



UNIVERSITY *of*
DENVER

MORGRIDGE COLLEGE OF EDUCATION

**CHILD, FAMILY AND SCHOOL PSYCHOLOGY
PROGRAM**

HANDBOOK 2012-2013

The University of Denver Morgridge College of Education *Student Handbook* provides prospective and admitted students with policies and procedures to assist them as they progress through the requirements of MCE degrees certificates. In addition to this handbook, the student should also refer to the *Morgridge College of Education Bulletin* available at <http://www.du.edu/education/resources/current-students/handbooks.html> and the University of Denver Graduate Studies Policies available at <http://www.du.edu/grad/current-students/forms.html>. In some cases, college and university policies take precedence over the regulations of the *Student Handbook*. It is the student's responsibility to read and understand University, College, and program norms relating to the degree programs, and to complete program and degree requirements in a timely fashion.

The University of Denver reserves the right to make changes in the regulations, courses, rules, fees or other changes in this handbook without advance notice.

Inquiries concerning programs in the MCE should be directed to the Morgridge Office of Admissions, 1999 E Evans Ave., Denver, CO 80208-1700; Phone 303-871-2509 and edinfo@du.edu. Current students refer to faculty/staff contact listed within this handbook.

The University of Denver (Colorado Seminary) 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, color, religion, sex, national origin, age, marital or veteran status, sexual orientation, or physical or mental disability.

Inquiries concerning allegations of discrimination based on any of the above matters may be referred to the University of Denver Affirmative Action Office, 2020 E. Evans Ave., Room 104, Denver, CO 80208-4840, 303-871-2307, or the U.S. Department of Education, Office of Civil Rights, 1244 Speer Blvd., Denver, CO 80204.

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Introduction and Conceptual Framework

Welcome

We are excited to have you begin your new graduate career with the Child, Family, and School Psychology (CFSP) Program. This Student Handbook will provide you with information on our philosophy, mission, and objectives, as well as critical requirements, policies, and procedures associated with your degree program. Information has been included to help guide your course of study and to address frequently asked questions concerning the completion of your chosen degree. Please familiarize yourself with the information provided in this Handbook, in the Morgridge College of Education Bulletin, and in the manuals associated with our required field components (i.e., Mentorship, Clinic Practicum, Field Practicum and Internship Manuals). Copies of all handbooks and manuals are available on the MCE website. It is recommended that you save copies of the CFSP Handbook and Manuals electronically since policies and procedures can change slightly from year to year.

Accreditation

In the winter of 2009, CFSP received full approval from the National Association of School Psychologist (NASP) for our Ed.S. degree. NASP approval confers multiple advantages to programs and program graduates. Such approval provides recognition for programs that meet national standards for the graduate education of professional service providers in school psychology. Degree approval is an important indicator of quality training, comprehensive content, and extensive, properly supervised field experiences as judged by trained national reviewers.

Another advantage of accreditation, especially for program graduates, is its link to National Certification in School Psychology. Graduates of approved degrees are assured eligibility for the National Certificate in School Psychology (NCSP), pending the completion of an internship consistent with NASP standards and the attainment of a passing score on the National School Psychology Examination administered by the Educational Testing Service (ETS) as part of the Praxis II Series. The graduates of non-NASP approved degrees also are eligible to apply for national certification but must submit additional documentation to support that their training is consistent with NCSP requirements. For further information on NASP, please visit <http://www.nasponline.org/certification/NASPapproved.aspx>

Overview of the Program

The Child, Family, and School Psychology Program is housed within the Morgridge College of Education (www.du.edu/education). CFSP was formally established in 2003 when two longstanding, previously separate divisions joined together (i.e., School Psychology and Child and Family) to expand opportunities for specialized work with young children, youth, and families in school and community settings. The rationale for such a joint program grew out of an increased recognition of the significance of family involvement in child development and education, the role of prevention and early intervention, and the interrelationship between

neurobiological, social-emotional, cognitive, and behavioral development in promoting academic and personal success.

CFSP students are accepted into one of three degree programs:

- 1) **Master's degree (M.A.)** with two distinct tracks:
 - a. in Child, Family, and School Psychology
 - b. in Early Childhood Special Education
- 2) **Educational Specialist (Ed.S.)** degree in School Psychology, with the option of obtaining an additional Endorsement in Early Childhood Special Education (EC SPED)
- 3) **Doctoral degree (Ph.D.)** with three distinct tracks:
 - a. School Psychology Licensure program
 - b. Non-licensure Child and Family Leadership program
 - c. Pathway for Ed.S. professionals

CFSP 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, 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 CFSP degree programs involve innovative, integrative, closely supervised practice experiences during coursework and independent field experiences that begin the first year. Ed.S. and Ph.D. School Psychology Licensure track degree students complete a culminating year-long internship where they gain additional supervised experience. Practice experiences are designed as a developmental **Chain of Relevant Experiences (CoRE)** where students progress during coursework and through 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:

- 1) *Critical Observers*: Students acting as a Critical Observers engage in activities that provide them with the opportunity to 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.
- 2) *Directed Participants*: Students acting as Directed Participants engage in activities that are specifically outlined and directed by the faculty in order to address professional skill

development and enhancement. The tasks include but are not limited to role play, simulation activities and live supervised experiences in an on-campus clinic.

- 3) *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.
- 4) *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.

CFSP students are encouraged to participate in professional 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, CFSP students can gain valuable practical and work experiences at an on-campus clinic, the Fisher Early Learning Center, or at several local public and private partnership schools.

Overview of Degrees Offered

The one- to two-year Masters in Child, Family, and School Psychology (M.A. in CFSP) degree prepares students interested in working in community agencies or educational settings that emphasize policy as it relates to direct service to young children and families. Licensure as a school psychologist is not available with the M.A. in CFSP degree. The M.A. courses are aligned with the CFSP doctoral degrees and prepare students for further study.

The one- to two-year Masters in Early Childhood Special Education (M.A. in EC SpEd) degree prepares students to work with children with special needs and their families. The M.A. in EC SpEd is designed to meet the licensure requirements of the Colorado Department of Education for practice as an Early Childhood Special Education Specialist. (working with children ages 0-8). As such, graduates are prepared to work in early intervention,, preschool, and early elementary school settings. Professionals with this degree work as Early Interventionists, Child Find Coordinators, Preschool Teachers in Public Schools, and Special Education Teachers in Elementary Schools.

The three-year Educational Specialist (Ed.S.) degree prepares students who wish to acquire the broad array of skills necessary for effective functioning in the educational environment as school psychologists. Ed.S. graduates take two years of coursework and during their third year a

1200-hour Internship. Ed.S. students are required to meet all state licensure requirements to obtain a Colorado Department of Education School Psychology license from birth to 21. Ed.S. degree students can also apply for national certification as a school psychologist. An additional Early Childhood School Psychology concentration is also available to Ed.S. degree students interested in taking additional early childhood supplementary coursework.

The three-to six-year Doctoral (Ph.D.) degree leads to either a School Psychology Licensure, a Child and Family Leadership and Advocacy non-licensure degree, or a non-licensure doctorate for practicing school psychologists. Doctoral students in all Ph.D. tracks gain competencies in conducting original research, grant writing, and in advanced qualitative and quantitative analysis, research design, and statistics. Graduates assume positions as administrators, University professors, and educational evaluators. Ph.D. students are expected to gain a high level of collaborative and then independent research involvement with an assigned faculty mentor. Students with a Master's or Ed.S. degree are accepted into one of these distinct Ph.D. degree tracks:

- ***The School Psychology Licensure track*** prepares students who, in addition to possessing general School Psychology practitioner skills, have a strong desire to develop advanced consultation, research, and evaluation proficiency. These students also gain advanced intervention and psychotherapy expertise through 1500-hour Internship.

- ***The Child and Family Leadership track*** prepares students who wish to assume high level leadership, advocacy, and policy positions or who also may have a strong interest in serving as consultants to child and family service programs.

- ***The PhD degree for Ed.S. professionals*** is a unique opportunity for practitioners with an Ed.S. degree from a NASP approved program and a current license as a school psychologist. It is specifically designed to meet the needs of professionals who wish to earn an advanced degree, specialize in an area of expertise, increase their earning potential and career options, and contribute to the literature base in the field. This option recognizes the in-coming skill level of the student and offers personalized opportunities for career growth.

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 human 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 CFSP 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:

- 1) *Consumers*: able to apply, translate, and expand upon scientifically-based pedagogy and professional practice;
- 2) *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;
- 3) *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;
- 4) *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 CFSP 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 CFSP Program are expected to demonstrate:

1. 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*)

2. 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*)
3. 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*)
4. 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*)
5. 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 neEd.S.. (*Interventionist*)
6. 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*)
7. The ability to appraise and communicate empirical evidence and literature based on a thorough understanding of research design, measurement, and statistics. (*Consumer*)
8. 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*)
9. 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*)
10. Advocacy that promotes wellness and ensures that prevention of learning, emotional, and behavior problems commands as much attention, effort, and resources as remediation. (*Advocate*)

Professional Development

The CFSP Program provides continuing professional development opportunities based upon the needs of practicing school psychologists, early childhood special educators, and allied professionals. The Program has a strong commitment to provide ongoing opportunities for

professional development via annual workshops that target specific areas of need, collaboration with other training programs in the state to address issues in the field, and an on-going partnership with the Colorado Department of Education to anticipate areas of increased need.

Policies and Procedures

To avoid redundancy, only pertinent, Program specific policies and information relevant to the completion of CFSP graduate degrees are presented in this Handbook. All other policies can be found in the Morgridge College of Education (MCE) Bulletin which is located on the MCE website at <http://www.du.edu/education/resources/current-students/index.html>.

College and University Policies

A comprehensive set of all College and University policies regarding admissions, financial aid, general degree and residency requirements, testing information, student behavior and conduct, registration and fees, grading and classification, graduation requirements, and other general and personal support information can be found in the *MCE Bulletin* and the *Graduate Policies & Procedures Manual*. Students are expected to assume full responsibility for meeting all requirements for the degree as set forth in this Bulletin. Both of these documents are linked from the MCE website at <http://www.du.edu/education/resources/current-students/index.html>.

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 must meet initially in the fall (or incoming) quarter to develop an official coursework plan of study that is signed by both the student and advisor and officially put on file in the MCE Office of Admissions and Enrollment Services. It is imperative for accreditation purposes that the coursework plan for Ed.S. students match the suggested course sequence as outlined in Appendix C or D. Students are also expected to meet with their faculty advisor minimally once each quarter during the remainder of their program to discuss progress in the program and career goals. All students also are required to schedule an annual performance feedback advisement meeting (See Appendix H: Cumulative Sequence of Annual Review). For most students, this annual performance feedback advisement meeting occurs in May. For students on internship, this meeting typically occurs in the quarter before graduation, January or February, in conjunction with their on-going field-based evaluations. Students are responsible for scheduling all advisement and annual performance feedback 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. Requests to change advisors due to degree program changes or personal interest are acceptable. Advisor changes must be formally requested in writing and placed on file in the MCE Office of Academic Services.

Distributed Email List and Communication

All students are automatically assigned a University e-mail address upon entry into the Program. This e-mail address is entered into the MCE and CFSP e-mail list and will be used to send Program and MCE communications. Students are responsible for checking their University e-mail address regularly for critical information about scheduling, deadlines, conferences, field placements, and job opportunities, etc. Students are responsible for notifying the MCE Office of Academic Services and CFSP Program Coordinator of any changes in address or other contact information within the first week of classes each quarter.

Fingerprinting

Prior to the first quarter of study, students are required to submit to a criminal history record check in anticipation of field experiences in school settings and his or her eventual application for a Colorado educator license.* This process must begin prior to Orientation:

1. You will need to submit your fingerprints to the Colorado Bureau of Investigation (CBI) for the purpose of a criminal background check. Please read the instructions for having your fingerprints taken and submitted to the CBI:

<http://www.cde.state.co.us/cdeprof/download/pdf/fpinfosheet.pdf>

2. When your fingerprints have been taken, mail your fingerprint card to:

Colorado Bureau of Investigation
690 Kipling Street, Suite 3000
Denver CO, 80215

There is a \$39.50 processing fee. If you live in Denver, you may pay in person. The only other option is to mail your payment. **DO NOT MAIL CASH.** Mail either a money order or certified check. If you would like to pay by mail using a credit card, print out the following form. And include when you mail your fingerprint card:

<http://www.cbi.state.co.us/id/Credit%20Card%20Form1.pdf>

*Note: This fingerprinting requirement does not apply to Pathways PhD students.

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 check, and other charges required by the site will be the responsibility of the student.

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 National Association of School Psychologists, Council for Exceptional Children, or the American Psychological Association.

Morgridge College of Education Dissertation Credit Policy

Once the student has successfully completed all required courses and the required comprehensive exam, the student must register for dissertation credits. The faculty support students in the dissertation process by providing advising during this phase of the Ph.D. It is the expectation of the faculty that each student will successfully complete the required dissertation with quality work. In order to encourage the completion of the dissertation, the MCE policy requiring dissertation credits is as follows:

A student is required to remain continuously registered for dissertation credit at the minimum rate of one credit per quarter (Academic Year of Fall, Winter, and Spring quarters), until the student has completed the minimum necessary number of dissertation hours required by the student's program AND until a successful dissertation defense has occurred. Therefore, depending on the time a student takes to successfully complete the dissertation, registration for additional dissertation credits may be necessary beyond the required minimum.

University Continuous Enrollment Policy

All graduate degree-seeking students must be in active status and continuously enrolled. Enrollment may consist of registration for courses, thesis, or dissertation credits, or Continuous Enrollment registration. The University Continuous Enrollment Policy is ideal for students who need to defer loan repayment while completing the dissertation, though you must consult with the appropriate DU Financial Aid Office for more specific information.

