School Psychology
Student Handbook

Master of Arts Program

2020-2021



UNIVERSITY of DENVER

MORGRIDGE COLLEGE OF EDUCATION

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Welcome to Morgridge College of Education

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

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

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

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

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

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

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About the School Psychology Program

Program Overview

SP students are accepted into one of three degree programs:

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

SP graduates of all degree programs have career opportunities across a broad range of educational, medical, research, or treatment-oriented service systems at the local, state, and national levels. In addition, doctoral students are prepared for administrative, supervisory, and teaching and research positions in institutions of higher learning.

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

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

- *Critical Observers*: Students acting as Critical Observers engage in activities that increase their knowledge base by linking theory and empirically based concepts through observational activities. These activities challenge the students to integrate information while critiquing current practices.
- *Directed Participants*: Students acting as Directed Participants engage in activities addressing professional skill development and enhancement (e.g., role play,
  simulation activities, and supervised experiences). These activities are specifically outlined and directed by the faculty in the Student Learning Objectives (see Appendix A).
- *Active Contributors*: Students acting as Active Contributors engage in professional activities that are managed and dictated by needs and policies of the field

placement. These activities, developed collaboratively and completed under the supervision of a faculty member and site supervisor, bring about a specific result that adds to the productivity of the field placement.

- *Independent Practitioners*: Students acting as Independent Practitioners engage in activities in which they apply advanced skills through self-initiated and self-governed professional engagement within a network of collegial supervision.

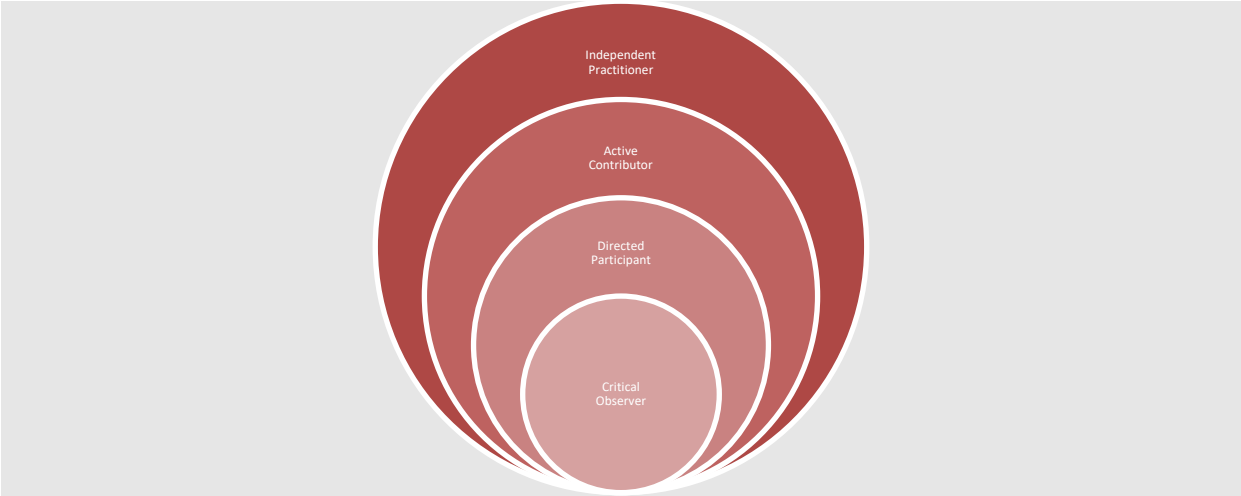


Figure 1. *CoRE Model*

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

Program Philosophy and Mission

Our program philosophy and mission are aligned with the Morgridge College of Education (MCE) vision "to train global leaders who employ innovative and effective approaches to advance learning throughout the lifespan, educational change, and social equity." Our Program *philosophy* is built upon a scientist-practitioner model of training, emphasizing ecological, family-sensitive, prevention-oriented, empirically valid practice, and the highest standards of ethics and professionalism. We believe in a full consideration of human development and pedagogy, sensitivity to diverse human experiences and

cultures, a focus on early prevention and supportive intervention, collaborative problem-solving, and the promotion of family involvement in development and education.

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

Program Goals and Objectives

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

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

As an extension of our philosophy, mission, and goals, graduates of the SP Program must demonstrate proficiency in the following *performance objectives*, which align with our College mission and goals, and with standards of professional training as articulated in *Standards for Training and Field Placement Programs in School Psychology* (NASP, 2006) and *Professional Standards of Practice for the Division of Early Childhood* (DEC, 2008). Each objective is also aligned with one of the four above-mentioned competency areas, which are used to evaluate student progress in the Program.

