be found in the course syllabus and Field Manual.

SP Internship sites are located in the metro Denver area, statewide in Colorado, or nationally. Students must identify a preferred site and confirm that it meets all standards outlined by NASP, DEC, and CDSPP (Council of Directors of School Psychology Programs), including appropriately credentialed supervisors. An Internship Supervision Memorandum letter, outlining University, Field Supervisor, and student roles and responsibilities, must be signed and approved by the Program Director before a student can begin an Internship placement. Acceptance of a placement is binding and students who break such an agreement are considered to be in violation of professional standards, except under extenuating circumstances. Requirements are aligned with professional competencies required for state and national licensure. EdS candidates must complete 1200 total internship hours.

Students must register for the CFSP 4355 School Psych EdS Internship course each quarter that they are on internship. They must also simultaneously register for CFSP 4365 SP EdS Terminal Internship at 8 credits, in order to maintain full-time status. Failure to do so can impact loans, financial aid, scholarships, visa status, and access to university resources.

Program, College, and University Resources

Disability 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 Katherine 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 the Office of the ADA Coordinator: <http://www.du.edu/hr/ada.html>.

DU Writing Center

The University Writing Program is located in the Shopneck Writing Center, Anderson Academic Commons 280. wrc@du.edu | 303-871-7456 | www.du.edu/writing/writingcenter/

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 program that establishes a foundation of skills and knowledge for competent and caring young children. See <http://www.du.edu/fisher/>. Students may visit or observe at Fisher Center only with instructor and Fisher permission.

Psychoeducational Assessment Library (PAL)

The Psychoeducational Assessment Library (PAL) houses many materials for use by students and faculty in MCE. It is equipped with cognitive, achievement, behavioral, and social-emotional assessment measures, protocols, scoring software, training videos, and other mental health resources. These are accessible to currently matriculated, qualified SP faculty and students enrolled in assessment classes and field-based placements.

Students must review, fill out and sign an online form before they can access any PAL materials ([Appendix E](#)). Under no circumstances should materials be written on, underlined, or highlighted. Sticky notes and flags may be used, but must be removed before returning the materials. The user must pay replacement costs for any missing or damaged materials. Grades can also be withheld for students not returning materials and/or not paying fees.

Ricks Center for Gifted Children

The mission of Ricks Center is to provide an educational environment that responds to the intellectual, social, emotional, physical, aesthetic, and cognitive needs of gifted children. When compared with other children their age, these students display advanced abilities in general intellectual aptitude. Gifted children have the ability to learn at faster rates and in greater depth; to find and solve problems more readily; and to understand and connect abstract or seemingly unrelated ideas. For more information, visit <http://www.du.edu/ricks/>. Students may visit or observe at Ricks Center only with instructor and Ricks permission.

Student Affiliated in School Psychology

The [Student Affiliates in School Psychology \(SASP\)](#) Board is composed of SP students from all degrees, as well as a faculty advisor. SASP meets at least monthly to discuss issues relevant school psychology as a whole, as well as specifically to the SP Program. SASP presents a unified body to discuss issues and concerns, provide opportunities to develop and nurture leadership skills; to allow student mentorship and sharing of resources; to foster professionalism; to effect changes within the department/program; to sponsor speakers and extra-curricular training; to establish links with professional organizations and individuals; and to afford networking opportunities for all SP graduate students.

Student Outreach and Support

The DU Student Outreach and Support (SOS) office is on hand to support and offer guidance through all emergencies and disruptions that might affect your studies or your progress at DU, and can also refer you to appropriate health and counseling resources, advise on medical and personal leaves of absence/withdrawals, and more. If you are struggling, please be proactive about reaching out to them! See <https://studentaffairs.du.edu/student-outreach-support>.

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</p>			

	appropriate, culturally-sensitive, and proactive recommendations that promotes student/system well-being.			
<i>Independent Practitioner:</i> Actively engages key stakeholders in school and community collaborations and incorporates findings into practice.	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.			
	Engages in program development and evaluation that include, but are not limited to, progress monitoring, outcome accountability, and formative and summative evaluation 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.				