Keep in mind you must also register for one credit hour of dissertation research (CFSP 5995) each fall, winter, and spring quarter until you graduate per the MCE Dissertation Credit Policy (noted above). If a student is on a full-time, year-long internship required by your program, please see your program handbook for specific instructions on meeting MCE and DU requirements.

If a student is registering for CFSP 5995 for less than four (4) credits in a given quarter AND you are attempting to defer student loan repayments, the University Continuous Enrollment Policy should be utilized in addition to the MCE Dissertation Credit Policy. You are advised to always contact the DU Office of Financial Aid to clarify any financial aid requirements. The MCE does not provide financial aid policy interpretation so please consult the appropriate office for support on any financial aid policy.

To register for University Continuous Enrollment, a form must be completed and approved by the Morgridge College of Education, who will submit it to the Associate Provost for Graduate Studies for final approval.

For the complete DU Graduate Studies Continuous Enrollment Policy, please go to: <http://www.du.edu/media/documents/graduates/gradpolmanual.pdf>. For the University Continuous Enrollment form and instructions, please go to:

http://www.du.edu/media/documents/graduates/continuous_enrollment.pdf

Please note that completing the University Continuous Enrollment form DOES NOT register you for continuous enrollment. Permission to enroll for Continuous Enrollment is granted for one academic year beginning in the fall quarter. Students requiring Continuous Enrollment after fall quarter registration must complete and submit a new form prior to the beginning of the fall quarter of the subsequent academic year. Continuous Enrollment permission is granted for one (1) full academic year.

REGISTRATION must be completed QUARTERLY. Students are responsible to register for Continuous Enrollment **each quarter**, and for payment of the \$50.00 registration fee and the associated technology fee, \$4 per credit hour. Students should register for **CENR 5600 (Doctoral, 8 credit hours)**. Doctoral students working on a dissertation CENR 5600 registrations will confer loan eligibility or loan deferment if the student is eligible to receive financial aid.

Students with an approved time extension for completion of their degree program, but who are no longer eligible for Financial Aid because they are past the aid eligibility time limit (10 years Doctoral) register for: **CENR 5700 (Doctoral Level, Non-Financial Aid Eligible, 0 credit hours)**. CENR 5700 registrations do not confer loan eligibility or loan deferment.

Some examples of how to use these two policies:

1. If you are not concerned about loan repayment issues or not currently receiving some form of financial aid, you may only need to register for the MCE Dissertation Credit Policy. Please consult the DU Office of Financial Aid for specific requirements.
2. If you are receiving some form of financial aid and/or you need to defer loan repayment while you are working on your dissertation, the University Continuous Enrollment Policy would be necessary in addition to the MCE Dissertation Credit Policy. Please consult the DU Office of Financial Aid for specific requirements.

Developing a Coursework Plan (CWP)

Each division within the MCE has an agreed upon a list of required and recommended courses for each degree program available to students in that division. Required and recommended courses for the CFSP M.A., Ed.S. or Ph.D. degrees are found listed on the CFSP Coursework Plans (**see Appendices A through F**). Students must complete an official coursework plan in consultation with an advisor during the first quarter they are officially enrolled, and must place an official coursework plan on file in the MCE Office Academic Services (OAS) by the end of the first quarter for all students. **An official coursework plan is one that is signed by the student and the student's advisor.** A student's coursework plan serves as a plan leading to graduation and must be kept on file in the OAS. 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 MCE Office of Academic Services checks the student's transcript 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 keep their own copies of all documents throughout the duration of their study.

Course Waivers and Transfers

If it is appropriate to waive a course (e.g. similar course already taken, content knowledge demonstrated) the course credit hours must still be utilized for another course. *A waived course does not mean a reduction in credit hours required.* The student's advisor must complete the appropriate form indicating the course waived and the course designated as the substitute for the waived course. Students, with their advisor's approval, may transfer **appropriate** graduate credit earned from an accredited institution to meet degree requirements at the University of Denver. A transferred course is an appropriate prior graduate credit class, taken post Bachelor's for M.A. or Ed.S. students, and post-M.A. or Ed.S. for Ph.D. students, within five years preceding the request, with a grade of B or better. Transfer course credits can be applied towards degree completion and thus do result in a reduction in required credit hours. All transfers must be approved in the first quarter of enrollment. Students should refer to the ***MCE Bulletin*** for full policy and procedures on waiving and transferring courses.

Attendance and Grading

CFSP attendance and grading standards are consistent with and in some aspects higher than University standards. Attendance at all classes is mandatory. Late or missed classes and assignments will result in deductions and lowered grades as specified in each course syllabi. CFSP course grades are based on course content expectations as well as professional demeanor and work characteristics, such as timeliness, preparation, ability to serve as a supportive team member and to accept constructive feedback. Grades of A and A- represent exceptionally outstanding competence or integrative understanding, a grade of B+ is considered average work, and grades of B and B- are acceptable but indicate slightly below average performance. Students who receive a grade of C+ or lower in required CFSP coursework will be asked to retake the course and/or to develop a remediation plan with the instructor. University policy requires that any student whose cumulative GPA falls below 3.0, automatically be placed on academic probation with a specified written remediation plan.

A student's overall standing in the Program and readiness to advance through field experiences (i.e., Practicum and Internship) are based on a successful annual performance review that is obtained through demonstrations of sound professional skills and competencies as well as appropriate professional work characteristics (see section on **Performance-based Assessment and Accountability**). A student placed on probationary status due to academic or other professional deficiencies must work with their advisor and the program coordinator to develop a written remediation plan that details actions to be taken within a specified time-frame. Such actions may require additional or repeated coursework, skill building assignments

outside of the regular class, remedial coursework to enhance writing, quantitative, or oral presentation skills, psychological evaluation, professional counseling/psychotherapy, or other appropriate remedial actions. A student will be terminated from the Program after three consecutive quarters of deficit performance or if remediation requirements are not fulfilled.

Personal Difficulties

In general, the CFSP 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. Of course personal difficulties may not be used as an excuse for unethical or irresponsible behavior. However, professional concerns can exist due to any or all of the following behaviors:

- a. The student is unable to attend class regularly over an extended period of time;
- b. The student is frequently poorly prepared (or unprepared) for class or other learning activities;
- c. The student is significantly behind in coursework or other benchmarks for the program;
- d. The student has difficulty participating in required group learning activities, team projects, or at community-based 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. Neither student nor university is well served when a student is given a degree despite inadequate preparation for the responsibilities of the profession. In such instances, the student's advisor will consult with involved faculty and the Program Coordinator and will then meet with the student to assist him/her to clarify and evaluate options. If the student so chooses, a Leave of Absence form will 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. Failure to progress after reasonable intervention or a failure to comply with the probationary plan and timelines can result in dismissal from the Program.

Ethical Behavior and Conduct

Each student understands, upon admission to the University, that they are required to uphold the provisions of the University of Denver ***Honor Code*** (www.du.edu/ccs/honorcode.html) and ***Code of Student Conduct*** (www.du.edu/ccs/code.html). These Codes apply to all students at the University of Denver, whether graduate or undergraduate, full- or part-time. Violations of the Honor Code include, but are not limited to, taking or attempting to take, or assisting someone else in taking or attempting to take, the following actions:

- **Plagiarism:** representation of another's work or ideas as one's own in academic submissions.
- **Cheating:** actual or attempted use of resources not authorized by the instructor(s) for academic submissions.
- **Fabrication:** falsification or creation of data, research, or resources to support academic submissions.

Violations of these codes are overseen by the Office of Citizenship and Community Standards (CCS) (www.du.edu/ccs) in conjunction with an appointed University Conduct Review Board. Please contact the CCS office at 303-871-4851 with questions about these policies and procedures.

CFSP students are expected to demonstrate the highest level of ethical behavior as set forth by the American Psychological Association (APA), the National Association for School Psychologists (NASP), and/or Division of Early Childhood (DEC). Unethical behavior will be considered cause for dismissal at any time during a student's degree program.

Response to Academic Dishonesty

Every member of the University community is strongly encouraged to report apparent violations of the Honor Code to the appropriate faculty member, academic unit, and/or the Office of Citizenship and Community Standards (CCS). Before initiating a formal complaint, an individual may consult with the CCS to request anonymous advice as to the nature of the procedures, information about available options, or on any other relevant matter. No records are kept of such consultations. A faculty member who believes that there is reasonable suspicion that a student may have committed a violation of the Honor Code should contact the CCS to ascertain whether the student in question has previously been sanctioned for academic dishonesty.

Faculty members who believe they have observed an incidence of academic dishonesty or plagiarism are encouraged to directly confront the student(s) involved. Should it be determined that a violation of University policy has taken place, faculty are further encouraged to complete and submit an Academic Dishonesty Allegation Form to the CCS office. More information on the Honor Code, the University Plagiarism Statement, and related procedures can be found at the CCS web site at www.du.edu/ccs/faculty resources. Questions should be directed to the Director of CCS at 303-871-4851.

Probation or Dismissal from the Program

Students who do not adhere to Program or University policies may be placed on probation and may be dismissed from the Program. While such instances are rare, should they occur, students will be contacted by their advisor and program coordinator; and informed ***specifically and in writing*** of issues and concerns with regard to academic progress or attendance, interpersonal or practice effectiveness, or ethical violations. ***Students will be asked to respond to these concerns personally and in writing.*** In addition, students who have made inadequate

progress are either allowed to continue in the program or are not allowed to progress in the program (Appendix I). In both cases, the student is placed on probation during the remediation process. Decisions regarding probation or dismissal will be made by the Program Coordinator and CFSP faculty in consultation with the MCE's Associate Dean. All pertinent information regarding the basis for such decisions will be disclosed to the student in a timely manner.

Student Rights and Responsibilities

All students have the right to pursue their education free from the threat of harassment, abuse, retribution, and/or violence. The University may take whatever measures it deems necessary in order to protect the safety, security, and/or integrity of a complainant, the University, and/or any member(s) of its community. Such measures include, but are not limited to, involuntary removal from a course, program, activity, or the campus pending a hearing, modifications to living arrangements, and/or reporting incidents to law enforcement or other non-University agencies. The Director of the Office of Citizenship and Community Standards, in consultation with the appropriate faculty and/or administrators, shall be empowered to impose any interim restriction short of removal from campus (see the CCS website at <http://www.du.edu/ccs/rights.html> for more details on Student Rights and Responsibilities).

Grievance Process

Students may seek resolution of complaints or grievances through the Academic Grievance Procedure during their enrollment at the University of Denver. Please refer to the Graduate Studies manual on Grade Appeals and Academic Grievances for further information.

Extension of Degree Program

Candidates for all degree programs are expected to complete their degree within the stated expected time period specified by the University. This time period is calculated from the date of initial enrollment in the student's program of study. M.A. candidates are expected to complete degree requirements within five (5) years of beginning their degree program. Ed.S. candidates are expected to complete their degree within six (6) years of beginning their degree program. Ph.D. degree candidates are expected to complete degree requirements within seven (7) years of beginning their degree program. For full policy and procedures on Extension of a Degree Program, please refer to the ***MCE Bulletin*** contained on the MCE website.

Letters of Recommendation

Faculty members receive numerous requests to write letters of recommendation for scholarships, fellowships, internships, or employment. The typical procedure to ask for such letters is to alert the faculty member about your 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 their 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 e-mail addresses where each letter should be sent. Faculty generally do **not** supply students with copies of recommendation letters.

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 conference related to their professional career. A list of professional organizations at the national level include, the National Association of School Psychology (NASP), the American Psychological Association (APA), the American Educational Researcher Association (AERA), Council for Exceptional Children Division of Early Childhood (DEC), and the National Association for the Education of the Young Child (NAEYC). At the state level, recommended professional organizations include but are not limited to the Colorado Society of School Psychologists (CSSP) and the Colorado Council for Exceptional Children (CCEC).

Degree Requirements*

Masters Degree in Child, Family, and School Psychology (M.A. in CFSP)

The ***CFSP Masters degree in Child, Family, and School Psychology*** is a four-quarter (i.e., 1 to 2 year) program that focuses on educational 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 degree program develop the knowledge and practical skills needed to work successfully within school and community agencies that serve public and private sectors of the education field. The M.A. in CFSP degree requires a minimum of 45 quarter hours depending on prior individual experiences and coursework. Please see the **M.A. in CFSP Coursework Plan** (Appendix A).

Masters Degree in Early Childhood Special Education (M.A. in EC SpEd)

The ***CFSP Masters degree in Early Childhood Special Education (EC SPED)*** is a four quarter (1 to 2 year) program that focuses on expanding opportunities for specialized work with young children, youth, and families in school and community settings. It also is a pipeline to licensure and non-licensure degrees including a doctoral degree. Students in the M.A. in EC SPED degree program develop the knowledge and practical skills needed to work successfully within the early childhood school and community agencies that serve the Birth to 8-years-old age group. The M.A. in EC SPED degree program requires a minimum of 54 quarter hours depending on prior individual experiences and coursework. Please see the **M.A. in EC SPED Coursework Plan** (Appendix B).

M.A. Comprehensive Experiences

For the Masters in Child, Family, and School Psychology, students must complete a capstone project that synthesizes or produces new knowledge of meaning to a community partner. This project is determined in collaboration with the practicum instructor and the advisor.

For the Masters in Early Childhood Special Education, the Praxis Elementary PLACE Examination serves as the comprehensive assessment of knowledge. Students register for the exam on their own. Typically, **registration is required at least one month in advance. All students must meet or exceed the passing score of the state in which you plan to practice in order to graduate.** Students can take the PLACE exam multiple times but cannot graduate until a passing score is obtained. Students must submit official PLACE exam scores to the Morgridge College of Education Graduate Office during the quarter prior to graduation.

Educational Specialist Degree (Ed.S.)

