



**Morgridge College
of Education**
UNIVERSITY OF DENVER

School Psychology

Student Handbook

2026-2027

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HANDBOOK OVERVIEW

The School Psychology (SP) Student Handbook provides Educational Specialist (EdS) and Doctor of Philosophy (PhD) students in the School Psychology (SP) Program with policies and procedures to assist them as they matriculate through the Morgridge College of Education (MCE) at the University of Denver (DU). Please take time to review this handbook and become familiar with the program. Upon completion of your review, please sign the Handbook Confirmation Form (Appendix A) and upload it to your degree Canvas page. You are responsible for familiarizing yourself with the contents of this Handbook, as well as the policies outlined in the MCE Student Handbook, Graduate Policies and Procedures Bulletin, and the University of Denver (DU) Bulletin.

ACCREDITATION

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. The School Psychology PhD is fully Approved by the National Association of School Psychologists (NASP) and fully Accredited by the American Psychological Association (APA) until July 2033. Graduates are assured eligibility for licensure as a psychologist and the National Certificate in School Psychology (NCSP), pending the completion of internship and/or post-doctoral hours, and the attainment of a passing score on qualifying examinations. For APA accreditation purposes, the program maintains student records for a minimum of 10 years.

Questions about APA accreditation should be directed to:

Office of Program Consultation and Accreditation

750 First St, NE

Washington, DC 20002-4242

Email: apaaccred@apa.org | Website: <https://accreditation.apa.org/>

Telephone: (202) 336-5979 | TDD/TTY: (202) 336-6123 | Fax: (202) 336-5978

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PROGRAM OVERVIEW

The SP program offers EdS and PhD degrees designed to prepare graduates for school-based, administrative, clinical, research, and/or higher-education careers. Aligned with NASP and APA standards, the curriculum bridges developmental theory, education, and professional ethics with practical skills in assessment, intervention, counseling, and consultation. Students gain direct clinical experience through field-based experiences in local schools, clinics, community agencies, and university centers (including the SP Psychoeducational Clinic, Fisher Early Learning Center, and Ricks Center).

Our program is designed, delivered, and assessed by highly qualified faculty members who hold doctoral degrees with specialization in school psychology and are actively engaged in the field of 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, support the program.

PROGRAM ORIENTATION

The SP program operates on a scientist-practitioner model, specializing in child, adolescent, and family services. The program applies a justice and ecological orientation lens to school-based and clinical practice. Aligned with the college and university vision of educational change and social equity, our philosophy centers on empirically valid, ethically just, and child-focused practice.

Accredited by both APA and NASP, the program trains collaborative, self-reflective professionals who serve four key roles:

- Consumers of scientific research and evidence-based practice.
- Collaborators with transdisciplinary teams, families, and communities.
- Interventionists using data-driven approaches to deliver preventive, responsive, and crisis services.
- Advocates committed to human dignity, equity, and the well-being of children and families.

PROGRAM STANDARDS

Graduates of the SP program must demonstrate proficiency in all competencies and performance objectives defined by professional accrediting bodies. All students are expected to review, internalize, and apply the professional benchmarks established by NASP across all areas of practice. This includes the skills aligned with the 10 specific domains of practice, outlined in the [NASP Practice Model](#), that serve as the foundational bedrock for all school psychology coursework within the SP Program. Students in the SP Ph.D. program are additionally expected to demonstrate full proficiency across [APA Competency Benchmarks](#).

ETHICS AND CONFIDENTIALITY

As representatives of DU, MCE and the SP Program and profession, students must uphold strict ethical standards regarding confidentiality, digital communications, and data security *across all coursework and settings*.

Ethical Standards: Adherence to professional ethical standards represents the minimum expectation for student behavior throughout the program. Students are required to familiarize themselves with and uphold:

- [NASP Principles for Professional Ethics](#) (EdS & PhD students)
- [APA Ethical Principles of Psychologists and Code of Conduct](#) (PhD students)

Confidentiality & Data Protection: All coursework and reports must use pseudonyms and de-identify client and site information. Confidential files must be submitted exclusively through class-designated secure portals. Students are required to safeguard digital client, student, and clinic records in alignment with university, placement, and state policies (see [CDE Data Privacy](#), [FERPA](#) and [HIPAA](#) guidelines). Outside of class, field/site discussions must occur strictly on a need-to-know basis in secure environments.

Social Media & Proprietary Content: Students must maintain a professional online presence. Posting identifying information about the Psychoeducational Clinic or fieldwork sites is strictly prohibited. Students are expected to align online behavior with the [APA Social Media Policy](#) and NASP Ethics Guidelines. Additionally, course lectures, slides, handbooks, and exams are proprietary and may not be shared outside current program peers.

Failure to maintain confidentiality or adhere to these ethical guidelines will result in professionalism grade deductions, adverse evaluations, or program dismissal.

ADVISING

Upon admission to the SP program, students are assigned to a faculty advisor to guide their academic progress and career goals. Doctoral students are matched with tenured or tenure-track faculty based on research interests; this advisor is expected to serve as their dissertation chair.

Students must schedule an annual performance review and meet with their advisor at least once per quarter to discuss professional progress and/or substantial academic updates. Advisors are notified of any disciplinary concerns regarding their advisees. To request a change of advisor, students must submit an Advisor Change Request Form (Appendix B) to the ASC.

PROGRAM EXPECTATIONS

PROFESSIONAL BEHAVIOR

Students are expected to adhere to university policies and act in strict accordance with the ethical standards of NASP, APA, and the DU Honor Code. Core professional expectations across coursework and field placements include:

- **Professionalism & Reliability:** Punctuality, strong attendance at classes and supervision sessions, timely submission of reports/assignments, professional appearance, and appropriate demeanor.
- **Interpersonal Skills & Rapport:** Adaptive oral, written, and listening communication; poise, tactfulness, and rapport with families, children, and colleagues; and constructive peer collaboration.
- **Adaptability & Growth:** Adaptability to novel situations, initiative, perseverance, active engagement in training, and the ability to accept and apply constructive feedback.
- **Ethical & Prepared Practice:** Thorough organization, strong preparation, and consistent legal and ethical practice.

These and other professional expectations are noted in the Annual Review.

Note: Professional behaviors will be taken into consideration for all recommendation requests. Faculty use a templated form for letters of recommendation (see Appendix C for a sample). Students must request letters of recommendation at least four weeks in advance of the deadline. Requests must include an updated CV, a description of the position or award, pre-filled basic data (when possible), and a list of recipient email or mailing addresses. Faculty send letters directly to the requesting agency; copies are not provided to students.

CLASS ATTENDANCE

Class attendance is highly valued and a critical component of engagement. Absences result in a reduction in competence, since there is no way to recreate class lectures, discussions, group activities, and peer interactions. Given our 10-week quarter, attendance is captured in the following ways:

1. 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.
2. Attending class through remote access does not count as attendance, except for the approved 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.
3. 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.

4. If a student has a personal reason (e.g., prolonged illness) that causes them to miss more than two classes, they should have verified medical documentation or disability accommodations. If it is anticipated that 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.
5. 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.