<p><i>Critical Observer:</i> Demonstrates knowledge of typical developmental sequences and identifies appropriate interventions for atypical development.</p>	<p>Identifies cultural and environmental influences on development, learning, and behavior.</p>			
	<p>Defines appropriate intervention practices for CLD populations at each major developmental stage.</p>			
<p><i>Directed Participant:</i> Utilizes evidence-based practices to promote development, learning and prosocial behavior.</p>	<p>Makes strategic use of student and family cultural and/or linguistic identity to develop intervention recommendations.</p>			
	<p>Uses knowledge of biological and environmental bases of behavior to identify and implement interventions.</p>			
<p><i>Active Contributor:</i> Uses formal and informal assessment data to monitor student progress toward learning and/or behavioral goals.</p>	<p>Engages key stakeholders to gather informal assessment data to inform intervention design and implementation.</p>			
	<p>Monitors intervention progress for student response and makes timely and appropriate intervention modifications based on student performance.</p>			
<p><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.</p>	<p>Utilizes a multi-tiered system of support to develop interventions of increasing intensity to foster academic or behavioral success.</p>			
	<p>Uses curriculum-based assessments to design, monitor and assess interventions for students from culturally and linguistically diverse populations.</p>			

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 and value of advocacy.	Demonstrates knowledge of and adheres to ethical and legal standards 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 strong professional identity.	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 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: School Psychology Annual Student Review

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:	<input type="checkbox"/> Ed.S. <input type="checkbox"/> PhD.

Part 2: Academic Review

Year	GPA	Highest Letter Grade	Lowest Letter Grade	Passed All Classes	Recommended for Probation	Probationary Period (e.g., WI 2013-SP 2013; N/A)
1				Y / N	Y / N	
2				Y / N	Y / N	
3				Y / N	Y / N	
4				Y / N	Y / N	
5				Y / N	Y / N	
6				Y / N	Y / N	

Applied Setting	Site Name	Supervisor Name	Supervisor Credentials
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</i>	Self	Fac.

<i>not wait to be asked or told when to begin tasks; demonstrates drive/motivation; seeks learning opportunities</i>		
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.		
<i>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.</i>	Self	Fac.
Please describe one or more incidents that you feel demonstrate your respect for human diversity or need for improvement.		
<i>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.</i>	Self	Fac.
Please describe one or more incidents that you feel demonstrate your responsibility abilities or lack thereof.		
<i>Written Communication – uses clear, organized, and professional writing to express 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 in writing. If rated below expectations by faculty, devise improvement or remediation plan.

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

**** Faculty Only**

Dear [STUDENT],

On [DATE], 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 XXXX-XXXX academic year, you are making ADEQUATE/INADEQUATE progress toward SP EDS program goals and standards.

Areas of strength include:

-

Areas for development include:

-

Sincerely,
School Psychology Program faculty

Appendix C: 2024-2025 School Psychology EdS Coursework Plan

Name of Student: _____ ID No.: _____

* This course counts toward the interim School Psychology MA

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	
	Required Credits	10	
Learning Theory, Educational Foundations, and Special Education			
CFSP 4306 *	Exceptionalities in Special Ed	3	
CFSP 4312 *	Learning Theories & Behavioral Applications	3	
	Required Credits	6	
Research and Measurement			
RMS 4910	Introductory Statistics	4	
	Required Credits	4	
Evaluation and Assessment			
CFSP 4321 *	Psycho-Educational Assessment I	4	
CFSP 4322 *	Psycho-Educational Assessment II	3	
CFSP 4323 *	Psycho-Educational Assessment III	3	
CFSP 4363	School Psychology Program Development and Evaluation	3	
	Required Credits	13	
Prevention, Wellness Promotion, Counseling, and Crisis Intervention			
CFSP 4303	Psychopathology: Prevention, Diagnosis, and Treatment	4	
CFSP 4336 OR CFSP 4319	Counseling Adolescent Addictive Behaviors OR Preschool Intervention	3	
CFSP 4337 *	School-Age Academic Competencies and Intervention	3	
CFSP 4340 *	School Mental Health Counseling I	4	
CFSP 4341 *	School Mental Health Counseling II	4	
CFSP 4342	Crisis Prevention and Intervention	3	
	Required Credits	21	
Collaborative Consultation with Families, Schools, and Systems			
CFSP 4330	Family-School Partnering and Consultation	3	
CFSP 4331	School and Organizational Consultation I	3	
CFSP 4332	School and Organizational Consultation II	3	
	Required Credits	9	
Applied Courses (Taken quarterly for 1 year)			
CFSP 4349 *	School Psychology Practicum I	6	