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

- Application 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. *(Consumer)*

- Family sensitive practice that acknowledges the impact of biological, social, cultural, ethnic, socioeconomic, and linguistic factors on the learning and development of students and families from diverse backgrounds. *(Advocate)*
- 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. *(Collaborator)*
- Recursive data-based decision-making and goal-setting using a broad array of assessment approaches, the results of which are functionally linked to Program interventions and services that result in measurable positive academic, social, emotional, and behavioral outcomes. *(Interventionist)*
- The ability to design, implement, and appraise a continuum of universal, targeted, and intensive individual, group, family, classroom, district, or community mental health agency interventions and educational services intended to create and maintain safe and supportive environments for learners of all abilities and with diverse needs. *(Interventionist)*
- 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. *(Collaborator)*
- The ability to appraise and communicate empirical evidence and literature based on a thorough understanding of research design, measurement, and statistics. *(Consumer)*
- Ethical, legal, and socially responsible practice in the professional fields of School Psychology and Child and Family studies that reflects current knowledge of public policy, federal and state legislation and regulations, and a strong professional identity. *(Advocate)*
- Shared decision-making that utilizes information sources and technology to safeguard and enhance services and promote change at the individual, family, classroom, building, district, or community level. *(Consumer)*
- Advocacy that promotes wellness and ensures that prevention of learning, emotional, and behavior problems commands as much attention, effort, and resources as remediation. *(Advocate)*

General Information and Requirements

Advisors and Advising

Upon admission to the program, new students are assigned a faculty advisor who collaboratively directs all degree and curriculum decisions. Students and their faculty advisors develop an official coursework plan of study that is signed by both the student and advisor and officially filed. Students are expected to meet with their faculty advisor minimally once each quarter during the remainder of their program to discuss progress and career goals. All students also are required to schedule an annual performance

feedback advisement. Students are responsible for scheduling all advisement meetings and are encouraged to seek out regular times to meet with their advisor for guidance on professional issues. Students are expected to keep their advisors updated on any substantial change or personal needs with regard to their degree program. Advisors will be notified when a student is given a warning of any sort. Concerns with students will be documented by advisors and discussed amongst core faculty at regular faculty meetings.

Adequate Progress

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

Background Check/Fingerprinting

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

Students must self-disclose if they have ever been convicted of or pleaded guilty to a criminal offense other than a minor traffic violation, or there are criminal charges pending against them at the time of admission, upon entry to the Program, and at any time while they are students at the University of Denver in Morgridge College of Education (MCE). Failure to self-disclose abovementioned information may result in probation status or dismissal from the program. If a criminal offence occurs after initial admission and while they are students in the program, students must notify their faculty advisor within five business days of the occurrence. Failure to do so may result in probation status or dismissal from the program. Admitted students must follow the background check procedure listed below prior to starting program courses.

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

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

Procedure for Submitting Fingerprints for the Background Check:

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

2. ***Beginning September 24, 2018 the Colorado Bureau of Investigation (CBI) will only accept digital fingerprints.*** In order to obtain this type of fingerprinting you will need to go to a Colorado Applicant Background Service (CABS) vendor. ***When filling out the forms, please make sure they are aware that you need both CBI and FBI background checks.***

3. **Current Approved Vendors:**
   IdentoGo - Service Code: 25YQ54
   Appointment Scheduling Website:
   https://uenroll.identogo.com/
   Call Center: 844.539.5539 (toll free)
   IdentoGO CABS Information Website: www.identogo.com/locations/colorado

   Colorado Fingerprinting
   Unique ID Numbers: 5768VECG, CONCJ5768
   Colorado Fingerprinting Phone: 720-292-2722
   Email: info@coloradofingerprinting.com
   Online pre-registration: www.coloradofingerprinting.com
   Choose a location and time that is convenient for your appointment

4. Please note the following information:
   - **Employer and Address** - The University of Denver, 1999 E. Evans Ave., Denver, CO 80208

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

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

Bereavement Policy

A student's absence from class will be excused for funeral leave in the event of a death in the student's immediate family or household for up to three consecutive business days for

in-state funeral services and five consecutive business days for out-of-state funeral services. The student is responsible for fulfilling the course requirements and for working with course instructors on an appropriate timeline to submit any missed assignments/requirements.

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

Canvas Assignments

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

Coursework Plan (CWP)

Students must complete an official coursework plan in consultation with their advisor during the first quarter they are officially enrolled, and must place an official coursework plan on file by the end of the first quarter. This coursework plan must be uploaded to the MA Canvas page no later than week 6 of the fall quarter. An official coursework plan is one that is signed by the student and the student's advisor. A coursework plan can be revised at any time with advisor approval. When modifications are made, a new official, re-dated, and re-signed coursework plan must be resubmitted with all changes and be attached to the original plan in the student's file. When a student applies for graduation, the student's transcript is checked against the coursework plan to ensure that the student has taken all the required courses listed on their plan. This is the only time that such a check is officially made by the University. Students are expected to track their progress toward meeting the degree requirements and keep their own copies of all documents throughout the duration of their study.