The CFSP Educational Specialist degree is a three-year program that prepares professionals in all aspects of School Psychology services to work with children and families from birth to age 21 in school or community settings. This degree requires two years of coursework and a third year 1200-hour full-time Internship. All graduates of the Ed.S. program are eligible for a Colorado Department of Education license in School Psychology after the successful completion of all coursework and after passing the Praxis II/National Association of School Psychology (NASP) licensing exam. The Ed.S. degree program has been offered at the University since 1996 and is approved by the Colorado Department of Education. The University of Denver is one of only three Colorado graduate programs currently offering an Ed.S. degree for training school psychologists. The Ed.S. Generalist track requires a minimum of 90 quarter hours. Please see the **Ed.S. Coursework Plan** (Appendix C).

Ed.S. with Early Childhood Special Education (Ed.S. with EC SPED)

Through the addition of 13 hours of integrated core and practical coursework beyond that required for the Ed.S. degree, students can qualify to obtain an endorsement in Early Childhood Special Education through the Colorado Department of Education. This would also entail having passed the PLACE exam. Please see the **Ed.S. with Early Childhood Special Education Coursework Plan** (Appendix D).

Ed.S. Praxis II/NASP Exam

Students in the Ed.S. (and in the Ph.D. School Psychology Licensure) degree program must take and pass a national professional certification exam as a culminating evaluation of their graduate program, and in order to receive Colorado Department of Education (CDE) licensure to practice as a school psychologist. This exam is offered through Educational Testing Services (ETS) and is endorsed by the National Association of School Psychologists (<http://www.nasponline.org>). The Praxis II/NASP exam is usually taken after core coursework is completed at the end of the second year of the program or in the summer before Internship. Students register for the exam on their own. Information on exam registration, including when and where the exam is offered can be found at the ETS website (<http://www.ets.org/praxis>) or by calling 609-771-7395. The School Psychologist test is #0401. Typically, the Praxis II/NASP exam is offered six times per year at the University of Colorado in Boulder and **registration is required at least one month in advance. All students must meet or exceed the passing score of the state in which you plan to practice in order to graduate.** In Colorado, this score is 165 which is consistent with the NASP requirement. Students can take the NASP exam multiple times but cannot graduate until a passing score is obtained. Students must submit official NASP exam scores (total and subscores) to the Morgridge College of Education during the quarter prior to graduation.

Doctoral Degree

Ph.D. – School Psychology Licensure Track

The CFSP Ph.D. degree - School Psychology Licensure track (Ph.D.-SP) requires an MA degree in an associated field and generally takes four to six years to complete. It prepares professionals in all aspects of doctoral level School Psychology services. Students are expected to complete all corresponding coursework and practice experiences required to obtain a state department of education School Psychology license (see above coursework sequence for Ed.S. degree). In addition, Ph.D.-SP students take advanced classes in assessment, clinical practice, supervision, and research methods that lead to a concentrated expertise in the field. All Ph.D.-SP candidates also must complete a supervised 1500 hour advanced full-time Internship after completing all coursework, passing doctoral comprehensives, and successful proposition of a dissertation study. The Ph.D. School Psychology Licensure degree requires a minimum of 135 credits. Please refer to the MCE Bulletin for more information regarding course waivers and transfers, as well as **Ph.D. – School Psychology Licensure Coursework Plan** (Appendix E).

Ph.D. – Child and Family Leadership Track

The CFSP Ph.D. degree - Child and Family Leadership track (Ph.D.-CF) requires an MA degree in an associated field and generally takes four to five years to complete. It prepares professionals for leadership, teaching, and advocacy positions within a broad range of programs related to child, youth, and family services. Students take a flexible array of advanced courses in child and family studies, family and systems service delivery, organizational management,

research and program evaluation, and policy development that are designed to develop expertise matched to individual interests and proficiency. Coursework options can be taken through other programs in the MCE as well as in related Graduate departments across the University. Although students take courses across a broad range of areas, they must select from advanced coursework that emphasizes research, teaching, program development, administration, policy or advocacy. This degree does **not** lead to School Psychology Licensure, and thus, does not require an advanced clinical Internship. The Ph.D. Child and Family Leadership degree requires a minimum of 105 credits. Please refer to the MCE Bulletin for more information regarding course waivers and transfers, as well as the **Ph.D. – Child and Family Leadership Coursework Plan** (Appendix F).

Ph.D.—Pathway for Ed.S. Professionals

A unique Ph.D. in the Child, Family, and School Psychology Program has been specially designed for Ed.S. professionals who wish to retool, increase their earning potential, and increase their expertise in the dynamic field of education and school psychology. This degree program meets the needs of experienced professionals and recent Ed.S. graduates interested in enhancing their careers through the development of applied research and leadership skills. It is intended to link professional knowledge and research with the world of practice in a chosen specialty area of study. Like the PhD in Child and Family Leadership, students take a flexible array of advanced courses in child and family studies, family and systems service delivery, organizational management, research and program evaluation, and policy development that are designed to develop expertise matched to individual interests and proficiency. Coursework options can be taken through other programs in the MCE as well as in related Graduate departments across the University. Although students take courses across a broad range of areas, they must select from advanced coursework that emphasizes research, teaching, program development, administration, policy, or advocacy. Since an Ed.S. degree and current licensure as a school psychologist is an admission requirement, the Clinic Supervision Seminar will provide advanced opportunities to develop skills in supervision. It is anticipated that coursework would be completed in two years plus summers with full-time enrollment. However, students who attend part-time will take approximately three years plus summers. As with the other PhD degrees, comprehensive exams, and a dissertation study are required. The Pathway for Ed.S. Professionals requires a minimum of 52 credits. Please refer to Appendix G, **PhD-Pathway for Ed.S. Professionals Coursework Plan**.

Ph.D. Recommended Course Sequences

The recommended course sequence for Ph.D. students varies depending on prior coursework, identified interest, and the selected cognate area. Students are required to develop a sequence of coursework with the support of their advisors during the first quarter of enrollment in the program. The following table lists the research course sequence that is expected for all MCE Ph.D. students. The coursework for this sequence is listed and embedded in the **Ph.D. Coursework Plans** (Appendices E, F and Appendix G).

Table 3: MCE PhD Research Course Sequence

I. Introductory Level		
<u>Courses</u>	<u>Credit Hours</u>	<u>Prerequisites</u>
RMS 4910: Introductory Statistics*	5 hrs.	None
RMS 4930: Empirical Research Methods*	3 hrs.	None
RMS 4941: Introduction to Qualitative Research*	4 hrs.	None
*May test out; Please consult your Program Handbook to determine introductory level research requirements; EOY = Every Other Year		
MINIMUM REQUIRED		12 HRS[#]
↓	↓	↓
II. Intermediate Level		
<u>Select from these Courses</u>	<u>Credit Hours</u>	<u>Prerequisites</u>
CFSP 4364: Single-Case Research Design	3 hrs.	RMS 4930
RMS 4945: Community Based Research in Urban Settings	4 hrs.	RMS 4942
RMS 4921 Psychometric Theory	3 hrs.	RMS 4910
RMS 4932: Meta-Analysis in Social Science Research	2 hrs.	RMS 4910
RMS 4931: Survey Design and Analysis	3 hrs.	RMS 4910
RMS 4911: Correlation and Regression [or PSYC 4300 (5hrs)]	4 hrs.	RMS 4910
RMS 4912: Analysis of Variance (ANOVA) [or PSYC 4330 (5 hrs)]	5 hrs.	RMS 4910
RMS 4942: Qualitative Data Collection and Analysis	4 hrs.	RMS 4941
SOWK 5402: Qualitative Research Methods	4 hrs.	
SOWK 5405: Qualitative Data Analysis	4 hrs.	
STAT 4680: Sampling Theory and Applications	4 hrs.	
STAT 4810: Nonparametric Statistics	4 hrs.	
MINIMUM REQUIRED		8 HRS.
↓	↓	↓
III. Advanced Level¹		
<u>Select from these Courses</u>	<u>Credit Hours</u>	<u>Prerequisites</u>
RMS 4929: Topics in Psychometrics	1-3 hrs.	RMS 4921
RMS 4922: Item Response Theory	3 hrs.	RMS 4921
RMS 4914: Structural Equation Modeling	5 hrs.	RMS 4911
RMS 4913: Multivariate Analysis	5 hrs.	RMS 4911
RMS: 4919: Topics in Statistics	1-5 hrs.	
RMS 4915: Hierarchical Linear Modeling	4 hrs.	RMS 4911
RMS 4916: Latent Growth Curve Modeling	4 hrs.	RMS 4914
RMS 4959 Topics in Research Design	3hrs.	RMS 4930
RMS 4947: Arts-Based Research	3 hrs.	RMS 4942
RMS 4946: Ethnographic Research	3hrs.	RMS 4942
MINIMUM REQUIRED		3 HRS. Min Req'd
¹ For more information regarding Advanced Research options, please see the MCE Bulletin .		

↓	↓	↓	↓	↓
IV: Program Requirement				
Dissertation Design Course (consult program requirements)			2-3 HRS.	
↓	↓	↓	↓	↓
V: Dissertation Credits				
Dissertation Research (course XXX 5995, must register for at least 1 credit during fall, winter, and spring until graduation.)			10 HRS. Min.	
↓	↓	↓	↓	↓
TOTAL MINIMUM RESEARCH CREDITS			35 HRS[#]	

Dissertation Credits

Dissertation credits are reserved for work on the dissertation, which generally occurs after a student has completed all required courses and after successful completion of the required comprehensive exam. In some cases, a student may register for dissertation credits earlier (1) if the student’s dissertation advisor agrees to work directly with the student on a regular basis throughout the quarter in which the student is registering for dissertation credit; and (2) if the student is prepared and able to dedicate substantial work to dissertation planning and preparation. In this case, a student may register for **no more** than 50% of the minimum number of required dissertation credits. Dissertation credit forms can be obtained from the MCE Office of Admissions and Enrollment Services, where eligibility will be verified. Students must register for dissertation credits during the first week of class of the quarter in which the work will be conducted. Students must continue to register for at least one (1) credit hour (CFSP 5995) per fall, winter, and spring quarter even after the completion of all required coursework until graduation. Other information regarding dissertation credits can be found in the **MCE Bulletin**.

Dissertation Policies and Guidelines

In the spring quarter of each year, all Ph.D. students are required to document progress made on their dissertation by completing a **Dissertation Progress Checklist** (found at the end of Appendix H) with their dissertation advisor. Specific MCE guidelines for dissertation and thesis preparation can be found in the **MCE Bulletin** and in the **MCE Handbook: Completing the Doctoral Dissertation - Guidelines for Students**. Both are available on the MCE website at <http://www.du.edu/education/resources/current-students/handbooks.html> and <http://www.du.edu/education/resources/current-students/dissertations/index.html>. The University of Denver policies and instructions for preparing a dissertation are found at <http://www.du.edu/currentstudents/graduates/graduationinformation.html>.

Doctoral Comprehensive Exams

Doctoral comprehensive exams are designed to assess theoretical, empirical, and applied content knowledge of current and historical issues related to professional practice in the fields

of Child and Family Studies and School Psychology. The exam covers content consistent with either the Licensure, Leadership or pathway track. Doctoral comprehensive exams are taken over two consecutive days typically when most core coursework is completed. A comprehensive exam MUST be satisfactorily completed before a dissertation proposal can be defended. It is recommended that the comprehensive exam be taken a quarter before a dissertation proposal is scheduled.

The content covered in the Ph.D. Comprehensive Exam relates primarily to professional domains of competence aligned to degree coursework and professional standards. In general, the comprehensive exam is designed to assess candidates': a) understanding of advanced development and learning concepts and theories from birth to age 21 across diverse cultures ; b) application of ecological, strength-based, family sensitive, transdisciplinary oriented practice; c) ability to translate theory into empirically-based collaborative pedagogy and practice; d) theory-driven, data-based decision making using empirically-valid prevention, intervention, remediation and crisis approaches; e) commitment to equity and access; f) knowledge of key professional legal guidelines and policies; and g) leadership in the application of professional standards and ethics. Topical areas covered in PhD exams can include the following non-exhaustive list of topics:

- **Developmental Psychology and Biological Bases of Behavior** - Knowledge of developmental theory, sequences of development, physiological and neuropsychological processes that can influence understanding of individuals and interventions.
- **Learning and Cognition** - Knowledge of principles of learning and cognitive processes central to the development of adaptive and maladaptive behavior.
- **Personality and Abnormal Behavior** - Knowledge of theories of intra-individual, affective and interpersonal domains that contribute to personal and social competence and developmental psychopathology.
- **General Education and Curriculum** - Knowledge of teaching practices, curriculum models, administrative structures, and education reforms essential for effective work within regular and special education.
- **Measurement, Research, and Evaluation** - Working knowledge of advanced measurement principles, research design and evaluation practice, including knowledge of quantitative and qualitative procedures and analyses.
- **Ethics, Law, and Cultural Diversity** - Knowledge of legal regulations, guidelines and ethical principles that impact the practice of School Psychology. Knowledge of the development of ethnic, racial and cultural identity and its impact on individual performance and all areas of professional practice.

- **Psychological and Academic Assessment** - Understanding of general assessment principles, testing practices, and the strengths and weaknesses of a variety of traditional and alternative assessment instruments and approaches.
- **Prevention-Intervention** - Knowledge of empirically valid practices and treatments for building strengths and competencies and overcoming weaknesses in cognitive, academic, social-emotional, and adaptive behavior.
- **Family, Educational and Organizational Consultation** - Knowledge of effective consultative practices and systems principles for optimizing educational, home, and community environments to promote learning and social competencies.