CFSP 4351	School Psychology Practicum: Clinic Assignment	9	
CFSP 4353	School Psychology Practicum II	6	
	Required Credits	21	
Culminating Field Experience (1200 hrs; 1 yr full-time OR 2 yrs half-time)			
CFSP 4355/ CFSP 4365	School Psychology EdS Internship	6	
	Required Credits	6	
	Total Minimum Credits	90	

Ed.S. Degree Generalist	Credits/ Score	Signature
Program Requirements		
Interim SP MA (45 credits)		
Transfer Credits		
Internship Completed		
Official Praxis II/ CO NASP Passing Score		

Student's Signature: _____ Date: _____

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

Appendix D: 2025-2025 EdS Suggested Course Sequence by Year

Course Number	Course Title	Quarter	Credit
Year 1			
CFSP 4349	School Psychology Practicum I	FA	2
CFSP 4301	Professional, Ethical, and Legal Issues	FA	4
CFSP 4304	Diversity in Community & School Settings	FA	3
CFSP 4340	Counseling I	FA	4
CFSP 4349	School Psychology Practicum I	WI	2
CFSP 4322	Assessment I	WI	4
CFSP 4312	Learning Theories & Behavioral Applications	WI	3
CFSP 4341	Counseling II	WI	4
CFSP 4349	School Psychology Practicum I	SP	2
CFSP 4337	School Aged Academic Competencies and Interventions (ECSE SPRING)	SP	3
CFSP 4323	Assessment II	SP	3
CFSP 4316	Infant through Adolescent Development	SP	3
RMS 4910	Introduction to Statistics	SU	4
CFSP 4324	Assessment III	SU	3
CFSP 4306	Exceptionalities in Education	SU	3
Year 2			
Elective	Psychometric Theory (RMS 4921; Prereq 4910) OR Counseling Adolescent Addictive Behaviors (CFSP 4336; EDS Elective) OR Preschool Intervention (CFSP 4319; EDS Elective)	FA	3
CFSP 4353	School Psychology Practicum II	FA	2
CFSP 4351	School Psychology Practicum: Clinic Assignment	FA	3
CFSP 4331	Consultation and Collaboration I	FA	3
CFSP 4342	Crisis Intervention: Risk, Prevention, and Resiliency	FA	3
CFSP 4353	School Psychology Practicum II	WI	2
CFSP 4351	School Psychology Practicum: Clinic Assignment	WI	3
CFSP 4332	Consultation and Collaboration II	WI	3
CFSP 4330	Family, School, and Community Partnerships	WI	3
CFSP 4303	Psychopathology: Prevention, Diagnosis, and Treatment	SP	4
CFSP 4353	School Psychology Practicum II	SP	2
CFSP 4351	School Psychology Practicum: Clinic Assignment	SP	3
CFSP 4363	Program Development and Evaluation	SP	3
Year 3			
CFSP 4355	School Psychology EdS Internship (1 credit taken quarterly)	Quarterly	3
EDS Total Required Credits			90

N.B. Subject to Change

Appendix E: 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 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.

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) weeks. 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.
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 in the same condition as when received. If loaned materials are damaged, it is my responsibility to report this immediately to the PAL coordinator.
2. If any materials are not returned, or 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 such as registering for courses, delay in receipt of grades, or withholding of granting of certificates or degrees. Payments 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.

Appendix F: Advisor Change Request Form

To be completed by the Student

I am requesting a change of advisor because:

- I feel that another advisor will be able to better guide me toward my professional goals.
- An irreconcilable conflict has arisen between me and my advisor.

I have discussed this change request with my current advisor on this date:

Student DU ID: Degree Program:

Print Name

Signature

Date

To be completed by the Current Advisor

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

Print Name

Signature

Date

To be completed by Requested Advisor

I agree to accept this student as an additional advisee: YES NO

Print Name

Signature

Date

To be completed by the Department Chair

I approve this advisor change: YES NO

Print Name

Signature

Date

PLEASE COMPLETE THIS FORM AND RETURN TO THE PROGRAM ASA

Appendix G: 2024-2025 EdS 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: _____