TECHNOLOGY

All students are automatically assigned a DU e-mail address (Firstname.Lastname@du.edu). It is expected that students will use their DU email - with a signature with your name, degree program, roles (e.g., SASP position, GA position, grant position), and contact information - for all official and program-based correspondence. Students are responsible for checking DU email regularly for program, course, and field-specific information. Faculty will communicate with students using the DU email system.

Through their DU email, all students also have access to Microsoft 365 (including Outlook, OneDrive cloud storage, Word, Excel, PowerPoint, and Teams), [and other resources](#). It is recommended that students use the Outlook Calendar to view faculty availability and schedule and conduct meetings. To set up a meeting with peers, advisors, or faculty members, follow these steps:

1. Log in to the Outlook (Web) App using your DU credentials and select the Calendar icon in the navigation pane.
2. Click New Event in the top-left corner of the window.
3. Enter your attendee's DU email address in the Invite Attendees field. To find a time that works for everyone, click Scheduling Assistant at the top of the window. This tool displays open time slots (white space) alongside scheduled commitments (busy blocks) for all participants. If free/busy information does not appear, consult the course syllabus for designated office hours or send a brief inquiry via email to request an appointment.
4. Specify a meeting location or select Add Online Meeting > Zoom for virtual meetings. (If the Zoom option does not automatically appear, download the "Zoom for Outlook" add-in via the Microsoft Store and sign in with your DU Zoom credentials).
5. Enter a descriptive title and brief summary for your meeting, then click Send to distribute the calendar invitation.
6. *Note:* It is professional courtesy to schedule meetings a minimum of 48 hours in advance.

ARTIFICIAL INTELLIGENCE (AI) PROGRAM GUIDANCE

This policy covers any generative AI tool (e.g., ChatGPT, GPT, DALL-E, Stable Diffusion, Midjourney, GitHub Copilot, Gemini, Claude, Elicit, SORA).

There are situations and contexts within this course where you may be asked to use AI tools to explore how they can be used. Further, you may use AI programs to broadly brainstorm or for editing purposes. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic (e.g., racist, sexist, ableist, homophobic, antisemitic, Islamophobic). 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. Any violations of these guidelines will be subject to the academic and disciplinary policies listed in the [DU Honor Code](#).

RECORDING POLICY

Both Instructors and students have a reasonable expectation of privacy. Unauthorized recording is unethical and may also be a violation of University policy and state law. There are privacy concerns for the general audience, identifiable individuals, and student work or presentations classified as “education record” under the Family Educational Rights and Privacy Act (FERPA).

If any class or portions of this class will be recorded by the instructor for educational purposes, the course instructor will communicate in advance if a class session is being recorded and how members of the class can access the recordings. Portions of the course that contain images, questions, or commentary/discussion by students will be edited out of any recordings that are saved beyond the current academic term.

Student recording of class sessions is prohibited except as authorized under an accommodation through the University Disability Services Program. Students who engage in unauthorized recording of classroom or other academic activities (including advising sessions or office hours), unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up. Please see University of Denver Policy Number *PROV 4.10.030* and University Policy ORSP 2.40.010 (Faculty Intellectual Property) for more information.

EMPLOYMENT

The School Psychology program is a full-time commitment and is **incompatible** with full-time employment. Outside part-time work can also be difficult to balance with course and field demands; students are instead encouraged to seek part-time Graduate Assistant or Work-Study positions. In their final year, students complete a full-time internship (which is typically paid) and are strictly prohibited from outside employment during this placement.

DEGREE REQUIREMENTS

There are several benchmarks students must meet in order to matriculate through the SP program. They are listed below.

ADEQUATE PROGRESS

In the SP Program, students must maintain "[good standing](#)," at least a 3.0 GPA ("B"), throughout their program of study to maintain adequate progress. If a student's GPA falls below 3.0 at any time, they may be removed from fieldwork and/or placed on probation.

For individual classes, students must earn a "B" (i.e., "good") to pass. Any grade lower than a "B" must be repeated until a passing grade is earned and will result in automatic review by the SP faculty. Two or more non-passing grades earned for the same class or across classes may result in dismissal from the program. Students may choose to appeal their grade. [Procedures for grade appeals are listed on the DU Bulletin](#).

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. [Procedures for Incompletes are listed on the DU Bulletin](#).

INADEQUATE PROGRESS

The following are examples of circumstances that may be the basis for probation or dismissal

1. *Failure to maintain minimum academic standards:* Students must maintain a cumulative GPA of 3.0 or higher. If a student's GPA falls below 3.0, they are placed on academic probation and have one quarter to restore good academic standing. Failure to meet this requirement prevents re-enrollment unless recommended by the department and approved by the MCE Associate Dean. During a probationary quarter, no new Incomplete grades may accrue, and any existing Incomplete grades must be resolved before the quarter ends.
2. *Unsatisfactory performance in practicum or internship:* Upon the recommendation of the student's clinical supervisor 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 during any practicum or doctoral internship, will be recommended for probation or dismissal.
3. *Academic misconduct or dishonesty:* Academic misconduct includes, but is not limited to, plagiarism, giving or receiving unauthorized aid, falsifying research, misrepresenting work sources, disrupting classes, and violating human subject ethical codes. Because academic integrity is strictly enforced, unintentional errors or accidental misattributions are still treated as misconduct. Instructors may issue an unsatisfactory grade for compromised work, submit a formal Student Misconduct Report, and notify the Department Chair.

Unresolved or severe cases may result in program dismissal. For full policy details and due process guidelines, refer to the DU [Student Rights and Responsibilities](#) webpage.

4. *Failure to comply with established University or Program timetables and requirements:* DU policy allows seven years for doctoral students to complete their degree program. Failure to complete the degree within the established time limit will result in termination, unless an extension is approved by the Academic Exceptions Committee.
5. *Failure to progress in course completion:* Two or more non-passing grades are a sign of inadequate progress and could result in probation. Non-passing grades include Incomplete and B- or lower. Severe or continued lack of progress will result in dismissal. For PhD student, not making progress on their dissertations may be grounds for probation or dismissal.
6. *Unethical practices and/or unprofessional conduct:* Students must abide by the NASP Principles for Professional Ethics, the APA Code of Ethics (PhD students), and the DU Code of Student Conduct. Students demonstrating deficiencies in academic, ethical, interpersonal, or clinical practice areas will be formally notified and required to complete a remediation plan (e.g., repeating coursework/practicum, completing targeted assignments, or seeking external support). Unresolved deficiencies or severe ethical breaches may lead to probation or program dismissal.
7. *Behavioral impairments that obstruct the training process and/or threaten client welfare:* Any conduct that disrupts, compromises, or threatens the safety, training, or welfare of clients, students, faculty, or supervisors is grounds for probation or program dismissal. Prohibited behaviors include, but are not limited to, inebriation, dual relationships, misrepresentation, unsupervised practice, practicing outside competence boundaries, chronic absenteeism, and university conduct violations. To address performance deficiencies, students may be required to seek professional consultation, undergo evaluation, or engage in psychological treatment.
8. *Violation of the DU Honor Code:* The purpose of the Honor Code is to advance an environment of ethical conduct in the University, the foundation of which includes the pursuit of academic honesty and integrity. It is designed so that responsibility for upholding these principles lies with the individual as well as the entire community. 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. Violation of the Honor Code may result in probation or dismissal. More information can be found on the [DU Honor Code website](#).
9. *Criminal conviction of misconduct that affects ability to practice or be licensed:* A student whose conduct, inside or outside of the program, has resulted in the conviction of a crime that would preclude licensing as a school psychologist will be dismissed.