Email and Communication

All students are automatically assigned a University e-mail address upon entry into the program which can then be forwarded to a preferred email account. This e-mail address will be used to send program-specific and MCE communications. Students are responsible for checking email regularly for critical information, such as scheduling, deadlines, conferences, field placements, and job opportunities. Students are responsible for notifying the department Academic Services Associate of any changes in address or other contact info within the first week of classes each quarter.

Employment

The SP program is a full-time commitment. The program is not compatible with full-time employment. Part-time employment outside of the university may also be a challenge due to course and field placement demands. Students are encouraged to pursue part-time Graduate Assistant and Work Study positions on campus while matriculating through the program.

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

Grievance Policy

If a student has a grievance involving another student, a faculty member, staff regarding interpersonal matters or a program review decision, it is preferable for the student to follow a hierarchical process.

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

1) Meet directly with the offending party
2) Department chair
3) Associate Dean
4) University policies
    a) Academic Grievance Procedure: http://bulletin.du.edu or https://www.du.edu/site-utilities/studentcomplaint
    b) Office of Equal Opportunity and Title IX: https://www.du.edu/equalopportunity/about_equal_opportunity

Students' advisors may act in a consultative and supportive role throughout the entirety of this process.

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

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

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

Initial Meeting involving a faculty advisor

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

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

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

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

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

Letters of Recommendation

Faculty members receive numerous requests to write letters of recommendation for scholarships, fellowships, internships, or employment. The typical procedure is to alert the faculty member of the request at least two weeks in advance of any deadline. A student should provide an updated vita, description of the requested position or award, and should complete all required information on any forms so that the faculty member need only add the recommendation and signature. It is customary for faculty to send letters directly to the requesting agency. Thus, students should provide a list of mail or email addresses where each letter should be sent. Faculty generally do not supply students with copies of recommendation letters.

Malpractice Insurance

Students are encouraged to purchase personal malpractice insurance. Most courses other than research classes have a practice and/or field component. While the University provides some coverage, students can obtain affordable additional malpractice insurance through their membership with the American Psychological Association, the Council for Exceptional Children, or the National Association of School Psychologists.

MCE Strike Policy

The University of Denver and the Morgridge College of Education understands the complexity of labor negotiations and does not take sides in any contract disputes. DU students should contact their university supervisors for instructions as soon as an event such as a strike or work stoppage occurs. We strongly discourage students from attending field and service placements during a labor strike due to a variety of issues including but not limited to supervision. Students will work with their university supervisors to ensure that they are able to complete their work. This policy is not intended to influence students who are also district employees as they should use their own professional judgement.

Their actions regarding these situations will have no academic consequences or impact on their status within the program.

Office of Research Integrity and Education

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

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

Personal Difficulties

In general, the SP faculty will support students through a short-term crisis and provide activities to help them recoup missed learning experiences if no more than two classes are missed. Occasionally, however, a student may experience a long-term crisis, or have a series of frequent acute difficulties. Personal difficulties may not be used as an excuse for unethical or irresponsible behavior. Concerns can exist due to any or all of the following:

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

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

Probation and Dismissal

For general information on the policies and procedures related to probation and termination in the Morgridge College of Education (MCE), please see the *MCE Policies and Procedures* page, section "MCE General Academic Probation Protocol and Dismissal Protocol".

Students should also access the *DU Graduate Bulletin* section "Academic Standards" for a comprehensive description of situations that warrant probation, dismissal, and termination. For information on program-specific expectations, please refer to the balance of this Handbook and the practica and internship manuals.

A written remediation plan must be developed for any student placed on probation that details specific actions to be taken within a specified timeframe. Such actions can include, but are not limited to, additional or repeated coursework or fieldwork; skill-building assignments outside of the regular class; psychological evaluation; professional counseling/psychotherapy; remedial coursework to enhance writing, quantitative, or oral presentation skills; or other appropriate remedial actions. Failure to progress after reasonable intervention or a failure to comply with the probationary plan and timelines can result in dismissal from the Program. For egregious violations of expectations, such as unethical or unprofessional behavior, a student may be immediately dismissed from the Program.

Professional Membership

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

Social Media Policy

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

carefully reviewed by all students: http://www.apa.org/about/social-media-policy.aspx

Degree Requirements in Master's in School Psychology (M.A. in SP)

The Master's in School Psychology is a four-quarter (i.e., 1 to 2 year) non-licensure terminal degree that focuses on foundational school psychology content applicable to employment in the public and private sectors. It also is a pipeline to licensure and non-licensure degrees including a doctoral degree. Students in the M.A. in CFSP develop the knowledge and practical skills needed to work successfully within school and community agencies that serve public and private sectors of the education field, but does not qualify the graduate for any license. The M.A. in SP requires a minimum of 48 quarter hours. Please see the M.A. in SP Coursework Plan (Appendix A) and recommended course sequence (Appendix B).