Representative Ph.D. Comprehensive Exam Questions

- You are working for a district currently investigating the use of curriculum-based measurement approaches to monitor student progress before special education referrals are made. Explain the value and potential drawbacks of these alternative approaches and support your answer with current research findings.
- Design a comprehensive study to assess the effectiveness of a new intervention program to meet the social-emotional needs of students exhibiting extreme shyness and peer withdrawal. Clearly identify your research variables, state your hypotheses, identify the analyses you might employ, and address internal and external validity as they relate to your design.
- You have been asked to help your district develop a document called “Guidelines for Effective Mental Health Assessment” that would be forwarded as an official district policy. Discuss the major issues and content that you would include in such a document. Include criteria to assess psychometric properties, validity, efficacy and criteria regarding professional competencies and qualifications for administration. Be sure to provide a well-articulated definition and rationale for each guideline that also includes specific references.
- Discuss the current debate and legal issues surrounding the diagnosis of severe learning disabilities (LD) in children. Then describe how a Response to Intervention (RTI) framework fits in to an SLD identification process. Finally, describe key components of such a process.
- You have just begun to address the following referral - a third grade elementary school child referred by his teacher as a "behavior problem" and who also has a documented reading disability. Describe the overall consultation process you would use and discuss how it is grounded in theory and research. Also describe how you might apply these ideas across home (parents) and school (teachers) and community (providers) settings. Next, point out potential obstacles that might hinder overall effectiveness. Finally, discuss strategies you would use to overcome such obstacles.

Ph.D. Comprehensive Exam Process

Students, in consultation with their advisor, select the appropriate quarter in which to complete a comprehensive examination. An Application for Examination must be submitted to the MCE Office Academic Services at least one quarter before a student intends to take a comprehensive examination. The CFSP Ph.D. Comprehensive Exam is offered in the fall and spring quarters only. The Program Coordinator confirms the eligibility of all students who are registered to complete a comprehensive exam each quarter and notifies the MCE Exam Coordinator. More detailed information about Comprehensive Examinations is found in the ***MCE Bulletin***.

On the day of the exam, all registered students are assigned to a room and computer in KRH. The time to begin and other procedural aspects regarding the administration of the comprehensive exams can be found in the **Testing Information** section in the ***MCE Bulletin***. Once the exam is completed, the MCE Exam Coordinator distributes anonymous copies of the Ph.D. comprehensive exams to a minimum of two designated CFSP faculty members. The faculty reviewers are given four to six weeks to read, evaluate, and submit exam scores to the MCE Exam Coordinator.

Faculty reviewers refer to several specific criteria to evaluate exam answers. Passing answers demonstrate several key characteristics. First, there is a high level of integration across key concepts and constructs, rather than a list of fragmented and isolated facts, that involves both historical and contemporary literature with citations to pertinent, primary references. Second, there is evidence of both depth and breadth of understanding, application, and critical evaluation of key concepts and constructs. Third, there is evidence of a high level of accurate professional knowledge, and finally, the answer is well-written, highly organized, and completely addresses all parts of the question. These scoring criteria are outlined more specifically in the CFSP PhD Comprehensive scoring rubric found in Table I.

Comprehensive exams receive one of four ratings: Honors, Pass, Conditional Pass, or Fail. An *Honors rating* is reserved for students whose exam is extremely well-written, reflecting answers that receive mostly ratings of honors across the four rubric scoring domains. A *Pass rating* means that the exam was acceptable and complete and that no rewrites are necessary. A *Conditional Pass rating* means that a major section or portion of the exam was not adequately explained, completed or supported with appropriate citations and references to professional literature. A student will be given one chance to rewrite the portion of the exam that was deficient with explicit criteria outlined by the Faculty Review Committee. Completed conditional pass revisions must be resubmitted for approval within two weeks of the date of the exam. Two faculty members re-read the revision and rate it as either failure or pass. Students who do not pass this revision must reschedule to retake the entire exam at the next available date. The student will then be given one opportunity to retake the entire exam. A *Fail rating* means that the majority of the exam was not acceptable and the student will be given

one additional opportunity to retake the entire exam. A student must pass the comprehensive exam in order to graduate.

Table I CFSP Ph.D. Comprehensive Exam Scoring Rubric

I. Integration of Concepts and Constructs			
Honors	Pass	Conditional Pass	Fail
<ul style="list-style-type: none"> • Highly-developed understanding of basic concepts and constructs. • Clear discussion of how basic concepts and constructs apply to real life settings. • Ideas clearly tied to best practices with a large number of pertinent references from primary sources. • In-depth discussion that reflects a broad knowledge of both historical and contemporary trends, research and best practices. • All relevant concepts are covered across the age spectrum (birth to 21). • Complete consideration is given to issues relevant to both atypical and typical development. 	<ul style="list-style-type: none"> • Well-developed understanding of basic concepts and constructs. • There is some discussion of how basic concepts and constructs apply to real life settings. • Ideas are tied to best practices with a sufficient number of pertinent references from primary sources. • Discussion points to some historical but mostly knowledge of contemporary trends, research and best practices. • Most relevant concepts are covered across the age spectrum (birth to 21). • Consideration is given to issues relevant to both typical and atypical development. 	<ul style="list-style-type: none"> • Minimal evidence of understanding of basic concepts and constructs. • Little discussion of how basic concepts and constructs apply to real life settings. • Ideas are minimally tied to best practice with only a few pertinent references from primary sources. • Discussion points to knowledge of either historical or contemporary trends, research and best practices but not both. • Minimal coverage of relevant concepts across the age spectrum (birth to 21). • Consideration is primarily given to issues relevant to either typical or atypical, but not both. 	<ul style="list-style-type: none"> • Incomplete or inaccurate understanding of basic concepts and constructs. • No discussion of how basic concepts and constructs apply to real life settings. • Ideas reflect deficient knowledge of best practice or pertinent references from primary sources. • Discussion does not point to either historical or contemporary trends, research or best practices. • Insufficient coverage of relevant concepts across the age spectrum (birth to 21). • Little evidence that consideration is given to issues relevant to typical or atypical development.

II. Application and Critical Evaluation			
Honors	Pass	Conditional Pass	Fail
<ul style="list-style-type: none"> • 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. • Unambiguous 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. • There is clear evidence that ecological theory and approaches are used in decision making. 	<ul style="list-style-type: none"> • Some ideas are given for how to apply, implement and use data to evaluate and make valid decisions. . • Answer is based on basic understanding of research design measurement and statistics. • Some evidence of how to integrate appropriate interpersonal collaboration across domains of professional practice. • Answer is somewhat strengths-based, with an emphasis on transdisciplinary collaborative approaches. • There is clear evidence that ecological theory and approaches are used in decision making. 	<ul style="list-style-type: none"> • Few ideas are given for how to apply, implement and use data to evaluate and make valid decisions. • Answer is based on incomplete understanding of research design measurement and statistics. • Incomplete or irrelevant evidence of how to integrate appropriate interpersonal collaboration across domains of professional practice. • Answer is less strengths-based and more deficit-based with no emphasis on transdisciplinary collaborative approaches. • There is clear evidence that ecological theory and approaches are used in decision making. 	<ul style="list-style-type: none"> • No ideas are given for how to apply, implement and use data to evaluate and make valid decisions. . • Answer is based on inaccurate understanding of research design measurement and statistics. • Minimal or no evidence of how to integrate appropriate interpersonal collaboration across domains of professional practice. • Answer is not strengths-based, and is not focused on transdisciplinary collaborative approaches. • There is clear evidence that ecological theory and approaches are used in decision making.
III. Professional Knowledge			
Honors	Pass	Conditional Pass	Fail
<ul style="list-style-type: none"> • Clear evidence of relevant legal and ethical standards and standards of professional practice, 	<ul style="list-style-type: none"> • Some evidence of ties to relevant legal and ethical standards or standards of professional practice, 	<ul style="list-style-type: none"> • Little evidence of relevant legal or ethical standards or standards of professional practice, 	<ul style="list-style-type: none"> • No evidence of relevant legal or ethical standards or standards of professional practice,

<p>current policy, and legislation.</p> <ul style="list-style-type: none"> • Full consideration of diversity issues, including, neurobiological, environmental and cultural influences. • Clear application and understanding of a wide spectrum of service delivery (Universal to intensive / Prevention to crisis). 	<p>policy or legislation.</p> <ul style="list-style-type: none"> • Some consideration of diversity issues including, neurobiological, environmental and cultural influences. • Understands that there is a spectrum of service delivery (Universal to intensive / Prevention to crisis). 	<p>policy or legislation.</p> <ul style="list-style-type: none"> • Minimal consideration of diversity issues including, neurobiological, environmental or cultural influences. • Limited appreciation of a spectrum of service delivery (Universal to intensive / Prevention to crisis). 	<p>policy or legislation.</p> <ul style="list-style-type: none"> • No consideration of diversity issues including, neurobiological, environmental or cultural influences. • No appreciation of a spectrum of service delivery (Universal to intensive / Prevention to crisis).
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a. Organization & Completeness of Responses

Honors	Pass	Conditional Pass	Fail
<ul style="list-style-type: none"> • A highly developed, integrative and well-organized answer. • All parts of the question are fully addressed with very smooth transitions between topic areas. • No jargon used and parent friendly language stressed throughout. • Evidence of highly proficient written communication. <p>Considerable attention to grammar, punctuation, spelling, capitalization throughout.</p>	<ul style="list-style-type: none"> • A sufficiently developed, integrative and organized answer. • Answer partially addresses most parts of the question with attempts to make some transitions between topic areas. • Little jargon used and parent friendly language stressed most of the time. • Evidence of proficient written communication. • Attention to grammar, punctuation, spelling, capitalization, mostly throughout. 	<ul style="list-style-type: none"> • An insufficiently developed, integrative or unorganized answer. • Some parts of the questions are omitted and there are few transitions between topic areas. • Some jargon used and minimal attention to parent friendly language • Minimal evidence of proficient written communication. • Inconsistent attention to grammar, punctuation, spelling, capitalization. 	<ul style="list-style-type: none"> • An insufficiently developed, integrative and unorganized answer. • Many parts of the question are not addressed and the answer is fragmented as isolated facts. • Too much jargon used with little attention to parent friendly language • Poor evidence of proficient written communication. • Little attention to grammar, punctuation, spelling, capitalization.

Field Experiences

Programmatic Field Experiences

Integrated and well supervised field experiences taken during coursework and as independent placement courses are an integral part of the training of future school psychologists, early childhood special educators, and child and family professionals. Such experiences in total provide opportunities for students to build and reflect upon professional roles and competencies and to master critical professional skills. Field coursework experiences are designed as a developmental **Chain of Relevant Experiences (CoRE)** where students progress from being *Critical Observers*, to *Directed Participants*, to *Active Contributors*, and ultimately to become *Independent Practitioners* in professional practice. Although the structure and content of our field courses differ across degree programs, all licensure students complete required practica. Ed.S. and Ph.D. School Psychology Licensure track students also complete a 1200-hour (Ed.S.) or 1500-hour (Ph.D.) Internship, which can occur over one full year or two consecutive years. Each of these field placements is discussed briefly below and more comprehensively in the supplemental field manuals that have been developed for each placement. Students receive a copy of the relevant field manuals when they enroll for each placement course.

Our programmatic field-based coursework includes training and practice in the following:

- Practical application in universal, targeted and intensive prevention and intervention techniques within the home, school and community
- comprehensive assessment of developmental strengths and weaknesses
- communication and collaboration with families and children with diverse life experiences
- individual, group, and family crisis counseling
- interdisciplinary and transdisciplinary team collaboration in school and community settings
- delivery of in-service trainings and presentations
- system-wide program evaluation, research, and intervention
- applications of emergent technology

Requirements for Field Experiences and Placements

Due to the enactment of Colorado Senate Bill 06-176, students are **required to be fingerprinted at the outset of the CFSP program and prior to any field experience**. Each school and/or district has different requirements on finger printing and students must comply with those requirements. Students should refer to the section on fingerprinting for detailed information.

In addition, students who will be at field sites during the school year are strongly encouraged to obtain personal malpractice insurance. Students can obtain affordable malpractice insurance

through their membership with the National Association of School Psychologists, Council for Exceptional Children or the American Psychological Association.

Early Childhood Practica

The EC practicum serves as a central and critical part of the ECSE program. It represents an opportunity for candidates to demonstrate the CEC Performance Standards and DEC Recommended Practices that have been developed through coursework and previous experience in the field. It also allows for the development and demonstration of new knowledge and skills that complete the professional preparation and to allow candidates to move into more specialized professional roles in early childhood special education and/or early intervention. Practicum experiences give candidates the opportunity to demonstrate these skills under the supervision of a university supervisor and a mentor teacher in the field. Students will complete practica with the following age groups- infants, preschoolers and K-3 graders. Students will conduct one of their practica at the Fisher Early Learning Center.

CFSP Practica I

School Psychology Practicum Description

Practica I is a supervised experience designed to enhance and extend knowledge and skills developed during ongoing assessment, intervention and consultation coursework. During 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 the School Psychology Practica during their first and second years at both the Counseling and Educational Services Clinic (CESC) located in Ruffatto Hall and at an off-campus school partnership site. Ed.S. students in the Early Childhood track must complete additional Early Childhood Practica hours (with infants and preschoolers) to fulfill the EC coursework requirements. The CFSP Clinic serves early childhood populations from birth to age five using a play-based team assessment approach and normative assessments and families and students in elementary to college settings using a more traditional individualized clinical approach. In addition, off-campus school partnerships provide opportunities for students under supervision to provide teacher and parent consultation, student interventions, and progress monitoring. Further descriptions and required activities of the clinic can be found in the following section and in the section on **Program Resources** in this Handbook.

School Psychology Practica I Requirements

The School Psychology Practica I fulfills program and training goals while simultaneously providing vital community services. During Practicum, students receive real-time and videotaped supervision from a licensed faculty Clinic Supervisor and other licensed community professionals who provide in-vivo supervision and guidance as students engage in assessment and diagnosis of social-emotional, cognitive, learning, and behavioral needs and in consultation with parents and school or community professionals. Advanced doctoral students also gain

supervision experience by working collaboratively with beginning level students under the supervision of the Clinic Supervisor. The Clinic also offers ongoing research opportunities for graduate students and faculty. The Practica I experience extends over 4 quarters.