ANNUAL REVIEWS

Held annually near the end of Spring Quarter, the Annual Review evaluates cumulative student progress, conduct, and professional development. Faculty review evidence of competence, including grades, work samples, fieldwork evaluations, and student self-reflection on professional dispositions (Appendix D). Students are notified of adequate or inadequate progress by their advisor via Canvas. Inadequate progress may lead to probation or program dismissal.

PRAXIS EXAM

Students must pass the Praxis II School Psychologist Exam (#5403) prior to beginning their internship (EdS students) or taking their comprehensive exams (PhD students). Administered by ETS and endorsed by NASP, students [register independently online](#) for this computer-based exam. Students typically take the exam during Spring quarter of Year 2 and must upload official section and total scores to Canvas upon receipt. To apply for the NCSP credential, applicants must have a minimum score of 155 and submit verification within 10 years of program completion.

PHD-SPECIFIC BENCHMARKS

In addition to coursework, fieldwork, and the Praxis exam, all PhD candidates must complete the following additional requirements: doctoral residency, comprehensive exam, and an original dissertation.

RESIDENCY

The doctoral residency provides extended research and professional training beyond formal coursework. Students must complete a minimum of 32 hours across four consecutive quarters (ideally in Year 2) prior to starting substantive dissertation work (see Appendix E for residency documentation form). Outside employment for full-time students is capped at 20 hours per week during residency. Core Residency Components include:

- **Research:** Collaborate on faculty and/or individualized research projects and take specialized research methodology coursework.
- **Scholarship:** Submit a scholarly product intended for dissemination (e.g., journal/practitioner article, white paper, or grant; prior work excluded) and present at a regional or national conference.
- **Service & Collegiality:** Participate in SASP activities; deliver guest lectures or higher-education teaching.
- **Professional Development:** Attend at least one SP dissertation defense, one field-related lecture/colloquium/professional development, and one profession-specific conference (e.g., NASP, APA, CSSP, AERA, CEC, ISPA).

COMPREHENSIVE EXAM

Offered twice a year, the double-masked Comprehensive Exam evaluates expertise in advocacy, assessment, consultation, intervention, and scholarship. It must be passed after completing the Praxis exam, after Residency, and prior to proposing a dissertation. Students register through the ASC; they should not notify faculty of their test date to maintain masking.

Students independently answer two questions:

1. **Theoretical Question:** Focuses on emerging theories and the past/future of the field.

2. Applied Question: Focuses on clinical decision-making and practical problem-solving.

They may use notes, books, and academic resources, but the exam must be completed entirely independently. Collaboration or discussion with others during the exam is strictly prohibited:

Responses must be 15–30 pages per question (excluding references/figures), formatted in MS Word according to APA 7th Edition (12 pt. Times New Roman, double-spaced, 1-inch margins). Responses must integrate professional, legal, ethical, and cultural factors with robust evidence and critical thinking. Responses receive one of the following ratings (See Appendix F for the exam scoring rubric):

1. Honors: Exceptional work across all rubrics.
2. Pass: Acceptable; no revision needed.
3. Conditional Pass: Requires a rewrite of specific deficient sections within two weeks. A failed rewrite results in retaking the full exam.
4. Fail: Requires a full retake at the next available date. (Passing is a graduation requirement).

DISSERTATION

The key to successfully writing the dissertation is the student's own effort and collaboration with their major advisor (i.e., dissertation committee chair). All aspects of the dissertation should be discussed by the student with their advisor/chair.

Committee: Composed of a minimum of three faculty members, including a Committee Chair from the School Psychology core faculty. Students must clarify dissertation format, expectations, and timeline with their Chair prior to formalizing their committee. For the Oral Defense ONLY, students must recruit a University Oral Defense Committee Chair (external to the School Psychology program and MCE department) to ensure procedural integrity. [Additional details regarding the committee can be found in the DU Bulletin.](#)

Format: As first researcher and primary author, the student will have full responsibility for the form and content of the dissertation. The dissertation chair and committee members are intended to oversee the general substance, direction, and writing of the research, in addition to providing guidance on style and formatting. The student has two format options: Multiple-paper dissertation (preferred; Table 1) or the Five-chapter dissertation (Table 2). There is considerable variation in the form and content of a dissertation. Regardless of the format, dissertations must demonstrate emerging content expertise and academic and methodological rigor.

Table 1. *Multiple-Paper Dissertation Format*

Element	Focus	Overview
Global Abstract	Dissertation Synthesis	Comprehensive overview spanning the entire scope, methodologies, and findings from both studies.

Opening Commentary	Cohesion & Theoretical Framing	Brief rationale for both studies, overarching connecting theme between the 2 manuscripts, aims/hypotheses, and purpose/justification/importance of the topic/specialization area.
Manuscript 1	Conceptual / Theoretical Contribution	No original data collected. Literature synthesis, theoretical framework, innovative conceptual model, best practices, call to action paper.
Manuscript 2	Empirical Research Contribution	Original or extant data analysis. Significance to the field, research questions, methodology, data analysis, results, and practical/research implications. Should be thematically connected to Manuscript 1 without significant content overlap or excessive redundancy (e.g., citing Manuscript 1 in Manuscript 2's literature review is permitted).
Closing Commentary	Overall Conclusions & Impact	Brief summary of findings across both studies, overarching implications for school psychology research and practice, and future directions.

Table 2. *Five-Chapter Dissertation Format*

Chapter	Focus	Overview
Chapter 1: Introduction	Scope & Purpose	Problem statement, research aims, hypotheses, literature context, and key term definitions.
Chapter 2: Literature Review	Theoretical Grounding	Critical synthesis of prior research, identification of gaps/disputes, and theoretical framework.
Chapter 3: Methods	Study Execution	General: Participants, settings, instruments, data collection procedures, and analytic rationale. Quantitative: Data cleaning, missing data, psychometrics, and statistical testing. Qualitative: Trustworthiness criteria (<i>Credibility, Transferability, Dependability, Confirmability</i>).
Chapter 4: Results	Findings & Data	Objective data presentation ordered by research questions. Transitions from descriptive stats to complex inferential modeling; includes all tables and figures (minimal interpretation).