M.A. Capstone Project

For the Master's in School Psychology, students must complete a capstone project that synthesizes or produces new, meaningful knowledge for the field. The purpose of the capstone paper is to provide the student with a research experience prior to completing the program. The paper should be prepared in the form of a scholarly publication; examples include a journal article, a white paper, a practitioner article, or a technical report. Although the student will most often be the first author of the manuscript, the student and research advisor will determine the authorship of any publications or presentations that are connected to the project.

Academic Policies

Course Attendance

Students are expected to attend **all** classes in the section for which they are registered, on time having read all assigned readings and ready to engage professionally with their peers. Class attendance is highly valued and a critical component of all courses. Absences result in a reduction in competence since there is no way to recreate class discussions or group peer interactions.

Students are only allowed one excused absence from class. A second absence during a 10-week quarter, no matter what the cause, will lead to a one-letter-grade reduction. If students miss a second class, they will receive a "B-" or lower. There are no exceptions to this rule. Attending class through remote access does not count as attendance, except for the most extreme personal or family reasons. Students are responsible for obtaining instructor permission to Skype into or tape a class and making arrangements with a peer for how to get this done.

Missing more than 15 minutes of class is counted as a tardy. Two tardies will be counted as an absence. If students have other commitments that will necessitate frequently missing classes or being tardy, students may want to reconsider whether taking the course is the most appropriate decision at this time. If a portion of or an entire class is missed, it is the student's responsibility to contact a classmate to find out what was missed in class and catch up on missed work prior to the next class meeting.

If a class must be 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 via a text, phone call or an email and confirm receipt. It is the student's responsibility to gather missed course content. **Note during severe weather conditions, the University maintains a Weather Line at 303-871-3747 that is updated by 3 p.m.*
We ask that students carefully consider missing classes, as this policy will apply regardless of the reason for absence.

Class Engagement

Professional engagement in and out of class is essential for developing a professional identity and collaborative sense of responsibility towards others. Active listening and personal participation during classes and during group work both in and outside of classes are extremely important to help integrate and understand different perspectives of the varied topics and sometime controversial issues facing our field. Thus, it is expected that students will come to all classes and to all outside professional commitments on time, ready to engage in deep discussions of assigned readings and activities. Professional engagement also means that you are NOT multi-tasking or engaged in distracting behaviors, such as personal texting, phoning, answering emails, surfing the web, nonrelated talking, etc. The SP program utilizes a no-laptop policy in order to promote optimal student learning (Fried, 2008; Mueller & Oppenheimer, 2014; Ravizza, Uitvlugt, & Fenn, 2017; Sana, Weston, & Cepeda, 2013).

Grades

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

An Incomplete "I" is a temporary grade which may be given at the instructor's discretion to a student when illness, necessary absence, or other reasons beyond the control of the student prevent completion of course requirements by the end of the academic term. Because courses are cumulative, students may not be allowed to begin/continue academic courses or fieldwork placements until all grades of Incomplete have been resolved. It is the responsibility of the student to initiate the Incomplete process by immediately communicating with the instructor prior to the end of the quarter, and it is up to the instructor to determine what will be required to show competency in the course. The Incomplete Form may be downloaded from the Registrar.

Requirements for Field Experiences and Placements

In order to participate in any field experiences, students must be approved by faculty to do so. The first consideration is the wellbeing of children and adults with whom the student would be interacting. For this reason, not only must an SP student be in good academic standing in order to participate in field experiences, the student must demonstrate appropriate professional and interpersonal behaviors. These include:

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

Based on faculty judgment, a student can be denied or removed from a field placement at any time. See Appendix E for procedures for video and audiotaping.

Field Placements fulfil Program and training goals while simultaneously providing vital community services. During field placements students receive real-time and videotaped supervision from university supervisors and other licensed community professionals. Students will be provided with in-vivo supervision and guidance as they engage in assessment and diagnosis of social-emotional, cognitive, learning, and behavioral needs and in consultation with parents and school or community professionals

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

The student is responsible for all transportation related to field placements. The student is not required to attend their field placement on their assigned day if either the field placement school is closed or if the University of Denver is closed due to weather.

As per the Background Check section, students are required to comply with program and district background checks before engaging in any field experiences. In addition, as per the Insurance section, students are encouraged to carry personal malpractice insurance.

Additionally, students are encouraged to participate in professional development both at their field placement and other professional outlets. However, no more than 10% of field placement hours can come from professional development.

Practicum I

Practicum is a supervised experience designed to enhance and extend knowledge and skills developed during ongoing assessment, intervention and consultation coursework. During Community Practicum, students act as *Directed Participants*, engaging in activities specifically outlined and directed by faculty to address professional skill development and enhancement. The tasks include, but are not limited to role-play, team activities, and actual collaborative participation in authentic client cases. Most students complete Practicum I during their first year at both the Counseling and Educational Services Clinic (CESC) located in Ruffatto Hall and at an off-campus school partnership site. 200 total hours are required in Practicum I: 150 hours in a school setting and 50 in the clinic. Please see the Field Manual and course syllabus for additional information about Practicum I requirements.