Written formal evaluations of a student's practica performance and areas in need of further improvement are completed at the end of each quarter by the Clinic Supervisor and other program faculty. Mastery of specific diagnostic, interviewing, report writing, and teaming skills must be evident in order for a student to be recommended for placement in a school or community practicum. Ed.S. and Ph.D. advancement to Practicum II depends on satisfactory Clinic Supervisor performance ratings and the completion of the **Continuing Professional Development Plan** and **Intent to Complete a School Psychology Practicum II** forms which contain individualized professional development goals for Practicum II that are collaboratively developed with the Clinic Supervisor. Students who are not deemed ready to move onto the next Practicum experience will develop a remediation plan with the Clinic Supervisor and faculty advisor that may include repeated coursework, extended or additional clinic experiences, or other appropriate remedial actions. Forms mentioned above, along with specific performance expectations, descriptions of expected activities, supervision requirements, and evaluation procedures can be found in the *CFSP Clinic Manual*.

CFSP Practica II

CFSP Practica II Description

School Psychology Practica II is an advanced supervised experience designed to extend knowledge and skills and to enhance critical intervention competencies that are addressed in simultaneous coursework. During School Psychology Practicum II, 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 the faculty and site supervisors, bring about a specific result that adds to the productivity of the field placement. School Psychology Practica II is typically taken in the second year of the Ed.S. or Ph.D. degree programs after successful completion of School Psychology Practica I. As well as working in the clinic, students are assigned to an approved Practicum site after consulting with the assigned faculty Practicum Supervisor. Students must commit to a designated Field Practicum site for one to two days per week for a minimum of two quarters. School Psychology Practica II is completed across three quarters (at least one in the clinic and two in the field).

Most approved Practicum sites are located within driving distance of the University and are scattered throughout the greater metropolitan Denver area. Practicum sites for students enrolled in the Ed.S. program or Ph.D. School Psychology Licensure track must meet all standards outlined by NASP, DEC, and CDE, including appropriately credentialed supervisors who are able to provide one hour minimum of weekly face-to-face supervision and who also agree to help oversee all Practicum activities at the site. Students in consultation with the faculty Practicum Supervisor select and make necessary arrangements for their own site

placements, which must be officially approved by the Program Director through the completion of a **Field Practicum Supervision Memorandum** before a student begins a Practicum placement. Students are informed that a verbal acceptance of a Practicum placement is considered binding and thus, breaking such an agreement is considered to be in violation of professional standards. Exceptions will be considered only for extenuating circumstances.

School Psychology Practica II Requirements

During School Psychology Practica II, students complete a series of activities to meet explicit Program and professional development requirements that differ for Ed.S. and Ph.D. placements. Students are expected to act in strict accordance with ethical principles established by the National Association of School Psychologists (NASP) and the Division of Early Childhood (DEC). Practicum students are supervised by an appropriately credentialed on-site field supervisor and also receive supervision during a weekly seminar class taught by a University faculty member. Field sites are selected that allow students to experience working collaboratively with students and families across regular and special education settings and to be involved in a range of site-based activities. Students are expected to design, conduct, and evaluate intervention and prevention services and consult with parents, teachers, and other school or community agency personnel. The University Supervisor meets with the student and the Field Supervisor at the beginning, middle, and end of the field placement to develop and then evaluate individual performance goals and objectives and also visits at other times to observe specific student activities. Students maintain a weekly log of hours and submit a supervisor-signed cumulative summary of all Practicum hours each quarter.

Written formal evaluations of a student's Practicum performance objectives and goals, current competencies, and areas in need of further improvement are completed at the midpoint and at the end of Field Practicum 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 for Internship. Students' advancement to Internship (i.e., for Ed.S. and Ph.D. School Psychology students) depends on satisfactory Practicum supervisor performance ratings and the completion of the **Goals and Continuing Professional Development Plan** and **Intent to Complete a School Psychology Internship** forms which contain individualized professional development goals collaboratively developed with the Field Supervisor. Students who are not deemed ready to move onto the next Internship experience will develop a remediation plan with the Field and University Supervisors that may include repeated coursework, extended or additional Practicum experiences, or other appropriate remedial actions. The forms mentioned above, along with specific performance expectations, descriptions of expected activities, supervision requirements, and evaluation procedures can be found in the ***CFSP Practicum Manual***.

School Psychology Internships

School Psychology Internship Description

Internship is an advanced, off-campus, culminating supervised experience required for all School Psychology Ed.S. and Ph.D. students who have not completed a previous internship for licensure. Internship is designed to broaden one's professional skills, to provide advanced clinical practice activities, and to enhance one's professional identity and readiness for independent practice. During Internship, students act as *Independent Practitioners* and engage in activities in which they apply advanced skills through self-initiated and self-governed professional engagement within a network of collegial supervision. While students are expected to function primarily as *Independent Practitioners* during Internship, they still are required to receive face-to-face, weekly supervision from a qualified supervisor. Ed.S. students typically take Internship in their third year and Ph.D. School Psychology degree students typically apply for Internship in their fourth or fifth year after successful completion of all Practica and defense of a dissertation proposal. Internship is typically completed during one entire academic year, but also can be taken over two consecutive years.

Numerous approved School Psychology Internship sites are located in the metropolitan Denver area, surrounding communities, or nationally. Students identify a preferred Internship site and must confirm that the site meets all Program expectations and standards outlined by NASP, DEC, and CDE, including appropriately credentialed supervisors. An **Internship Supervision Memorandum** letter outlining University, Field Supervisor, and student roles and responsibilities must be signed and approved by the Program Director before a student begins an Internship placement.

Note: Ph.D. degree students **must successfully complete** a doctoral dissertation proposal before applying for on Internship. Acceptance of an Internship placement is considered binding and students who break such an agreement are considered to be in violation of professional standards except under extenuating circumstances.

School Psychology Internship Requirements

Internship requirements are aligned with professional competencies required for state and national School Psychology Licensure. Ed.S. candidates complete a minimum 1200-hour Internship and Ph.D. candidates complete a minimum 1500-hour Internship. Students must engage in all Internship activities in strict accordance with the ethical principles established by NASP and DEC. Although students function as *Independent Practitioners* during Internship, they must receive a minimum of two hours of supervision per week from a qualified Internship Field Supervisor with a current license in School Psychology. Internship placements must allow a student to work with at least two different age groups (i.e., infant, preschool, elementary, middle, or high school levels) and must involve both regular and special education populations. Internship casework should reflect a wide array of School Psychology roles and functions. Internship students also enroll for Internship credit and are supervised by a University faculty member. Internship students must submit monthly and quarterly time sheet logs to their

University Supervisor and must participate in quarterly discussion seminars with the University supervisor and other Internship students. These group on-line discussion sessions are used to share and review professional activities and issues. At the beginning of Internship, students collaborate with their Field and University Supervisors to outline professional goals and activities.

Written mid-term and end-of-placement evaluations of student competencies and attainment of professional goals are completed by the student and Field Supervisor and then are shared with the University faculty who will assign a grade for completion of all Internship placements. Internship students must maintain a monthly time sheet log and submit a cumulative summary of all Internship hours at the end of each quarter. In addition, the Intern is expected to select and submit one case study written in the NCSP format with outcome data and materials for one in-service or training presentation (Refer to the Internship Manual for scoring guidelines and rubrics). A cumulative Internship grade is entered after documentation of completed hours and satisfactory performance for the entire Internship. Students who do not successfully complete Internship may be required to retake Internship at the same or at a new site based on a remediation plan developed in conjunction with their Field and University Supervisors. In rare cases, students who do not successfully complete an Internship can be dismissed from the licensure degree program. Forms mentioned above, along with specific performance expectations, description of expected activities, supervision requirements, and internship evaluation procedures can be found in the ***CFSP Internship Manual***.

Internship Registration Policy

Students are required to complete a year-long internship as part of the course requirements to complete the Ed.S. and in some cases for the PhD (for those who are seeking a license as a school psychologist). Per program requirements, students must register for CFSP 4355 Internship for fall, winter, and spring quarters of the internship year. Students will continue to do so each quarter that you are on the required, year-long internship. Students are required to do as follows:

1. You must obtain program approval every academic quarter for clearance to register for the field experience course (CFSP 4356) by contacting Nora McPherson (nora.mcpherson@du.edu) who will confirm that you are eligible for field experience registration. She will contact you via your DU email account once she has determined that you are eligible to register for CFSP 4356.
2. You must then register for **CFSP 4356 School Psych Field Experience** EVERY academic quarter during your year-long internship. This is listed in the regular course offerings for CFSP students. You will need to go online and register yourself each academic quarter (fall, winter, and spring) to reflect that you are involved in the off-campus field experience. This course looks like a regular course but it is not graded. Once you register for this new course, CFSP 4356 School Psych Field Experience, you will be “flagged” as a full time student even though you have only 1 credit for that quarter (recall that you

must register for CFSP 4355 each quarter as well). You will be required to pay the necessary DU fees associated with this new course just like the old CE fees.

Please also note that there are two sections of CFSP 4356. Section 1 is reserved only for a student who has prior approval to complete the required internship on a half-time basis.* Please note that this section will rarely be utilized as only one student has been approved for an internship on a half-time status over the last 5 years. **Section 2** is reserved for those completing the internship field experience on a full-time basis. **Section 2 is most likely the section of CFSP 4356 that all CFSP internship students will utilize.** It is very important that you register for the correct section so your status will be accurately reported and that you will be classified as full-time for financial aid purposes; it will also allow you to receive the appropriate amount of financial aid and defer potential loan repayments.

For doctoral students only, once you complete the year-long internship and are working on your dissertation you must register for **CFSP 5995 for EACH** academic quarter until you successfully complete and defend your dissertation at a minimum of 1 credit hour per fall, winter, and spring quarters (i.e., during the academic year) as per the MCE Continuous Enrollment Policy. So please register for CFSP 5995 as required once you have completed the internship phase of your doctoral program.

IF you are receiving financial aid while working on your dissertation and/or you wish to defer any potential loan repayments, you must also register for the DU Graduate Studies Continuous Enrollment. You must first complete the CE Approval form (found at DU Office of Graduate Studies: http://www.du.edu/media/documents/graduates/continuous_enrollment.pdf) with signatures from your advisor and the Associate Dean of MCE. Once you have been approved you will need to register online for CENR 5600 EACH academic quarter until you successfully defend and complete your dissertation. See the DU Graduate Studies website for more information about their Continuous Enrollment process. If financial aid issues are not concerns for you while working on your dissertation, you only need to register for CFSP 5995 each academic quarter until you successfully complete and defend your dissertation at a minimum of 1 credit hour per term.

Performance-Based Assessment and Accountability

The CFSP 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 CFSP 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. We also meet regularly with Field Supervisors and conduct regular alumni and employer satisfaction surveys to evaluate the continued success of our graduates. All Program evaluation data is systematically compiled annually and reviewed during a formal fall quarter Program evaluation meeting attended by faculty, student representatives, MCE administrators, selected alumni, field supervisors, and current employers 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. The following table is a summary calendar of Program and student assessment. Please note that Program and student assessment is a continuous and ongoing process that occurs throughout the year during monthly CFSP Program meetings.

Table 5: Calendar of Program and Student Assessment

Month	Program Assessment	Student Assessment
September	<ul style="list-style-type: none"> • MCE and Program Retreat • Review previous year's data: portfolios, site evaluations, surveys, etc. • Review of Spring and Summer Quarters • On-going faculty and Program review 	<ul style="list-style-type: none"> • Orientation and advisement of new students • On-going student review
October	<ul style="list-style-type: none"> • Review Program and student expectations and advisement process • On-going faculty and Program review 	<ul style="list-style-type: none"> • Student advisement (MCE) • On-going student review
November	<ul style="list-style-type: none"> • Review admissions criteria and process • On-going faculty and Program review 	<ul style="list-style-type: none"> • On-going student review
January	<ul style="list-style-type: none"> • Review program and/or curriculum development • Review Fall Quarter • On-going faculty and Program review 	<ul style="list-style-type: none"> • Review applications (admissions portfolios) • Review Practicum and Internship students' performance • On-going student review
February	<ul style="list-style-type: none"> • Review course sequences and approve course calendar for next academic year • On-going faculty and Program review 	<ul style="list-style-type: none"> • Applicant review and interviews • Student advisement (MCE) • On-going student review
March	<ul style="list-style-type: none"> • Review Program policies • On-going faculty and Program review 	<ul style="list-style-type: none"> • Applicant offers • On-going student review
April	<ul style="list-style-type: none"> • Update Handbook (MCE: April 1st deadline) • Review of Winter Quarter • On-going faculty and Program review 	<ul style="list-style-type: none"> • Admissions finalized • Field placement Professional goal decisions • On-going student review
May	<ul style="list-style-type: none"> • Review Chain of Relevant Experiences and fieldwork sites • On-going faculty and Program review 	<ul style="list-style-type: none"> • Review 1st year students and others as needed • Student advisement (MCE) • On-going student review

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 and to determine if the student is accepted with or without provisions. 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. Based on this process, a student may be placed on inadequate progress status if either academic or professional work disposition deficiencies are noted or if a student's grade point average falls below a 3.0 average. A written remediation plan must be developed for any student placed on inadequate progress status that details specific actions to be taken within a specified time-frame. 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. 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. Competencies for MA ECSE students are evaluated according to Colorado Department of Education and NAEYC standards. Tables outlining these competencies and their corresponding courses are listed in Appendices O and P. Specific performance-based learning outcomes are aggregated according to Domains identified below. In addition, aggregate data for Praxis Exam II results and Internship Supervisor results are gathered and reported.