Chapter 5: Discussion	Synthesis & Impact	Summary of results, integration with literature (including post-proposal research), study limitations, and implications across Theory, Practice, and Future Research .
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Proposal Defense: A complete, properly formatted proposal document must be submitted to the committee at least 14 days prior to the defense date. The proposal document must strictly follow university formatting guidelines, ensure verb tense accurately reflects proposed future work (e.g., use future tense for methodology), and include the following:

1. **Multiple-Paper:** Students propose their dissertation upon completing the Opening Commentary, Manuscript 1, the Literature Review and Methodology for Manuscript 2, and drafting all Institutional Review Board application materials. A successful proposal defense and subsequent IRB approval are required before data collection for Manuscript 2 may begin. Both manuscripts must include the reference lists, along with any necessary appendices, tables, charts, or figures.
2. **Five-Chapter:** Students propose their dissertation upon completing Chapters 1-3 and drafting all Institutional Review Board application materials. A successful proposal defense and subsequent IRB approval are required before data collection for Chapters 4-5 may begin. The dissertation draft must contain the reference list, along with any necessary appendices, tables, charts, or figures.

Note: Students must successfully propose their dissertation no later than the first Friday in October of their APPIC application quarter to apply for doctoral internship. Students WILL NOT be allowed to apply if their proposal is not defended by the first Friday of October; it is recommended that students propose the Spring Quarter before their APPIC applications are due.

Oral Defense: For both dissertation formats, a complete, [correctly formatted](#) manuscript incorporating all proposal feedback must be submitted to the committee at least 14 days prior to the formal defense date.

Schedule: Both the proposal and oral defenses must be officially scheduled and conducted before the start of Week 8 of any given quarter. The committee must receive the finalized dissertation draft no less than 14 days prior to the scheduled date. The PhD Candidate is responsible for securing room reservations, completing and submitting the Dissertation Defense Announcement Form (Appendix G) to the SP ASC, recruiting a peer scribe to record detailed notes during defense, completing any other forms required by OGE, and inviting audience and committee members (both defenses are open to your committee, faculty, and interested students). Additional information can be found on the Office of Graduate Education ([OGE website](#)) and in the [DU Bulletin](#).

Authorship: The student is the primary author on all dissertation-derived publications and is responsible for conceptualization, design, data analysis, interpretation, and writing. The chair should be listed as a co-author, and committee members may be listed as co-authors. [See the DU Bulletin for publication details](#).

Credits: Registration for dissertation credits is reserved for focused work on the dissertation, which generally occurs after successful completion of the comprehensive examination. Students

must continue to register for at least one credit hour (CFSP 5995) each fall, winter, and spring quarter, even after the completion of all required coursework, until they successfully defend their dissertation as per the MCE Continuous Enrollment Policy. If students are receiving financial aid while working on their dissertation and/or they wish to defer loan repayments, they must also register for the DU Graduate Studies Continuous Enrollment (CENR 5600) EACH academic quarter until they graduate.

Note: Completing the dissertation must be conducted in accordance with Morgridge College of Education (MCE) and [OGE guidelines](#).

FIELD-BASED TRAINING

Field experiences are an integral component of SP training, providing critical opportunities for students to build professional competencies, reflect on their roles, and master core practice skills. For all students, hands-on training begins in Year 1 and culminates in a year-long internship. Fieldwork follows the Chain of Relevant Experiences (CoRE) framework, guiding students through four developmental stages:

- Critical Observers: Linking theory to practice via observation.
- Directed Participants: Developing core skills through simulations and guided tasks.
- Active Contributors: Collaborating on placement-driven clinical activities.
- Independent Practitioners: Applying advanced skills through self-directed practice.

Field training is managed by the Director of Clinical Training (DCT) and the Field Placement Coordinator (FPC), who ensure that students remain informed about coursework requirements and field experiences.

RISK MANAGEMENT

Because the primary consideration of all field experiences is the well-being of clients, children, and families, students must maintain good academic standing and consistently demonstrate professional competence, ethical integrity, and interpersonal readiness.

All School Psychology students must undergo a criminal background check for field placements and state licensure. Prior background checks from other organizations are not accepted. Students must disclose all past convictions, guilty pleas, or pending charges (excluding minor traffic offenses) at admission and throughout enrollment. Any new offense occurring while enrolled must be reported to the student's faculty advisor within **five (5) business days**; failure to disclose may result in probation or program dismissal.

Infractions are reviewed by a committee (MCE Associate Dean, Program Lead, Campus Safety, and Student Conduct/Graduate Studies) to determine admission or program status.

Submission Process

1. **VECHS Form:** Download the VECCHS Waiver from Canvas, list the Qualified Entity as "*The University of Denver / Morgridge College*", and re-upload the completed form to Canvas.
2. **Digital Fingerprinting:** Register with an approved CABS vendor (see Table 3) for both **CBI and FBI** checks. Use employer address *1999 E. Evans Ave., Denver, CO 80208* and purpose *NCPA/VCA Volunteer*.

Table 3. *Approved Vendors*

Vendor	Registration Details	Contact / Booking
IdentoGO	Service Code: 25YQ54	uenroll.identogo.com 844-539-5539
Colorado Fingerprinting	Unique ID: CONCJ5768	coloradofingerprinting.com 720-292-2722

Note: Additional district-specific background checks may be required at the student's expense.

Additionally, students who will be at a field site during the school year are highly encouraged to purchase personal malpractice insurance. Students can obtain malpractice insurance through NASP, Council for Exceptional Children (CEC), or APA. Students are not covered by DU for injuries sustained in field placement positions. Field placement agencies should consult the [Division of Workers' Compensation](#), or a professional accountant for advice on coverage. Further clarification may be obtained from the [DU Risk Management Director](#).

Finally, please review the ethics and confidentiality expectations noted previously in this document, as they apply strictly to all field-based sites and courses.

STRIKE POLICY

The program maintains neutrality during labor negotiations and contract disputes. Students must notify their placement supervisors immediately upon learning of a potential strike or work stoppage. Due to supervision and liability risks, the program strongly discourages attending field or service placements during a labor strike. Students should consult their supervisors, exercise their own professional judgment, and rest assured that their decisions regarding attendance during a dispute will have no adverse academic consequences or impact on their program standing.

PLACEMENT

Students are required to complete Practicum I, Practicum II, Clinic Assignment, Advanced Practicum (PhD only), and Internship.

While the settings can vary, all placements must emphasize direct work with children (birth to 21) and their families, schools, and communities. All settings must be approved by the DCT to ensure that they provide experiences consistent with NASP and APA standards. Students are responsible for their own transportation related to field placements. The student is not required to attend their

field placement on their assigned day if it or the University of Denver is closed due to weather. The student must notify their supervisor of any field absences in a timely manner.

All students must accrue a minimum of 600 hours, across all field experiences, in a school setting. Students in the PhD program must complete a 2000-hour internship. Students in the EdS program must complete a 1200-hour internship. Hours are recorded in Time2Track. Students are required to enroll in the system in conjunction with all field-based experiences (Practicum I, Practicum II, Clinic Assignment, Advanced Practicum, EdS Internship & PhD Internship) at their own expense. Time2Track must be updated regularly and is used as an official document to track supervision and field experience.

Tables 4 and 5 outline the field placement courses and their requirements.