Performance-Based Assessment and Accountability

The SP Program uses a variety of formative and summative information to systematically evaluate the overall quality of the Program and to assess short- and long-term outcomes in regards to training successful, entry-level Child and Family and School Psychology professionals.

Program Performance Evaluation

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

Student Performance Evaluation

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

and competency areas. Our student performance evaluation progression begins at entry, where normative exams (i.e., GRE), prior coursework, grades, and relevant life experiences are examined to evaluate verbal, written, quantitative and professional competence. Professional skills and competencies are closely monitored during the Program through an annual review process that includes a holistic performance review of grades, coursework, curriculum-based assessments, work samples, self-reflective statements, professional accomplishments, professional work dispositions, field supervisor evaluations, and documentation of successful fieldwork. All students must successfully complete a summative comprehensive examination at the end of their degree program to gauge attainment of professional knowledge and competencies. In addition to the previously described review process, school psychology student progress is measured in each of the NASP Standard II Domains.

Annual Review and Process

Each year the student is expected to meet with the advisor for an Annual Review. This process and the required materials are considered a formal, holistic, cumulative account of professional progress, attributes, and conduct associated with our four Program competency areas *of Consumer, Collaborator, Interventionist,* and *Advocate*. The Annual Review process is designed to encourage integrative and personal self-reflection on performance expectations throughout the Program. This process also gives faculty a chance to monitor and recognize the student's progress and to provide timely, constructive feedback to ensure continued professional success.

Multiple sources of evidence are compiled for the Annual Review to reflect progressive evidence of professional competence and independence. Each year the student is asked to include an updated transcript and vita and to review professional dispositions and characteristics not easily captured in course grades.

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

Inadequate Progress

The faculty can determine that a student has made inadequate progress at the annual review, or at other times throughout the year. The following are offered as examples of circumstances or performances that may be the basis for probation or dismissal, with further clarification below:

1. Failure to maintain minimum academic standards;
2. Unsatisfactory performance in practica or internship;
3. Academic misconduct or dishonesty;

4. Failure to comply with established University or Program timetables and requirements;
5. Course Completion
6. Unethical practices and/or unprofessional conduct;
7. Behavioral impairment that obstructs the training process and/or threatens client, student, and/or faculty welfare;
8. Violation of the DU Honor Code;
9. Criminal conviction of misconduct that affects ability to practice or be licensed; or

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

   In SP, grades of B or higher are required for passing. Grades lower than B will not meet degree requirements and must be repeated until a passing grade is earned. Students must retake all courses (up to two) in which they earned a grade of "B-" or lower. Students earning a grade of "B-" or lower in a course(s) will result in automatic review by the CFSP faculty. Three grades of "B-" or below in their program course of study will result in the student's dismissal from the program, regardless of the student's overall grade point average. For doctoral students, they may not accrue more than two grades of "B-" or lower in their doctoral program coursework – whether those courses are courses within the department or courses taken through other departments.

2. *Unsatisfactory performance in practica courses or internship*
   Upon the recommendation of the student's clinical supervisor at practicum or internship site and/or in conjunction with input from the SP Training Director and, after a performance review by the program faculty, a student who has failed to meet the Program's expectations for the quantity or quality of clinical work or supervision during any of the student's practica or pre-doctoral internship, will be recommended to the TLS Department Chair for review for probation or dismissal as outlined in the Student Review and Retention Plan.

3. *Academic misconduct or dishonesty*
   Academic misconduct or dishonesty by a student includes, but is not limited to, disruption of classes, giving or receiving of unauthorized aid on examinations, or in

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

4. *Failure to comply with established University or Program timetables and requirements.*
   Failure to complete the degree within the established time limits will result in termination, unless the student's petition for a time extension is approved by the Office of Graduate Studies Academic Exceptions Committee. Petition procedures and instructions are detailed in the Graduate Studies Bulletin: http://bulletin.du.edu/graduate/.

5. *Course Completion*
   Two or more grades of Incomplete on a student's transcript may be a sign of inadequate progress and may result in probationary status. Non-passing grades include a grade of Incomplete and those with a grade of "B-" or lower. Severe or continued lack of adequate progress will result in dismissal from the Program. Please see in the Incomplete grade policy in the Graduate Bulletin for further information - http://bulletin.du.edu/graduate/.