Sources of Evidence for Documenting School Psychology Student Attainment of Standard II Domains			NASP Domains	Data-Based Decisions Making and Accountability	Consultation and Collaboration	Effective Instruction and Development of Cognitive/ Academic Skills	Socialization and Development of Life Skills	Student Diversity in Development & Learning	School and Systems Organization, Policy Development and Climate	Prevention, Crisis Intervention and Mental Health	Home/School/Community Collaboration	Research and Program Evaluation	School Psychology Practice and Development	Information Technology
				2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11
Praxis Exam														
	Data Based Decision Making			X	X									
	Research Based Academic Practices					X	X			X	X			
	Research Based Behavioral and Mental Health Practices						X			X				
	Consultation and Collaboration					X		X				X		X
	Applied Psychological Foundation								X			X	X	
	Ethical/Legal and Professional Foundations													
Intern Supervisor				X	X	X	X	X	X	X	X	X	X	X

Evaluation														
	Course Assignment/ Instructions	Grading tool		Score Ave.	Score Ave.	Score Ave.	Score Ave.	Score Ave.	Score Ave.	Score Ave.	Score Ave.	Score Ave.	Score Ave.	Score Ave.

	Course Assignment/ Instructions	Grading tool		2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11
Performance-based evaluation	CFSP 4323 Psycho-educational Assessment II	Case Report— Final Report Rubric		X	X	X	X				X			
	CFSP 4363 Program Development and Evaluation	Report Rubric							X			X		
	CFSP 4337 School-Aged Academic Competencies	Final Intervention Case Report Rubric		X	X	X		X			X			
	CFSP 4355 School Psychology Internship	NCSP Case Study Rubric		X	X	X	X	X	X		X	X		
	CFSP 4324 Socio-emotional Assessment	Final Case Study Report Rubric		X			X	X		X	X			
	CFSP 4355 School Psychology	In-Service or Prof. Presentation							X			X	X	

	Internship	Rubric											
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Annual Review

Each year the student is expected to meet with his/her 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. The student also will be asked to summarize and evaluate experiences gained through coursework and field experiences and to develop (or update) a professional identity statement.

Once the aforementioned materials are submitted to the student's advisor, he or she will review and then present it at a Program faculty meeting. The student is encouraged to set an appointment with his or her advisor to discuss the review. A written summary of the review, the Cumulative Sequence of the Annual Review (Appendix H) will be provided to the student following the meeting.

Annual Review Process

A student's progress in the program is evaluated each year based on a holistic review of critical performance expectations captured through the Annual Review, which contains multiple sources of data and cumulative documents. (Appendices H, I, & J).

A student who has made inadequate progress due to academic or professional disposition deficits but is allowed to progress, must develop a written remediation plan in conjunction with their advisor to address all identified deficiencies. The plan must outline corrective actions to be completed within a specified time-frame and may include, but is 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. The remediation plan is agreed upon and signed by the student, the advisor, and the Program Coordinator. Students with inadequate progress will either be allowed to progress in the Program under restrictions or will not be allowed to continue in the Program until all required remediation is completed. Students who do not meet agreements detailed in the remediation plan or who do not demonstrate mastery of essential skills and competencies within the designated time-frame may be dismissed from the Program.

Program Faculty

(in alphabetical order)

Karin Dittrick-Nathan, Ph.D., Assistant Clinical Professor

303-871-2528 – kdittric@du.edu – KRH 257

Karin received her Ph.D. and M.A. from the University of Denver. She has worked extensively serving students from preschool through young adulthood with learning and developmental disabilities in public school and clinical settings. As Coordinator for Rocky Mountain Talent Search, she was responsible for programming for gifted and talented middle school students. She worked as an Academic Counselor at the Learning Effectiveness Program on the University campus, advising and tutoring students with diagnosed learning disabilities. Prior to teaching at the University, she worked as a school psychologist in Jefferson County. She holds current Colorado licenses in Counseling Psychology and School Psychology.

Dr. Dittrick-Nathan has taught or teaches courses in assessment, behavior intervention, educational measurement, counseling, and academic interventions. She served as the Co-Director of the Counseling and Educational Services Clinic from 2000-2004, where she supervised students taking their Clinic Practicum. Her research interests include working effectively with adolescents and families, problem gambling in adolescents, and process addiction. Most recently, she and a Counseling faculty member, received a grant to research effective treatments for problem gamblers. Karin enjoys her family, travel, and watercolor painting.

Cynthia E. Hazel, Ph.D., Associate Professor and Program Coordinator

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Dr. Cynthia Hazel is an Associate Professor and the Program Coordinator of the Child, Family, and School Psychology Program within the Morgridge College of Education at the University of Denver. Dr. Hazel is committed to population-wide wellness promotion for children, families, and school communities. Dr. Hazel has a diverse background: she received her B.S. from Arizona State University in Architecture, a Masters in Art Therapy from Vermont College, and a Doctorate in School Psychology at the University of Northern Colorado. Dr. Hazel has coordinated arts-based after-school programs for urban youth, served as the Behavior Evaluation and Support Teams Coordinator for the Colorado Department of Education, and practiced as a school psychology in communities of predominately poor, Latino families from the preschool through secondary levels. Her clinical expertise includes working with children with behavioral regulation problems and those who have experienced abuse. Dr. Hazel has worked in day-treatment, residential, and public school programs for children with emotional and behavioral difficulties. Dr. Hazel's research interests include student school engagement, data-driven decision making, supporting student to graduate from high school with their cohort, preventing bullying, and consultation. Dr. Hazel is a Nationally Certified School

Psychologist through the National Association of School Psychologists. Dr. Hazel has one daughter and likes to raft with her family in the summer and ski with them in the winter.

Gloria E. Miller, Ph.D., Professor 303-871-3340 – gmliller@du.edu – KRH 254

Gloria received her B.A. and teaching certification from the State University of New York at Potsdam and taught reading and learning disabled children for three years at both public and private schools before returning to graduate school at the University of Wisconsin-Madison. She completed a M.S. in Educational Psychology, a M.A. in Curriculum and Instruction, and a Ph.D. in School Psychology and after graduation took a position in the Department of Psychology at the University of South Carolina where she taught undergraduate and graduate students, practiced as a school psychologist, served as the Undergraduate Program director and as the co-director of the Child and Family Studies Center, a NIMH research project investigating family-based treatment to prevent aggressive and challenging behaviors in young children. Dr. Miller joined DU in 1996 and served until June, 2010 as the CFSP Program Director. Her publications include articles, chapters, and books on home and school prevention and intervention strategies to enhance cognitive, literacy, and social emotional development. She is the co-editor of the Handbook of Educational Psychology (2003, to be revised for 2013) and has recently co-authored a book on family-school partnering titled: *The Power of Family-School Partnering (FSP): A Practical Guide for School Mental Health Professionals and Educators*. She serves on several journal editorial boards, was an Associate Editor for the *Journal of Educational Psychology*, and has co-directed several national research and personnel preparation grants from the U.S. Department of Education that provides specialized fellowship training in Early Childhood and Traumatic Brain Injury.

Dr. Miller has taught courses in child and adolescent development, professional issues, social-emotional assessment, family, child and group counseling, academic assessment and intervention, early language and literacy, applied behavioral analysis, and educational research and measurement. Her research interests include early childhood social-emotional, language, and literacy development, the design of interventions particularly related to promoting early literacy and social-emotional competence and the prevention of behavior and learning disorders, and effective home-school collaboration and partnerships that can enhance school transitions. Gloria's favorite pastime interests include reading, hiking, skiing, tennis, gardening, traveling and spending time with her husband of over 35 years and her "college-bound" daughter.

**Sharolyn Pollard-Durodola, Ph.D., Morgridge Endowed Associate Professor
303.871.3352 Sharolyn.Pollard-Durodola@du.edu KRH 255**

Sharolyn's scholarship attends to the prevention and intervention of language and literacy difficulties (Spanish/English) among students with identified disabilities or at risk of later academic difficulties. Central to her scholarship is an interest in developing intervention

curricula that build on validated instructional design principles, evaluating their impact on the language and reading development of struggling readers (Spanish/English), and investigating how to improve the teaching quality of language/literacy practices of teachers of young English language learners (ELLs) and non-ELLs who are at risk for reading difficulties. She has received grants from the Institute of Education Sciences and the Mexican American and U. S. Latino Research Center. In 2010, she was named a Mexican American and U. S. Latino Research Center Fellow. Dr. Pollard-Durodola has published in peer-reviewed journals such as *Exceptional Children*, *Journal of Research on Educational Effectiveness*, *The Elementary School Journal*, *Language Speech and Hearing Services in Schools*, and the *Bilingual Research Journal*. She has co-authored one book, *Dynamic vocabulary read-aloud strategies for English learners: Building language and literacy in the primary grades* and two commercial intervention curricula: *SRA Intervención Temprana de Lectura* and *Vocabulary power: Grade 3 and 4* for speakers of African-American vernacular English.

Prior to joining the University of Denver, she served as an Associate Professor in the Bilingual Education Program in the Department of Educational Psychology at Texas A&M University. Dr. Pollard-Durodola has also served as Assistant Professor of Pediatrics at the Center for Academic and Reading Skills, University of Texas – Houston Medical School where she was responsible for overseeing two projects (Classroom Observations, Prevention of Reading Difficulties for ELLs) in the NICHD funded grant, “Oracy/Literacy Development in Spanish-Speaking Children” .

Dr. Pollard-Durodola’s undergraduate studies were in Romance languages (Spanish and Portuguese) at Mount Holyoke College in South Hadley, Massachusetts. She has a MAT in teaching Spanish from Teachers College, Columbia University in New York City and a MS in developmental/remedial reading from City University of New York. Her doctorate from the University of Houston in Texas is in curriculum and instruction with an emphasis on second-language acquisition and bilingual education. In addition to her educational background and scholarly work, she has 14 years of school-based experiences (school administrator, reading specialist, and teacher) in high poverty settings.

Karen Riley, Ph.D., Associate Professor
303-871-7874 – kriley@du.edu – KRH 363

Dr. Riley is an Associate Professor at the University of Denver in the Morgridge College of Educational in the Child, Family and School Psychology Program, Faculty Co- Director of the Fisher Early Learning Center, and Chair of the Educational Research Policy and Practice Domain. Her education includes a B.S. in Psychology from Colorado State University; a M.A. in Early Childhood Special Education from the University of Denver and a Ph.D. in Educational Psychology with an emphasis in Child and Family Studies from the University of Denver. She was awarded a FRAXA National Post-doctoral fellowship which she completed at The Children’s Hospital in Denver in the Fragile X Treatment and Research Center and subsequently worked in the Child Development Unit within The Children’s Hospital. She has over 20 years of experience in teaching and administration in early childhood special education programs. She has an additional 15 years of experience working with children with neurodevelopmental disorders

and their families. She has been involved in several psychopharmacological studies and other research projects related to fragile X syndrome and other neurodevelopmental disorders. Dr. Riley has been the PI on several large grants including Project InSPECT, a 1.5 million dollar federally funded personnel preparation grant. Particular areas of interest and expertise include assessment and intervention of infants and preschoolers, curriculum development, school consultation, behavioral interventions, social emotional development and low incidence disabilities. She lectures extensively throughout the US as well as internationally, on behavioral and educational interventions for children with neurodevelopmental disorders. A full curriculum vita is available upon request.

Program Resources

General University Services

A comprehensive listing of all University personal support services and resources, including housing information, student organizations, and recreation, religious, international, academic, career and health centers that are available for all matriculated University students and alumni is found in the *MCE Bulletin*.

Disability Services Program (DSP)

The University and the CFSP Program are committed to an inclusive training model to prepare qualified practitioners to provide the full range of duties and services in positions related to specific degrees. The Disability Services Program (www.du.edu/disability), located on the fourth floor of Katherine A. Ruffatto Hall, provides reasonable accommodations as required by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act to students with documented disabilities.

Financial Aid

Various forms of financial aid options are available to formally accepted students, including scholarships, fellowships, graduate assistantships, traineeships, loans, and externally funded grant and fellowship opportunities. In most cases, students applying for any type of financial aid must complete a Free Application for Federal Student Aid (FAFSA) and other forms that are available from the Office of Financial Aid at the University. For more complete information, students are encouraged to contact the Office of Financial Aid directly (www.du.edu/finaid), to review current scholarship information at the MCE website (<http://www.du.edu/education/calls/financial-aid/index.html>), and to also discuss options with someone in our Morgridge College of Education Office of Admissions.

Morgridge College of Education Student Association (COESA)

The Morgridge College of Education Student Association (COESA) (<http://www.du.edu/education/resources/current-students/associations.html>) is open to all MCE graduate students. The organization promotes a community of program support in the MCE and augments personal and professional development for graduate students in the College. The organization plans professional and social activities, provides funding for

conference attendance, gets involved with special College-wide activities, and elects voting representatives to standing College committees. It is strongly recommended that students join this organization as soon as possible and also to consider running for office. The primary goals of COESA are to:

- Represent students in all policy-making activities affecting student interests.
- Provide students studying in the MCE an opportunity to engage in collegial and social relationships with faculty, peers, and experts in the field.
- Encourage and promote professional, intellectual, and social interaction between students, faculty, and staff.
- Support student research.
- Represent the MCE on the Graduate Student Association Council (GSAC).
- Manage and distribute monies received through the Graduate Student Association Council.
- Promote community within the MCE.
- Augment the graduate experience for students in the MCE.

To obtain a COESA Membership form, contact the COESA faculty advisor, as noted on the COESA Portfolio site. For more information about the latest COESA activities and news please visit the COESA Portfolio site at <https://portfolio.du.edu/pc/communityport?uid=12344>.

Morgridge College of Education Computer Lab

The computer lab in Katherine A. Ruffatto Hall is located in Room 210. Hours are posted by the door.

Software installed in computer lab: Microsoft Office Suite 2007 which includes Access, Excel, FrontPage, Internet Explorer, PowerPoint, Publisher and Word are on all lab computers in the lab. In addition, SPSS, Mozilla, Adobe Acrobat Reader, and Windows Media Player are installed along with many Morgridge College of Education course-specific software titles. For questions about specific software titles, please call 303-871-3222 for information.

Penrose Library Computer Lab

Penrose Library has moved their computer lab facilities to Driscoll North. For more information please use the link below.