Table 4. *Year 1 and 2 Field Placements*

	Practicum I	Practicum II	Clinic Assignment
Developmental Level	Critical Observer / Directed Participant	Active Contributor / Independent Practitioner	Active Contributor
Prerequisites & Eligibility	Completion of 1st-quarter coursework (grade of B or higher) Pass assessment courses & faculty approval before testing	Completion of all 1st-year coursework (grade of B or higher) Successful completion of Practicum I	Completion of all 1st-year coursework (grade of B or higher) Successful completion of Practicum I
Total Hours	Minimum 200 hours (Winter & Spring quarters)	Minimum 500 hours across 3 quarters (full academic year)	Minimum 100 hours across 3 quarters (full academic year)
Schedule	Minimum 1 full day per week	Minimum 2 full days per week	Assigned case and client times

Supervision	Minimum 1 hour/week on-site from Field Supervisor	Minimum 1 hour/week face-to-face from Field Supervisor	Direct faculty and graduate supervision
Setting	Off-campus school partnership sites (assigned by faculty/FPC)	NASP- & CDE-compliant school settings (student-selected)	On-campus SP Psychoeducational Clinic
Key Requirements & Competencies	Foundational skills in observation, assessment, interviewing, counseling, and consultation Demonstrate self-evaluation, teamwork, ethics, and diversity awareness <i>Max 10% (20 hrs) professional development</i> <i>Manual protocol scoring required</i>	Data-based decision-making, systemic interventions, and educational consultation Participate in weekly university seminar Complete formal evaluation and report for 1 empirically supported intervention case study	Targeted intake interviews, comprehensive assessments, and feedback sessions Present findings in weekly Clinic Assignment Seminars Adhere to clinic safety, APA/NASP ethics, and data security procedures

Table 5. *Advanced Year Placements*

	Advanced Practicum I & II (Ph.D. Only)	EdS Internship	PhD Internship
Developmental Level	Active Contributor / Independent Practitioner	Independent Practitioner	Independent Practitioner
Prerequisites & Eligibility	Completion of Practica I & II and Clinic Assignment (satisfactory ratings) Site pre-approval by Advisor & DCT	Completion of all EdS coursework and satisfactory ratings in all previous field-based experiences Praxis exam passing score	Completion of all PhD coursework (excluding dissertation) and satisfactory ratings in all previous field-based experiences and Supervision Dissertation proposal defended Advisor & DCT approval
Total Hours	Minimum 1,000 hours cumulative across 6 quarters (min. 500 hrs/yr over 2 yrs)	Minimum 1,200 hours over 1 academic year (or 2 yrs with approval)	Minimum 2,000 hours (10–12 mos full-time, or up to 24 mos part-time)
Schedule	Per site agreement	Full school year schedule	Full-time or part-time
Supervision	Weekly field-based supervision & university seminar	On-site Field Supervisor & University Internship Supervisor	Weekly face-to-face supervision from a licensed psychologist, or siter equivalent
Setting	Diverse health service psychology settings (clinics, hospitals, agencies)	NASP- & CDE-approved school sites/BOCES (must span 2+ age groups)	APA-accredited, APPIC-equivalent, or CDSPP-compliant site
Key Requirements & Competencies	At least 50% of total hours (min. 250 direct client hrs; min. 50 individual counseling hrs) are direct service Expertise in differential diagnosis, treatment planning, and complex interventions	Comprehensive school psychological services (assessment, intervention, crisis, consultation) Complete 2 case studies and 1 professional in-service presentation Full-year placement required	High-level, self-governed practice in assessment, therapy, consultation, and program evaluation Sign Supervision Memorandum prior to start Full compliance with APA, NASP, and CDSPP standards

SUPERVISION & EVALUATION

All students in field placements must concurrently enroll in the matching SP field course at DU. Field experience combines on-site supervision by a licensed mental health provider with university group supervision led by licensed school psychologist. University supervisors meet with students, and optionally site supervisors, at the start, midpoint, and end of the placement to establish and evaluate performance goals. Students must immediately notify their DU instructor of any legal or ethical concerns related to their field placement.

Field supervisors evaluate student performance twice per academic year (midpoint and end-of-year) across all field courses (Practicum I, Practicum II, Clinic Assignment, Advanced Practicum, Ed.S. Internship, and Ph.D. Internship). DU faculty review these evaluations to assign grades and determine readiness for advancement.

To advance to the next field placement or graduate, students must meet all of the following criteria:

- Performance Score: Achieve 90% or higher on the end-of-year evaluation.
- Approved Hours: Complete the minimum required hours for the specific placement.
- Attendance: Maintain at least 80% attendance at their assigned site during every quarter.

If a student fails to meet these benchmarks, the DCT, faculty advisor, and the supervisor will collaborate with the student to establish a remediation plan. Unmet requirements may result in denial of progression to the next placement, even if a future placement site has already been secured.

Note: A student may be removed or terminated from a field placement at any time due to performance, ethical, or professional concerns. Placement removal automatically halts progression to future field placements and may lead to program probation or immediate dismissal from the School Psychology program.

COURSE SEQUENCE

The SP Program offers sequential, cumulative training in school and clinical settings. Years 1 and 2 are the same for both EdS and PhD students. All students may choose to declare and add a Master of Arts (MA) degree to their record after the successful completion of Year 1 coursework. Students will not be able to apply to graduate with the MA degree if it is not part of their student record. Appendix H and I outline the course sequence for the EdS and PhD degrees, respectively.

Additionally, optional specializations are available to those who are interested in developing specific competencies in either Early Childhood or School-Based Counseling. Students should speak with their advisors if they are interested in the specializations to determine their coursework plan.

ADDITIONAL ACADEMIC POLICIES

The **MCE Student Handbook** is of particular importance as it delineates student resources (e.g., Disability Services) and expands upon the policies, procedures and necessary documents of this college, including advising, course transfers and substitutions, enrollment and degree completion, grievance and appeals, and probation and dismissal. SP-specific expectations to some of these policies are listed below.

PROBATION & DISMISSAL

For general university regulations regarding probation, suspension, and dismissal, consult the [DU Bulletin Academic Standards](#).

Within the SP Program, a student may be placed on probation due to academic or professionalism concerns. The Division Lead and advisor will design a probation plan for any student placed on probation. Remediation will require completion of individualized actions (e.g., additional coursework, targeted skill-building assignments, writing/reflections, psychological evaluation, or professional counseling).

Plans are reviewed quarterly with three possible outcomes:

- Clearance: Meeting all plan conditions restores the student to good standing.
- Extension: Making satisfactory progress with remaining concerns extends probation.
- Dismissal: Failing to follow the plan or generating new concerns leads to program dismissal.

GRIEVANCE POLICY

If a student has a grievance with another student, faculty member, or staff member, they must follow these sequential steps toward restoration and resolution:

1. Meet directly with the individual involved to express your view and work toward a restorative solution.
 - *Note:* You may bring your advisor or a trusted faculty member for support to balance power differentials.
2. If unresolved, meet with your faculty advisor. If your grievance is with your advisor, skip to Step 3.
3. If still unresolved, escalate the concern to the Division Lead.
4. If necessary, schedule a final meeting with the MCE Associate Dean of Student Affairs.

If a grievance involves unlawful discrimination (based on race, ethnicity, gender, sexual orientation, disability, religion, etc.) or a hostile learning environment, attempt the resolution steps above first. If unsuccessful, contact the [DU Office of Civil Rights and Equal Opportunity](#). For additional information on student complaint policies, visit [DU Current Student Resources](#).