   It is expected that full-time students register for at least 8 credits per quarter during their first year in the program, and a minimum of 20 credits per year thereafter until course work is completed. After completing course work, students must submit a detailed timeline for completing their dissertation to the dissertation advisor and the Training Director, and students must update that timeline by September 15 each year (see Policy on Monitoring Student Dissertation Progress). During the time period after the completion of course work, students are expected to make reasonable and consistent progress toward the completion of the dissertation. Students should monitor their progress in the program carefully with the help of their advisor and the ASA. Students who are not making "reasonable and consistent" progress toward their degree may be put on probation or dismissed from the Program.

6. *Unethical practices and/or unprofessional conduct*

Doctoral students in SP are expected to follow the APA *Code of Ethics*, NASP *Principles for Professional Ethics*, and the DU *Code of Student Conduct*. Failure to abide by these standards while enrolled as a student in the SP program will lead to probationary status and/or may be grounds for dismissal from the program. Students who are not functioning effectively in any of the following areas as determined by the faculty: academic, ethical, interpersonal, or practice areas will be advised of deficiencies and required to remediate them. This may include retaking courses or practicum, other tasks or assignments, or seeking external support at the student's expense. Students may also be placed on probation as part of their remediation plan. If the terms of the remediation plan are not successfully met as determined by the faculty, students may be dismissed from the program.

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

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

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

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

Program, College and University Resources

Student Affiliates in School Psychology Board

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

Counseling and Educational Services Clinic

The Counseling and Educational Services Clinic (CESC) is the umbrella clinic over the Counseling Psychology Program Clinic and the School Psychology (SP) Clinic. The SP Clinic is housed on the first floor of Ruffatto Hall and provides an array of low-cost assessment, consultation, and intervention services to children, adolescents, families, and schools in the Denver metro area. Formal and informal approaches are used to assess developmental delay, academic or intellectual giftedness, learning and reading disability, attention deficits, and other behavioral and emotional concerns that may be interfering with successful school, home, and social performance. Clients receive individualized feedback and recommendations to improve their developmental, educational and life circumstances. The CESC consists of several client rooms and a group observation room equipped with video camera links so students can be observed in real time by classmates and instructors during assessment, consultation, and counseling sessions. The CESC is co-directed by a Licensed School Psychologist who is a faculty member. The SP Clinic Director oversees educational assessment clinic services and supervises all SP students in the Psychoeducational Clinic Practicum class.

Fisher Early Learning Center

The mission of Fisher Early Learning Center is to provide children with a continuum of learning experiences in an inclusive setting that reflects research-based practices, celebrates diversity and addresses the uniqueness of each child. Through family and community partnerships and high professional standards, Fisher offers a quality program that establishes a foundation of skills and knowledge essential to the development of competent and caring young children. Through partnerships with families and communities, and a commitment to professional development, Fisher will serve as the

model for high quality care and education that result in creating an optimal learning environment where all children achieve their full potential. For more information about the FELC visit their website: http://www.du.edu/fisher/. Students may visit or observe at Fisher Center only with instructor and Fisher permission.

Psychoeducational Assessment Library (PAL)

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

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

Ricks Center for Gifted Children

The mission of Ricks Center is to provide a dynamic and challenging educational environment that anticipates and responds to the individual intellectual, social, emotional, physical, aesthetic, and cognitive needs of gifted children. Gifted children have the right to an educational environment that meets their unique and challenging needs. When compared with children their age, these students display advanced abilities in general intellectual aptitude, which may be exhibited in specific domains such as creativity, language, mathematics, or science. Gifted children have the ability to learn at faster rates and in greater depth, to find and solve problems more readily, and to understand, manipulate, and connect abstract or seemingly unrelated ideas. These abilities, combined with their intellectual curiosity, emotional intensity, moral sensitivity, playful creativity, and unique learning styles engender the need for a differentiated educational program. For more information about the Ricks Center visit their website: http://www.du.edu/ricks/. Students may visit or observe at Ricks Center only with instructor and Ricks permission.

Appendix A: M.A. in SP Coursework Plan 2020-2021

Name of Student: _____ ID No.:_____

Course Number	Course Title	Credits	Term Completed
Developmental and Psychological Foundations			
CFSP 4304	Diversity in School and Community Settings	3	
CFSP 4310	Early Childhood Development	3	
CFSP 4311	Child & Adolescent Development	3	
CFSP 4312	Learning Theories and Behavioral Analysis	3	
	Required Credits	**12**	
Legal, Ethical and Professional Foundations			
CFSP 4301	Professional, Legal and Ethical Issues in School Psychology	4	
	Required Credits	**4**	
Evaluation and Assessment			
CFSP 4321	Psycho-educational Assessment I	3	
CFSP 4322	Psycho-educational Assessment II	3	
CFSP 4323	Psycho-educational Assessment III	3	
CFSP 4324	Psycho-educational Assessment IV	3	
	Required Credits	**12**	
Collaborative Consultation with Families and Schools			
CFSP 4330	Family-School Partnering and Consultation	3	
CFSP 4337	School-Age Academic Competencies & Intervention	3	
CFSP 4340	School Mental Health Counseling I	3	
CFSP 4341	School Mental Health Counseling II	3	
CFSP 4343	School Mental Health Counseling III	2	
	Required Credits	**14**	
Applied Courses (*Taken quarterly at 2 credits each)			
CFSP 4349	School Psychology Practicum I*	6	
	Applied Project/Capstone	PASS	
	Required Credits	**6**	
	Total Minimum Credits	**48**	