<http://library.du.edu/site/users/general/calendar.php>

Technology Support and Services

The technology coordinators are housed in the Katherine A. Ruffatto building and are available to provide technical help in the computer lab and classrooms Monday through Saturday from 8 a.m. to 7:00 p.m. Call 303-871-3222. Students and faculty may also request assistance from the UTS Helpdesk by calling 303-871-4700.

Student policy for booking study and meeting spaces

Katherine A. Ruffatto Hall (KRH) is a state of the art learning space. It has been designed to facilitate all forms of learning. Within the building there are several large state of the art classrooms and there are many smaller spaces that are available for students to use for individual study and/or small group work. The Morgridge College of Education employs a computerized room scheduling system. This system, R-25, is open for students to book the following spaces for school-related activities:

- 124 Ruffatto Hall (turret room East – Capacity 6)
- 134 Ruffatto Hall (turret room West – Capacity 15)
- 203 Ruffatto Hall (small conference room – Capacity 8)
- 206 Ruffatto Hall (turret room East – Capacity 14)
- 234 Ruffatto Hall (turret room West – Capacity 12)
- 334 Ruffatto Hall (turret room West – Capacity 12)

Larger rooms are used heavily by faculty for classes, faculty meetings, and dissertation/thesis defenses and are not available for student scheduling. If you are interested in scheduling a room for studying or to meet with a small group please use the following link <https://reg25web.du.edu>. Once you are on the page, click on the link “My Requests” and then logon using your DU credentials. It is very important that you fill out every field within the form or the system will refuse your request. Although this appears to be a completely automated system it does require human management, as a result requests are not processed immediately so please plan ahead. You can find instructions for R25 completion at www.du.edu/education--click on *current students* link and instructions are at the bottom of the page.

Once you have requested a room you will receive an email stating the request has been processed - this is **NOT** the confirmation. The confirmation will come in a separate e-mail message. If you have to cancel a reservation you will need to work with Julie Collier or James Conyers directly as the cancellation cannot be completed online.

We are all fortunate to work and learn in such a lovely and versatile space. Please keep in mind that if you use a room it is your responsibility to place it in its original configuration before you leave. This will ensure that the next user will have the same experience that you had. All rooms have layout diagrams posted within the room.

Student Laptops

For the student's personal computers, University Technology Services (UTS) can assist students via phone, e-mail, in person or online. UTS provides phone assistance by calling 303-871-4700 or walk in assistance at the UTS Service Center help desk located on the South East Corner of High St. and Evans Ave.

Student Training

University Technology Services (UTS) offers various training and events to accommodate the specific neEd.S. of DU students. Their goal is to help students become familiar with various software applications, the University Internet, user login and e-mail use, and course resources

such as Blackboard. Courses are available free of charge to all students who have a DU ID number. The DU Discoveries program provides setup assistance to entering students.

Computer and Software Purchases

Academic discounts are available for all DU students when purchasing a new computer from select retailers. The University has formed alliances with several computer manufacturers. Visit the Laptops and Learning Page on the DU Web site for more information.

DU students may also buy computer software at a substantial educational discount from the DU bookstore. Please visit the Bookstore web site or visit the Bookstore in the Driscoll Center for information about software titles and pricing.

Check-out Program

The Morgridge College of Education provides cameras and transcription machines for students to use in order to complete requirements of various courses. This equipment is housed in the MCE computer lab (210) and can be checked out from the technology staff.

There are a limited number of laptop computers Morgridge College of Education students may check out for limited time periods. Laptop computers may be checked out for no longer than one week at a time. Because of the high number of students needing the cameras and transcription machines, check-out time is limited to one or two days at a time. Often students check out the cameras, do their recording, and return the camera within two or three hours time so that the equipment is available for other students.

In order to check out this equipment, your DU identification number, e-mail and phone number will be required.

Psychological 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 CFSP graduate students enrolled in assessment classes and field-based placements. A list of all PAL resources can be obtained from the Program Coordinator. Procedures for signing out PAL materials are handed out and reviewed in core classes. The PAL is overseen by the Program Coordinator and is staffed by a graduate assistant who posts hours each quarter when students can access PAL materials.

Access and management of test materials: Each school year, before any test is signed out, users must complete and place on file a current, signed PAL User Responsibility Form. Test materials can be checked out for a period of 14 days. Materials must be signed in and out by the same person so they can be checked for completeness. Materials should not be passed from student to student. The original recipient is solely responsible for the condition and inventory of the returned test materials. Students may check out a maximum of 5 tests at a

time and cannot sign out any other testing materials until others are returned. One protocol will be provided with each test unless covered under lab fees. There is a charge for any other protocols not covered under student lab fees. Some professors prepare protocol packets for the entire class, but if an assessment class professor has not done so, it is the student's responsibility to determine what is needed and to pay for protocols before a test is checked out. Computer scoring programs for a variety of the PAL instruments are available in the computer lab, which is open during posted hours.

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.

Counseling and Educational Services Clinic

The Counseling and Educational Services Clinic (CESC) (<http://www.du.edu/education/programs/cnp/Coun-and-educ-clinic.html>) is the umbrella clinic over the Counseling Psychology Program Clinic and the Child, Family, and School Psychology (CFSP) Clinic. The CFSP 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 may 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 CFSP Clinic Director oversees all school-based, educational assessment clinic services and supervises all CFSP students taking their psycho-educational Clinic Practicum class.

Program Course Descriptions

Foundation Courses

CFSP 4301 - Professional and Ethical Issues in Education

This course examines professional issues pertinent to working with early childhood through adolescent populations in school and community settings. Professional issues and contemporary service models pertinent to the field of early childhood and school psychology are reviewed, including an introduction to ethical issues, federal mandates, professional training, and roles and responsibilities. Students learn and are involved in casework discussion pertinent to the application of best practices in the delivery of assessment, intervention, and consultation services. Special emphasis is given to current mental health and education regulations and reforms. Controversial issues highlighted in the field are covered including differential issues facing early childhood and school psychology professionals in urban and rural settings. Students become acquainted with a variety of ethical issues affecting practice in the public schools; in hospital, agency, and private settings; and in higher education. Attention is focused on ethical standards, reasoning processes, and conduct in applied settings.

3.000 Credit hours

CFSP 4302 – Legal Issues in Education

This course is designed to acquaint students with a variety of legal issues affecting practice in the public schools; in hospital, agency, and private settings; and in higher education. Attention is focused on federal and state legislation, special and regular education case law, psychological practice case law, and ethical standards, reasoning processes, and conduct in applied settings. Special consideration is given to the nonequivalence of ethical standards of practice as they relate to legal mandates and court decisions concerning practice in the schools. 2.000 Credit Hours

CFSP 4303 - Risk, Resiliency, and Prevention

This course examines the history and theoretical bases of resiliency research and the characteristics of children at significant risk of delays, disorders, and low-incidence disabilities. Participants obtain practical information regarding the assessment, identification, amelioration, facilitative responses, and intervention in school and community settings for these populations. The course moves beyond a pathology approach that focuses on the deficits of children and families to an empowerment perspective that focuses on strengths. The course is grounded in child development research and educational and family systems Prevention principles, curriculum, and policy agendas are discussed that build on a model of collaboration between and among disciplines in community and school settings.

3.000 Credit Hours

CFSP 4304 – Diversity in School and Community Settings

This course explores diversity in children and families, and the impact of culture on personal

and family development. Emphasis is placed on the intersection of school and community settings' cultures and those of children and families, and how this affects learning and development for individuals and groups of children. Attention is given to students' cultures and cultural experiences, and how these affect the work they do with children and families in school and community settings.

3.000 Credit Hours

CFSP 4305 - Exceptional Child: Biomedical and Psychosocial Aspects

This course provides a broad survey of the field of exceptionality and special education. Included are discussions of current issues and controversies in the field, characteristics, classification, diagnosis, and educational interventions for early childhood and school-aged children with high-incidence and low-incidence disabilities who have exceptional educational needs. Biomedical and psychosocial etiologies are reviewed. Implications for child and family interventions and supports also are addressed.

3.000 Credit Hours

CFSP 4308 – Early Academic Competencies

This course provides an overview of early academic competencies across diverse settings and stakeholders, such as families, teachers/providers, programs, and communities. A comparative analysis of evidence-based early literacy strategies, environments, curriculum, and a review of current evaluation and instructional language and math literacy practices for working with teachers, families, and young children are undertaken. Play-based and other informal methods of assessment and intervention are covered, including the integration of technology and strategies to promote early skill development with language and math with infants, toddlers and preschoolers in natural environments.

3.000 Credit Hours

CFSP 4310 - Infant Development

This course provides an overview of theoretical, research, and practice issues in the field of child development. Attention is given to sensorimotor, cognitive, language, and social-emotional development. The focus of the course is on typical development of children from early childhood to early adolescence. The course will emphasize the synthesis of past research into current findings and accepted theories and will allow the student to broaden their understanding of the impact of research on current policies and practices.

3.000 Credit Hours

CFSP 4311 - Child Development

This course provides an overview of theoretical, research, and practice issues in the field of child development. Attention is given to sensorimotor, cognitive, language, and social-emotional development. The focus of the course is on typical development of children from birth to early adolescence.

3.000 Credit Hours

CFSP 4312 - Learning Application and Analysis

This course examines learning theories and applied behavioral principles. Students learn to apply theories to case studies and fieldwork relating to infants, toddlers, preschoolers, and school-age children with and without disabilities. Students work in teams to analyze and solve problems relating to learning and behavior at home and school, and to develop positive behavioral support and effective learning plans.

3.000 Credit Hours

CFSP 4315 - Professional and Ethical Issues in Early Childhood Special Education

This course provides students with an understanding of the role of an Early Childhood Special Educator Specialist and serves as the foundation for students who are interested in pursuing this as a profession. This includes the profession's ethical and professional practice standards, and understanding of the multiple roles and complex situations across wide age and developmental ranges. This course also covers the historical laws and legal issues associated with the profession. The course also highlights why special educators engage in professional activities and learning communities that benefit individuals with developmental issue and their families, colleagues, and their own professional growth. This course promotes the idea that special educators are lifelong learners and regularly reflect on and adjust their practice.

3.000 Credit hours

CFSP 4320 - Assessment of Infants

This course is designed to teach students how to assess infants using a variety of standardized and non-standardized methods. The entire assessment process including screening, evaluating, writing results, and interpreting the results to families and to professionals will be addressed. Tests will be examined with consideration for when and why specific instruments should be used. Students will be trained in-depth in the administration and interpretation of a variety of instruments for assessment of cognitive language, social- emotional and motor development. (Permission of Instructor).

3.000 Credit Hours

CFSP 4322 - Psychoeducational Assessment I

This course is one of two required courses designed to provide students in School Psychology with expertise in individual intelligence and achievement test administration, scoring, interpretation, and report writing. Each student has an opportunity to administer various cognitive and achievement measures, with particular emphasis on the Wechsler Scales. Contemporary issues pertinent to the assessment of intelligence are covered. Emphasis is placed synthesizing and integrating information from cognitive and achievement assessment with other sources to produce effective educational recommendations. In addition, the role of

these tools in the special education qualification process is highlighted. Important issues regarding the use of such tests are discussed, as well as the use of tests in schools and clinical practice. The focus of the class is primarily on the assessment of school-aged children. Lab fee required.

4.000 Credit Hours

CFSP 4323 - Psychoeducational Assessment II

This course is the second of two required courses designed to provide students in School Psychology with expertise in individual intelligence and achievement test administration, scoring, interpretation, and report writing. Each student has an opportunity to administer various cognitive and achievement measures, with particular emphasis on the Woodcock Johnson Scales. Nontraditional forms of assessment, as well as adaptive behavior measures, are also covered. Integrating results of assessments with other data to provide effective educational recommendations continues to be an emphasis. The focus of the class is on the assessment of school-aged children. Lab fee required.

4.000 Credit Hours

CFSP 4324 - Social-Emotional Assessment

This course is designed to provide students with knowledge of the major approaches to assess a school-aged student's social and emotional status. Instruction includes underlying theories, use and interpretation of interviewing techniques, observation methods, objective behavior ratings, self-report measures, sociometric procedures and selected projectives. Emphasis is placed on the integration and interpretation of multimethod, multisource and multisetting data to improve diagnostic accuracy, and the use of assessment results in developing effective intervention strategies. Students learn to incorporate such assessment information using case studies. In addition, students develop skills in writing case reports and in making effective presentations of social-emotional assessment results. Consideration is given to contemporary issues in the assessment of children's social emotional functioning. Lab fee required.

4.000 Credit Hours

CFSP 4326 - Preschool Assessment

This course is designed to teach students how to assess preschoolers using a variety of standardized and non-standardized methods. The entire assessment process including screening, evaluating, writing results, and interpreting the results to families and to professionals are addressed. Tests are examined with consideration for when and why specific instruments should be used. Students are trained in-depth in the administration and interpretation of a variety of instruments for assessment of cognitive, language, social-emotional and motor development. Prerequisites: CFSP 4311 and CFSP 4320.

3.000 Credit hours

CFSP 4330 – Family-School Partnering and Consultation

This course is designed to familiarize educational, mental health, and early childhood service providers with essential attitudes, approaches, and actions necessary to form successful family-

school-community partnerships that can foster development and learning, especially for children with disabilities. Ecological, family systems, and family-centered theory and principles serve as the foundation for working collaboratively with families from diverse cultural and social backgrounds within school and community settings. Students will gain skills in family interviewing; consultation to identify family strengths, needs, and resources; collaborative problem-solving; and multi-systemic teaming. Evidenced-based family involvement, education, and intervention strategies that contribute to positive family-school partnering relationships are reviewed within a multi-tiered, school-based service delivery framework.

3.000 Credit Hours

CFSP 4331 - School and Organizational Consultation

This course is designed to acquaint students with current directions in school and organizational consultation. Key principles of successful system-wide prevention, intervention and evaluation are covered. The importance of maintaining an ecological perspective in organization consultation activities is stressed.