ACADEMIC DISRUPTIONS, BEREAVEMENT, & LEAVE OF ABSENCE

Faculty will accommodate short-term crises resulting in up to two missed classes. However, ongoing hardships do not excuse unethical or irresponsible behavior. If a student experiences extended absences, frequent unreadiness, falling behind on benchmarks, difficulty in collaborative settings, or issues with field placements, a [Leave of Absence](#) or [Probation Plan](#) will be considered. The advisor, relevant faculty, and/or Division lead will meet with the student to evaluate next steps.

Students receive excused absences for a death in their immediate family or household: up to 3 consecutive business days for in-state services or 5 consecutive business days for out-of-state services. Students must coordinate with instructors to complete all missed coursework.

For severe academic impacts, students may consult the [DU Office of Student Outreach & Support](#) or review the [DU Bulletin Withdrawal and Leave Policies](#).

APPENDIX A: STUDENT HANDBOOK ACKNOWLEDGMENT & AGREEMENT FORM

Please read each statement below carefully, complete the required fields, and sign and date the bottom of this form. Upload the completed form to Canvas by the first day of classes.

- **Receipt & Access:** I acknowledge that I have received, or have been provided access to, the [Insert Program/Department Name] Student Handbook for the [2026–2027] academic year.
- **Responsibility to Read:** I understand that it is my responsibility to thoroughly read, understand, and comply with all policies, guidelines, academic standards, professional conduct expectations, and program requirements detailed in the SP, MCE, and DU Student Handbooks.
- **Adherence to Standards:** I understand that I am held to the academic, ethical, and behavioral standards outlined in the SP, MCE, and DU Student Handbooks and Code of Conduct.
- **Updates & Modifications:** I acknowledge that the SP Program reserves the right to update or modify policies within the Handbook as needed. I understand that official notifications of changes will be communicated via institutional email or program announcements.
- **Questions & Clarification:** I understand that if I have questions or need clarification regarding any policy, expectation, or procedure within the Handbook, it is my responsibility to consult with my academic advisor, program director, or department chair.

I verify by my signature below that I have read and agree to all of the statements above, and I accept the obligation to abide by the policies and procedures outlined in the SP, MCE, and DU Student Handbook.

Student Signature: _____ Date: _____

Full Name (Printed): _____

Student ID Number: _____

Note: A signed copy of this form will be kept on file in your official student department record.

APPENDIX B: 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 academic and professional goals: o Yes o No

Print Name

Signature

Date

To be completed by Requested Advisor

I agree to accept this student as an additional advisee: o Yes o No

Print Name

Signature

Date

To be completed by the Division Lead

I approve this advisor change: o Yes o No

Print Name

Signature

Date

PLEASE COMPLETE THIS FORM AND RETURN TO THE PROGRAM ASC

APPENDIX C: SAMPLE SCHOOL PSYCHOLOGY PROGRAM STANDARDIZED REFERENCE FORM

I. General Information

Date	
Student Name	
Program Information	The University of Denver School Psychology Program is an accredited program through the National Association of School Psychologists (NASP) and the American Psychological Association (APA). Students from our program are eligible for the National Certification in School Psychology upon graduation.

II. Referee Information

Name	
Title/Position	
Email	
Phone	

III. Context of Relationship (100 word max)

May include the nature of involvement with the student (e.g., academic advisor, clinical supervisor, research mentor, instructor); activities performed by the student under referee guidance; and duration of relationship.

IV. Commentary

For each domain, brief comments regarding specific strengths and areas for growth are provided.

Domain	Strengths & Growth Areas (100 word max/domain)
Professional Skills and Knowledge	

<i>Field-specific skills such as intervention, ethical/legal foundations, prevention, assessment, consultation, advocacy, etc.</i>	
Professional Values & Attitudes <i>Including but not limited to initiative, integrity, growth mindset, self-reflection, organization, responsibility, adaptability</i>	
Communication <i>Oral and written communication, effective listening</i>	
Interpersonal Skills and Respect for Human Diversity/differences <i>Relationship building, Recognition and responsiveness to diverse backgrounds and context; advocacy</i>	

V. Summary Recommendation

- ☐ **Highly Recommend:** Student is exceptional and ready for the next level of training/practice.
- ☐ **Recommend:** Student is strong and competent with expected developmental needs.
- ☐ **Recommend with Conditions:** Student shows potential and would benefit from increased structure prior to titrating independence.
- ☐ **Do Not Recommend:** Student is not currently suited for this path.

Narrative (150 word max): [Address level of supervision this person may need]

Sincerely,

[Signature]

APPENDIX D: SCHOOL PSYCHOLOGY ANNUAL STUDENT SUMMARY

Part 1: Student Information

Name:	Cell phone:
Address:	E-mail Address:
Official Program Entry Date (mm/dd/yy):	Evaluation Date:
Program:	☐ Ed.S. ☐ Ph.D.

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			
Adv. Practicum			

Internship			
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Part 3: Professional Evaluation Form

This section is a reflection on your professional characteristics. Please rate yourself on a scale of 1 - 4 on each competency using the following criteria:

Rating	Indicator	Sample Behavior
4	Exceeds Expectations	Taking initiative above expected levels; undertaking leadership roles in multiple contexts; proactively contributing to the growth and improvement of others or the program.
3	Meets Expectations	Arriving on time and fully prepared; completing assignments on schedule; maintaining professional communication; working collaboratively in groups; responding positively to feedback.
2	Below Expectations	Concerns raised in academic or professional areas; issues noted in at least one context (program or external); inadequate overall progress on requirements.
1	Significantly Below Expectations	Repeated or consistent professional/academic concerns across multiple contexts; failure to demonstrate progress; failure to submit required updates.

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.

Please rate yourself as candidly as possible on the following 7 items using the scale above; provide examples to illustrate your rating, if it is something other than a 3.

Professional Characteristic	Self	Faculty
Communication Clearly expresses thoughts and ideas in oral and written formats, engages in active listening and adjusts communication to be accessible to students, families, and multidisciplinary teams. <i>Provide Illustrative examples if rating is 1, 2, or 4:</i>		
Interpersonal Relationships		

Engages effectively with colleagues, faculty, and supervisors to promote collaboration, engendering trust through respectful verbal and non-verbal professional behaviors <i>Provide Illustrative examples if rating is 1, 2, or 4:</i>		
Learner Mindset Adapts approaches based on the unique demands of a situation, view challenges and mistakes as learning opportunities, takes ownership of outcomes, and maintains flexibility during periods of change. <i>Provide Illustrative examples if rating is 1, 2, or 4:</i>		
Leadership Takes initiative in professional settings, independently engages in programmatic activities or self-directed learning, and seeks opportunities to promote positive change for the betterment of others or the program <i>Provide Illustrative examples if rating is 1, 2, or 4:</i>		
Professionalism Acts with integrity by following professional codes of ethics, maintains confidentiality, acknowledges mistakes and takes personal accountability for actions, and demonstrates responsibility (e.g., time management, organization, punctuality, dependability, effective work habits). <i>Provide Illustrative examples if rating is 1, 2, or 4:</i>		
Professional Growth and Self-Development Actively seeks feedback from supervisors and faculty, demonstrates a commitment to life-long learning regarding evidence-based practices, and reflects on their personal and professional growth. <i>Provide Illustrative examples if rating is 1, 2, or 4:</i>		
Respect for Human Diversity		

Exhibits awareness of and sensitivity toward human differences (e.g., race, ethnicity, socioeconomics, gender identity, and disability) and actively seeks the skills necessary to work effectively with diverse populations. <i>Provide Illustrative examples if rating is 1, 2, or 4:</i>		
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** Ph.D. Students Only
Please describe your dissertation topic(s).
Please discuss the specific plans you have for your dissertation <i>during the next year</i> ?
Please discuss any assistance you might need to help you in this endeavor.