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

Student's Signature: _____ Date: _____

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

Appendix B: M.A. in SP Suggested Course Sequence

(*Subject to change*)

Fall		
Course Number	**Course Title**	**Credits**
CFSP 4301	Professional, Ethical, and Legal Issues in School Psychology	4
CFSP 4304	Diversity in Community & School Settings	3
CFSP 4310	Early Childhood Development	3
CFSP 4321	Psycho-educational Assessment I	3
CFSP 4349	School Psychology Practicum I	2
	Required Credits	**15**
Winter		
CFSP 4311	Child and Adolescent Development	3
CFSP 4312	Learning Theories and Behavioral Applications	3
CFSP 4322	Psycho-educational Assessment II	3
CFSP 4340	School Mental Health Counseling I	3
CFSP 4349	Psychology Practicum	2
	Required Credits	**14**
Spring		
CFSP 4323	Psycho-educational Assessment III	3
CFSP 4330	Family School Partnering and Consultation	3
CFSP 4341	School Mental Health Counseling II	3
CFSP 4349	School Psychology Practicum I	2
	Required Credits	**11**
Summer		
CFSP 4324	Psycho-educational Assessment IV	3
CFSP 4337	School Age Academic Competencies and Interventions	3
CFSP 4343	School Mental Health Counseling III	2
	Required Credits	**8**
	Total Required Credits	**48**

Appendix C: Sample Annual Evaluation Letter

DATE

Dear [STUDENT NAME]:

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

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

Adequate progress: We look forward to your continued growth.

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

Best,

Department Chair
School Psychology Program

Appendix D: Annual Review Summary and Form

Part 1: Annual Review Summary

Name:		Home Phone:	
Address:		Work Phone:	
E-mail Address:		Cell phone:	
Official Program Entry Date (mm/dd/yyyy):		Review Date:	
Program: ☐ M.A. Year 1 & 2 ☐ Ed.S. Year 1 & 2 ☐ Ph.D. Licensure ☐ Ph.D. Leadership/Pathway			

In order for a student to become an effective professional, the student must demonstrate academic and professional competencies, as well as professional work characteristics. The following is a summary of performance in the work characteristics necessary for effective practice as a professional.

Year in Program	Review Date	Student Initials	Advisor Initials	Annual Review Outcome*	Remediation Plan: Areas For Remediation	SP Decision**
1						
2						
3						
4						
5						
6						

** Refer to ratings in Part 2: Annual Review Form*
*** (1) Dismissed from the Program; (2) Allowed to progress in the Program under remediation restrictions*

Part 2: Annual Evaluation Form

Please rate yourself as candidly as possible on each item using the scale provided and also provide an example or two to support your rating. The shaded rating area is for faculty use. It is important that you consider the ratings in light of your status in your selected Program (1st-year, 2nd-year, etc.). Please review your SP Student Handbook for Program philosophy, mission, goals, and objectives.

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

- Far below expectations: demonstrating little to no progress for year in Program (1)
- Below expectations: demonstrating inadequate progress for year in Program (2)
- Meets expectations: demonstrating satisfactory progress for year in Program (3)
- Exceeds expectations: demonstrating exceptional skill and progress for year in Program (4)

Provide examples to support your rating. The shaded rating area is for faculty use.

Professional Characteristics		
Initiative – initiates activities when appropriate; does not wait to be asked or told when to begin tasks.	Self	Faculty
Please describe an incident that you feel demonstrates your initiative or why it is an area for improvement.		
Dependability – follows through on tasks; completes assignments in accordance with stated parameters and/or constraints.	Self	Faculty
Please describe one or more incidents that you feel demonstrate your dependability or why it is an area for improvement.		
Time Management/Work Organization – organizes work and manages time effectively; completes assignments in a timely manner.	Self	Faculty
Please describe one or more incidents that you feel demonstrate your time management and/or organizational abilities or lack thereof.		
Respect for Human Diversity – exhibits awareness of and sensitivity to racial, cultural, socioeconomic, religious, gender-based, sexual orientation and other human differences; seeks out further understanding and skills needed to work with diverse populations.	Self	Faculty
Please describe one or more incidents that you feel demonstrate your respect for human diversity or need for improvement.		
Oral Communication – expresses self orally in a clear and organized manner.	Self	Faculty
Please describe one or more incidents that you feel demonstrate your ability or struggle to communicate orally.		