** 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: 1. Areas for development include: 1.

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,

DU MCE School Psychology Program Faculty & Staff

APPENDIX E: SAMPLE RESIDENCY DOCUMENTATION FORM

Part 1: Residency Plan Proposal

I plan to complete my residency requirements between [MONTH, YEAR] and [MONTH, YEAR].
During the Autumn, Winter, and Spring quarters, I intend to enroll for a minimum of # credit hours.
I will not seek outside employment of more than 15-20 hours per week during my residency period.
Proposed activities specific to each residency categories are listed below.

Research: <One paragraph detailing anticipated activities in this area>

Research Course	Term/Year/Grade

Scholarship: <One paragraph detailing anticipated activities in this area>

Service and Collegiality: <One paragraph detailing anticipated activities in this area>

Professional Development: <One paragraph detailing anticipated activities in this area>

Doctoral Student Name

Date

Faculty Name

Date

Academic Advisor

Part 2: Residency Plan Documentation

I completed my residency requirements between [MONTH, YEAR] and [MONTH, YEAR]. During the fall, winter, and spring quarters, I was enrolled in # credit hours. My off campus work was less than 20 hours per week during this time. Documentation relevant to each category is listed below.

Research: <Report completed activities in this area>

Research Course	Term/Year/Grade

Scholarship: <Report other completed activities in this area>

Service and Collegiality: <Report completed activities in this area>

Professional Development: <Report completed activities in this area>

Student Name

Date

Doctoral Student

Faculty Name

Date

Academic Advisor

APPENDIX F: COMPREHENSIVE EXAM RUBRIC

	Honors Considerations	Pass Considerations	Conditional Pass Considerations	Fail Considerations
Organization & Completeness of Responses	A highly developed, integrative and well-organized answer. Evocative of a journal article, logical, organized, well-researched but innovative ideas that integrate findings and produce an outcome.	A sufficiently developed, integrative, and organized answer.	A moderately developed, partially integrative, but not well organized answer.	An insufficiently developed and unorganized answer.
	All parts of the question are fully addressed with very smooth transitions between topic areas.	Answer partially addresses most parts of the question with attempts to make some transitions between topic areas.	Some parts of the questions are omitted and there are few transitions between topic areas.	Many parts of the question are not addressed, and the answer is fragmented as isolated facts.
	No jargon used and parent friendly language stressed throughout.	Little jargon used and parent friendly language stressed most of the time.	Some jargon used and minimal attention to parent friendly language.	Too much jargon used with little attention to parent friendly language.
	Evidence of highly proficient written communication.	Evidence of proficient written communication.	Minimal evidence of proficient written communication.	Poor evidence of proficient written communication.
	Considerable attention to grammar, punctuation, spelling, capitalization throughout.	Attention to grammar, punctuation, spelling, capitalization, mostly throughout.	Inconsistent attention to grammar, punctuation, spelling, capitalization.	Little attention to grammar, punctuation, spelling, capitalization.
Integration of Concepts and Constructs	Highly developed understanding of basic concepts and constructs.	Well-developed understanding of basic concepts and constructs.	Minimal evidence of understanding of basic concepts and constructs.	Incomplete or inaccurate understanding of basic concepts and constructs.

	Clear discussion of how basic concepts and constructs apply to real life settings.	There is some discussion of how basic concepts and constructs apply to real life settings.	Little discussion of how basic concepts and constructs apply to real life settings.	No discussion of how basic concepts and constructs apply to real life settings.
	Ideas clearly tied to best practices with many/exemplary pertinent references from primary sources.	Ideas are tied to best practices with enough/sufficient pertinent references from primary sources.	Ideas are minimally tied to best practice with only a few pertinent references from primary sources.	Ideas reflect deficient knowledge of best practice or pertinent references from primary sources.
	In-depth discussion that reflects a broad knowledge of both historical and contemporary trends, research and best practices.	Discussion points to some historical but mostly knowledge of contemporary trends, research and best practices.	Discussion points to knowledge of either historical or contemporary trends, research and best practices but not both.	Discussion does not point to either historical or contemporary trends, research or best practices.
	All relevant concepts are covered across the age spectrum (0 to 21).	Most relevant concepts are covered across the age spectrum (0 to 21).	Minimal coverage of relevant concepts across the age spectrum (0 to 21).	Insufficient coverage of relevant concepts across the age spectrum (0 to 21).
	Complete consideration is given to issues relevant to both atypical and typical development.	Consideration is given to issues relevant to both typical and atypical development.	Consideration is primarily given to issues relevant to either typical or atypical, but not both.	Little evidence that consideration is given to issues relevant to typical or atypical development.
Professional Knowledge	Clear evidence of relevant legal and ethical standards and standards of professional practice, current policy, and legislation.	Some evidence of ties to relevant legal and ethical standards or standards of professional practice, policy or legislation.	Little evidence of relevant legal or ethical standards or standards of professional practice, policy or legislation.	No evidence of relevant legal or ethical standards or standards of professional practice, policy or legislation.
	Full consideration of diversity issues, including, neurobiological,	Some consideration of diversity issues including neurobiological,	Minimal consideration of diversity issues including neurobiological,	No consideration of diversity issues including, neurobiological,

	environmental and cultural influences.	environmental and cultural influences.	environmental or cultural influences.	environmental or cultural influences.
	Clear application and understanding of a wide spectrum of service delivery (Universal to intensive / Prevention to crisis).	Understands that there is a spectrum of service delivery (Universal to intensive / Prevention to crisis).	Limited appreciation of a spectrum of service delivery (Universal to intensive / Prevention to crisis).	No appreciation of a spectrum of service delivery (Universal to intensive / Prevention to crisis).
Application and Critical Evaluation	Ideas are given for how to apply, implement and use data to evaluate and make valid decisions.	Some ideas are given for how to apply, implement and use data to evaluate and make valid decisions.	Few ideas are given for how to apply, implement and use data to evaluate and make valid decisions.	No ideas are given for how to apply, implement and use data to evaluate and make valid decisions.
	Answer is based on thorough understanding of research design measurement and statistics.	Answer is based on basic understanding of research design measurement and statistics.	Answer is based on incomplete understanding of research design measurement and statistics.	Answer is based on inaccurate understanding of research design measurement and statistics.
	Unambiguous evidence of how to integrate appropriate interpersonal collaboration across domains of professional practice.	Some evidence of how to integrate appropriate interpersonal collaboration across domains of professional practice.	Incomplete or irrelevant evidence of how to integrate appropriate interpersonal collaboration across domains of professional practice.	Minimal or no evidence of how to integrate appropriate interpersonal collaboration across domains of professional practice.
	Answer is obviously strengths-based, with an emphasis on transdisciplinary collaborative approaches.	Answer is somewhat strengths-based, with an emphasis on transdisciplinary collaborative approaches.	Answer is less strengths-based and more deficit-based with no emphasis on transdisciplinary collaborative approaches.	Answer is neither strengths-based, nor is it focused on transdisciplinary collaborative approaches.
	There is clear evidence that ecological theory and approaches	There is clear evidence that ecological theory and approaches are	There is clear evidence that ecological theory and approaches	There is clear evidence that ecological theory and approaches

	are used in decision making.	used in decision making.	are used in decision making.	are used in decision making.
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APPENDIX G: SCHOOL PSYCHOLOGY ANNOUNCEMENT OF DEFENSE

☐ Proposal Defense

☐ Dissertation Defense

Student Name	Date	Time	Zoom link or Building/Room Number
Project Title			
Dissertation Committee Chair	College	Department	
Dissertation Committee Member	College	Department	
Dissertation Committee Member	College	Department	
Department Chair		Chair's Signature	

BRIEF ABSTRACT (150 words)

APPENDIX H: 2026-2027 SCHOOL PSYCHOLOGY EDS COURSE SEQUENCE

(Subject to Change)

Course Number	Course Title	Quarter	Credit
Year 1			
4316*	Infant through Adolescent Development	FA	3
4301*	Professional, Ethical, and Legal Practices in School Psychology	FA	4
4304*	Diversity in Community & School Settings	FA	3
4340*	Counseling I: Basic Counseling Techniques	FA	4
4349*	School Psychology Practicum I	WI	2
4321*	Assessment I: Cognitive	WI	4
4312*	Learning Theories & Behavioral Analysis	WI	3
4341*	Counseling II: Group Counseling	WI	4
4349*	School Psychology Practicum I	SP	2
4337*	School Academic Intervention Development	SP	3
4322*	Assessment II: Achievement	SP	3
4330*	Family, School, and Community Partnerships	SP	3
RMS 4910*	Introduction to Statistics	SU	4
4323	Assessment III: Social Emotional	SU	3
4306*	Exceptionalities in Special Education	SU	3
Year 2			
Elective	Career Counseling (COUN 4800) OR Early Childhood Assessment: Informal & Play-Based (CFSP 4326)	FA	3

4353	School Psychology Practicum II	FA	2
4351	School Psychology Practicum: Clinic Assignment	FA	3
4331	Consultation I: Foundations of Consultation	FA	3
4342	Crisis Prevention and Intervention	FA	3
4353	School Psychology Practicum II	WI	2
4361	Supervision in School Psychology	WI	2
4351	School Psychology Practicum: Clinic Assignment	WI	3
4332	Consultation II: Advanced Consultation	WI	3
4303	Psychopathology: Prevention, Diagnosis, and Treatment	SP	4
4353	School Psychology Practicum II	SP	2
4351	School Psychology Practicum: Clinic Assignment	SP	3
4363	Consultation III: Systems and Program Evaluation	SP	3
Year 3			
CFSP 4355	School Psychology EdS Internship (2 credit taken quarterly)	Quarterly	6
EDS Total Required Credits		90	

* This course counts toward the 45-credit interim School Psychology MA

APPENDIX I: 2026-2027 SCHOOL PSYCHOLOGY PHD COURSE SEQUENCE

(Subject to Change)

Course Number	Course Title	Quarter	Credit
Year 1			
4316*	Infant through Adolescent Development	FA	3
4301*	Professional, Ethical, and Legal Practices in School Psychology	FA	4
4304*	Diversity in Community & School Settings	FA	3
4340*	Counseling I: Basic Counseling Techniques	FA	4
4349*	School Psychology Practicum I	WI	2
4321*	Assessment I: Cognitive	WI	4
4312*	Learning Theories & Behavioral Analysis	WI	3
4341*	Counseling II: Group Counseling	WI	4
4349*	School Psychology Practicum I	SP	2
4337*	School Academic Intervention Development	SP	3
4322*	Assessment II: Achievement	SP	3
4330*	Family, School, and Community Partnerships	SP	3
RMS 4910*	Introduction to Statistics	SU	4
4323	Assessment III: Social Emotional	SU	3
4306*	Exceptionalities in Special Education	SU	3
Year 2			
RMS 4921	Psychometric Theory	FA	3
4353	School Psychology Practicum II	FA	2
4351	School Psychology Practicum: Clinic Assignment	FA	3

4331	Consultation I: Foundations of Consultation	FA	3
4342	Crisis Prevention and Intervention	FA	3
4353	School Psychology Practicum II	WI	2
4361	Supervision in School Psychology	WI	2
4351	School Psychology Practicum: Clinic Assignment	WI	3
4332	Consultation II: Advanced Consultation	WI	3
4303	Psychopathology: Prevention, Diagnosis, and Treatment	SP	4
4353	School Psychology Practicum II	SP	2
4351	School Psychology Practicum: Clinic Assignment	SP	3
4363	Consultation III: Systems and Program Evaluation	SP	3
Year 3			
CFSP 4354	School Psychology Advanced Practicum	FA	1
RMS 4941	Introduction to Qualitative Research	FA	4
Psychology Elective	CPSY 5010 Cognitive & Affective Models OR CNP 4775 Cognitive & Affective Basis of Behavior	FA	3
CFSP 4354	School Psychology Advanced Practicum	WI	1
CFSP 5995	Dissertation Research	WI	1
RMS 4911	Correlation and Regression	WI	4
Psychology Elective	CPSY 4542 Psychophysiology OR CNP 4788 Physiological Psychology	WI	3
CFSP 4354	School Psychology Advanced Practicum	SP	1
CFSP 5995	Dissertation Research	SP	1
RMS 4912	RMS ANOVA	SP	4
Psychology Elective	CPSY 5231 Social Psychology OR	SP	3

	CNP 4768 Social Bases of Behavior		
Year 4			
CFSP 4354	School Psychology Advanced Practicum	FA	1
CFSP 5995	Dissertation Research	FA	1
RMS Elective	RMS Intermediate level course	FA	3
CNP 4705	History and Systems in Psychology	FA	3
CFSP 4354	School Psychology Advanced Practicum	WI	1
CFSP 5995	Dissertation Research	WI	1
RMS Elective	RMS Advanced level course	WI	3
CPSY 5180	Life Cycle: Adolescent - Adult	WI	2
CFSP 4354	School Psychology Advanced Practicum	SP	1
CFSP 5995	Dissertation Research	SP	1
CFSP 4361	Supervision in School Psychology	SP	2
CFSP 4999	Doctoral Advanced Seminar in School Psychology	SP	3
Year 5			
CFSP 4359	School Psychology Doctoral Internship (1 credit taken quarterly)	Quarterly	3
PhD Total Required Credits		135	

* This course counts toward the 45-credit interim School Psychology MA