Written Communication – expresses self in writing in a clear and organized manner.	Self	Faculty
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.		
Attending/Listening Skills – listens attentively; attends to important communications.	Self	Faculty
Please describe one or more incidents that you feel demonstrate your attending/listening abilities or struggles.		
Interpersonal Relations – relates effectively with colleagues, faculty, supervisors and clients.	Self	Faculty
Please describe one or more incidents that you feel demonstrate your interpersonal relationship abilities or challenges.		
Adaptability/Flexibility – adapts effectively to demands of situation; exhibits flexibility in face of change.	Self	Faculty
Please describe one or more incidents that you feel demonstrate your adaptability and flexibility or rigidity.		
Ethical Responsibility – responds appropriately to interpersonal and professional legal and ethical challenges	Self	Faculty
Please describe one or more incidents that you feel demonstrate your understanding or lack of understanding of the above systems.		

** Ph.D. Students Only - Fill out the remainder of the form below.
Please describe your general dissertation topic and the theoretical foundation of these ideas.
Please discuss the specific plans you have for your dissertation during the next year
Please discuss any assistance you might need to help you in this endeavor.

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

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

** Faculty Only
Dear [STUDENT NAME], On [REVIEW 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 [YEAR] academic year, you are making [ADEQUATE/INADEQUATE] progress toward CFSP [MA/EDS/PHD] program goals and standards. Areas of strength include [FILL IN]. Areas for development include [FILL IN]. If you have any questions, please meet with your advisor for review, recommendations, and next steps. Please keep a copy of this form for your records. Sincerely, School Psychology Program faculty

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

Appendix E: Procedures/Checklist
For Recording Video and Audio in Pre K- 12 Schools and Classrooms

School/School District Permission

- Notify classroom teacher of intent to record students prior to contacting students or parents.
- Contact principal/authorized personnel for permission to record students prior to contacting students or parents.
- Obtain signed *School/School District Permission Form* on School/School District Letterhead prior to contacting students or parents or distributing *Parental Permission Form to Audio/Video Record Students.*

Parental Permission

- Consult with classroom teacher about distributing forms.
- Distribute Parental Permission Form to Audio/Video Record Students to every student in the class.
- Collect signed Parental Permission Form to Audio/Video Record Students from every student.
- Copy signed forms.
- Give one set to Mentor Teacher/Principal.
- Keep one set for your records; give one set to your DU Advisor.
- Ensure all students declining permission, or not returning a *Parental Permission Form to Audio/Video Record Students,* are removed during audio/video taping.
- Provide an alternate, equivalent learning experience for all students not participating.

Prospective Teacher Confidentiality Affidavit and Agreement

- Complete and sign "Third Party Affidavit."
- Give one copy to Mentor Teacher.
- Keep one copy for your records; give one copy to your DU Advisor.

Audio/Video Storage/Distribution

- Provide audio/video recordings to DU Advisor.
- Audio/video recordings shall be kept in a secure server.
- Requests for review by a prospective teacher of audio/video recordings shall be made to your DU Advisor.
- Audio/Video recordings may only be used for the purposes described in the parental permission form.
- MCE faculty may have access to the video.
- Do not distribute or disclose the audio/video recordings (or any information or data related thereto) to any unauthorized person, including posting the audio/video recordings to public sites (YouTube, Vimeo, etc.).

DU Student Name	Signature	Date

Parental Permission Form to Audio/Video Record Students

Dear Parents:

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

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

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

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

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

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

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

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

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

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

Phone number: _____

Please return this form by (date): _____

If you have any concerns or complaints about how you or your child were treated by the SP Program, please contact Dean Karen Riley, Morgridge College of Education, at 303-871-3665 or write to the University of Denver, Morgridge College of Education, Attn: Dean Karen Riley, 1999 E. Evans Ave., Denver, CO 80208.

Prospective School Psychologist Confidentiality Affidavit and Agreement

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

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

DU Student Name: _____

Signature: _____

Date: _____

[SCHOOL/SCHOOL DISTRICT PERMISION FORM]

[PRINTED ON SCHOOL DISTRICT'S LETTERHEAD]

[DATE]

University of Denver
Morgridge College of Education
1999 E. Evans Ave.
Denver, CO 80208
Attn: Psychology Program

RE: SP Program Videotaping

To: University of Denver, Morgridge College of Education:

This letter is to convey that [SCHOOL DISTRICT'S NAME] gives permission to [PROSPECTIVE SCHOOL PSYCHOLOGIST'S NAME] to videotape herself or himself in the following classroom(s):

Classroom	Grade	Teacher

If you have any questions regarding this permission, please contact: [INSERT TELEPHONE NUMBER OR CONTACT INFORMATION].

Sincerely,

[INSERT AUTHORIZED PERSONNEL'S NAME (E.G., SCHOOL PRINCIPAL, DIRECTOR, ETC.]
[INSERT TITLE]