3.000 Credit Hours

CFSP 4332 - Classroom Management and Consultation

This course is designed to acquaint students with current directions in classroom management and school-based consultation. Covered are issues related to consultant and consultee characteristics, consultation practices and processes, models and stages of consultation, facilitating desired outcomes in consultation, and evaluation of consultation outcomes. Special emphasis is also given to problems of classroom management and collaboration with parents, teachers and other educational and community personnel. Case analysis and practice are required. (Permission of Instructor).

4.000 Credit Hours

CFSP 4335 - Infant and Family Interventions

This course will describe various models for intervention with infants and toddlers with disabilities, emphasizing intervention within natural environments. Working with children and families in home, childcare, and other community settings will be emphasized and contrasted with intervention in more clinical settings. Students learn how to consult with parents and community professionals in providing coordinated transdisciplinary services when working with children in home and community settings. All areas of development will be addressed. Field experiences with children and families are expected to practice the skills addressed in class. Families will be asked to share their experiences to enable students to gain the "human" side of theory and practice.

3.000 Credit Hours

CFSP 4336 – Preschool Interventions

This course covers early childhood interventions applicable within community, preschool and home environments. A hierarchy of intervention strategies is addressed including universal,

targeted, and intensive approaches. There is a focus on building supportive networks, routine-based intervention strategies, and collaboration to enhance family resources. Students review empirically validated early interventions and curriculum for young children exhibiting both normal and delayed development.

3.000 Credit hours

CFSP 4337 – School-Age Academic Competencies

The purpose of this course is to review current theories of learning disability and response to intervention approaches that incorporate environmental, curriculum-based, standardized, analytical or diagnostic assessments. Students will learn to link assessment data to targeted empirically-valid learning and behavioral interventions and strategies for students exhibiting difficulties or delays in literacy, written language, or math skills. Students will evaluate learning environments, formulate instructional hypotheses, and plan interventions and strategies in regards to phonemic awareness, decoding/phonics, word recognition, reading fluency, listening/reading comprehension, study skills, written expression, mathematical calculation or problem-solving. Guidelines to promote differentiated classroom instruction and for working with students with limited English proficiency are reviewed. Effective family-school partnering and home–school consultation practices are highlighted to further facilitate learning. These goals are accomplished through critical readings and assignments, classroom case discussion, demonstrations, modeling, practice with hypothetical cases, and individualized tutoring with a referred student.

4.000 Credit Hours

CFSP 4338 - Low-Incidence Disabilities and Interventions

This course reviews a wide range of neurodevelopmental disorders and low-incidence disabilities including autism, fragile X syndrome, and Fetal Alcohol Syndrome, visual and hearing impairment, along with syndromes associated with chromosomal deletions. Implications for assessment and intervention are outlined including diagnostic criteria, prevalence, and treatment and intervention strategies. Research on identification and treatment including state of the art interventions and assistive technology are addressed. Experts and researchers on specific disabilities, from the community will be used as guest lecturers. Students observe children within community sites and also work with local families affected by low-incidence disabilities.

3.000 Credit Hours

CFSP 4339 - Introduction to Play Therapy

This course examines the history and theoretical bases of major theories of play to enhance children's social-emotional and adaptive functioning. Child-centered, interpretive, and structured play therapy models are reviewed. Information is covered regarding preparation, selection of materials and toys, playroom characteristics, facilitative responses, and how to adapt play therapy in school, home and clinical settings. The play therapy process is illustrated from the initial referral and contact through termination, including observing and responding during sessions, facilitation and interpretation, therapeutic limit setting, and group play therapy

strategies. Case studies, role play, video and script analysis are incorporated as is brief play therapy and applications with special populations. Efficacy, evaluation and future areas for professional development are reviewed. This course is designed as an introductory experience to prepare students for further supervised practica in play therapy.

3.000 Credit Hours

CFSP 4340 - Counseling Children and Adolescents

This course provides students with counseling theory and practice strategies related to contemporary, empirically validated approaches to improve interpersonal, emotional and social functioning in young children to adolescents. Students review and develop skills necessary to conduct professional, developmentally informed and theoretically driven individual and group mental health intervention in school and community settings. Students participate in an initial supervised counseling experience with a child or adolescent as a prerequisite experience during their supervised advance practicum. (Permission of Instructor).

4.000 Credit Hours

CFSP 4342 - Crisis Intervention and Prevention

This course provides the knowledge and skills needed to respond effectively and to be a member of a school or community crisis team. Crisis theory, models, conceptualizations and current research are covered with a focus on the components of the crisis response and specific individual and group counseling skills needed to provide crisis intervention and post intervention. Essential guidelines and components of a comprehensive community/ school safety and crisis plan, national and local policies and programs and effective prevention strategies are reviewed.

3.000 Credit Hours

CFSP 4349 –Practica I

Taken during the first year of entry, the Practica is a supervised initial year field experience designed to expose students to a variety of home-, community- and school-based agencies that serve families with infants, toddlers and preschoolers who have developmental and special needs. Each week for up to four hours, students are expected to shadow a selected mentorship supervisor and to attend, observe, and participate in a range of site-specific team meetings and services offered to families and children in rural and urban settings. For the MA in Educational Psychology degree, students will during the fall or winter quarter, identify, develop, and initiate a research project with input from the faculty. This project will culminate during the fourth quarter (summer) and serve as the final project in lieu of a comprehensive exam.

1.00 Credit Hour

CFSP 4351 - CFSP Clinic

Supervised field experience in the CFSP Clinic working with preschool through high school-aged students and their families. Casework includes assessment, intervention, and consultation on a variety of psychoeducational problems of school-aged children and youth.

2.000 TO 3.000 Credit hours

CFSP 4353 –Practica II

This is a 300-hour supervised field experience taken after the successful completion of core courses and Practica I experience. Practica is considered a critical professional transition year to help consolidate learning and professional competencies in preparation for a subsequent Internship. Students work throughout the year with Clinic Faculty and a licensed Field Supervisor within the University of Denver psycho-educational clinic and infant, preschool, elementary, middle or high school settings and also attend weekly Practicum seminars or individual supervision sessions with a University Faculty member. Supervision is designed to provide ongoing professional feedback, case analysis, peer consultation, continued professional development pertinent to the successful practice of School Psychology in urban and rural settings.

2.000 Credit hours

CFSP 4354 - Child, Family, and Community Internship

Supervised advanced Child and Family field experience in a community medical, mental health, or educational agency setting. (Permission of Instructor).

1.000 TO 6.000 Credit Hours

CFSP 4355 - School Psychology Internship

Supervised advanced School Psychology field experience in a public or private school/community setting. Advanced standing in the program and 1200 clock hours of internship experience required for Ed.S. licensure. 1500 clock hours required for PhD licensure. (Permission of Instructor).

3.00 Credit Hours Total

CFSP 4357 - Early Childhood Practicum

The practicum in Early Childhood Special Education is an individualized 300-600 hour supervised field experience taken after the successful completion of core courses. The field practicum is considered a critical professional transition year to help consolidate learning and professional competencies in preparation for employment. All students work with a licensed Field Supervisor. Students are placed in infant, preschool, elementary school settings. During practicum, students provide direct and indirect services that support children and/or families in a variety of settings. All students attend weekly practicum seminars facilitated by a University Supervisor. Supervision is designed to provide ongoing professional feedback, case analysis, peer consultation, and continued professional development and experiences pertinent to successful practice.

2.000 Credit hours

CFSP 4360 - Advanced Seminar: Child, Family, and School Psychology

Current topics and/or controversies in the profession of Child, Family and School Psychology are addressed in an advanced seminar format. Topics vary by instructor and year and may address current issues in research, theory, policy development, and/or clinical practice.

1.000 TO 3.000 Credit Hours

CFSP 4361 - Seminar: Child, Family, and School Psychology Supervision

This is an advanced seminar for Ph.D. students in Child, Family and School Psychology focusing on supervision of psychological and educational service provision in school, hospital, and community agency settings.

1.000 TO 6.000 Credit Hours

CFSP 4362 – Child, Family, and School Psychology Research Practicum

This course provides an opportunity for students in Child, Family, and School Psychology to be involved with an active research project with faculty at the university or at a variety of external agencies. Students are expected to be involved with all aspects of the project, including: formulation of hypothesis, implementation of research design, data collection and analysis, and dissemination of findings through professional presentations or publication.

3.000 Credit Hours

CFSP 4363 – CFSP Program Development and Evaluation

This course focuses on theory and practice of program development and evaluation in school and community agency settings. Both qualitative and quantitative methods of program evaluation are discussed. Students have the opportunity to collaborate on a comprehensive evaluation of a specific educational, health, or mental health program.

3.000 Credit Hours

CFSP 4991 - MA Independent Study

This course allows MA or Ed.S. Child, Family, and School Psychology students to study a specific topic area in detail in conjunction with a cooperating faculty member.

1.000 TO 17.000 Credit Hours

CFSP 4992 - Directed Study

This is a permanent catalog course delivered on an individual basis when the course is not offered that term. Directed studies are approved under extenuating circumstances to provide an opportunity to complete a required course.

1.000 TO 10.000 Credit Hours

CFSP 4995 - Research - M.A. Thesis

This course is for students whose program requires completion of a master's level thesis.
1.000 TO 17.000 Credit Hours

CFSP 5991 - PhD Independent Study

This course allows PhD Child, Family, and School Psychology students to study a specific topic area in detail in conjunction with a cooperating faculty member.
1.000 TO 17.000 Credit Hours

CFSP 5992 - Directed Study

This is a permanent catalog course delivered on an individual basis when the course is not offered that term. Directed studies are approved under extenuating circumstances to provide an opportunity to complete a required course.
1.000 TO 10.000 Credit Hours

CFSP 5995 - Dissertation Research

This course is for PhD Child, Family, and School Psychology students engaged in completing their doctoral dissertation.
1.000 TO 20.000 Credit Hours

Other Program Courses

CNP 4641 Adolescent Development: The study of adolescence is complex and includes many phases of development including: physical, cognitive, emotional, personality, identity, cultural, social, sexual, and moral. Emphasis will be placed on normal developmental processes. You will increase your understanding of adolescence through critical study of theories and discussion of the literature, research on adolescence, interviews with adolescents, and reflection on your own adolescence. 3 qtr hrs.

CNP 4720 Group Counseling Theory: Theory and research on dynamics of group process, group treatment and leadership strategies; implications for group counseling and psychotherapy. Prerequisite: master's or doctoral student in counseling or related field. 3 qtr hrs.

Course Descriptions of other program offerings can be found on the Morgridge College of Education website at www.du.edu/education. Select from the Programs Overview - Programs of Study menu.

Appendix A

M.A. in Child, Family, and School Psychology Coursework Plan

Name of Student: _____

ID No.: _____

CORE KNOWLEDGE BASE AND FOUNDATIONS			T = 20
	Developmental and Psychological Foundations	Credits	Completed
CFSP 4304	Diversity in School and Community Settings	3	F
CFSP 4310	Infant Development	3	F
CFSP 4311	Child Development	3	W
CFSP 4312	Learning Application and Analysis	3	W
CFSP 4305	Exceptional Child	3	W
CNP 4641	Adolescent Development	3	S
	Required Credits	18	
Legal, Ethical and Professional Foundations			
CFSP 4302	Legal Issues in Education	2	S/Sum
	Required Credits	2	
PROFESSIONAL SKILLS AND TRAINING			T = 21
	Evaluation and Assessment		
CFSP 4301	Professional and Ethical Issues in Education	3	F
RMS 4910	Introductory Statistics	5	F
CFSP 4320	Assessment of Infants	3	S
CFSP 4326	Preschool Assessment	3	S/Sum
	Required Credits	14	
Collaborative Consultation with Families and Schools			
CFSP 4308 or 4336	Early Academic Competencies or Preschool Interventions	3	W/S
CFSP 4337	School-Age Academic Competencies	4	S
	Required Credits	7	
APPLIED COURSEWORK			T = 4
	Applied Courses		
CFSP 4349	Practica I (taken over 4 quarters)	4	F, W, S, Sum
	Applied Project/Capstone	PASS	S
	Required Credits	4	
	Total Minimum Credits	45	
M.A. DEGREE	CREDITS/ SCORE	SIGNATURE	DATE
Program Requirements			
Transfer Credits			
Comprehensive Project			

Student's Signature: _____ **Date:** _____

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

Appendix B

M.A. in Early Childhood Special Education (EC SPED) Coursework Plan

Name of Student: _____

ID No.: _____

CORE KNOWLEDGE BASE AND FOUNDATIONS				T = 23	
	Developmental and Psychological Foundations	Credits	Completed		
CFSP 4304	Diversity in School and Community Settings	3	F		
CFSP 4310	Infant Development	3	F		
CFSP 4311	Child Development	3	W		
CFSP 4312	Learning Application and Analysis	3	W		
CFSP 4305	Exceptional Child	3	W		
CFSP 4338	Low Incidence Disabilities and Interventions	3	S		
	Required Credits	18			
	Legal, Ethical and Professional Foundations				
CFSP 4302	Legal Issues in Education	2	S		
CFSP 4315	Professional and Ethical Issues in ECSE	3	F		
	Required Credits	5			
PROFESSIONAL SKILLS AND TRAINING				T =25/26	
	Evaluation and Assessment				
CFSP 4320	Assessment of Infants	3	S		
CFSP 4326	Preschool Assessment	3	Sum		
CFSP 4308	Early Academic Competencies	3	W		
RMS 4900	Educational Research and Measurement	4	F		
	Required Credits	13			
	Collaborative Consultation with Families and Schools				
CFSP 4330	Family-School Partnering and Consultation	3	S		
CFSP 4336	Preschool Intervention	3	Sum		
CFSP 4335	Infant & Family Intervention	3	Sum		
Options	Differentiated Learning School-Age Academic Competencies or Elementary Learning	3/4	S or anytime		
	Required Credits	12/13			
APPLIED COURSEWORK				T = 5/6	
	Applied Courses				
CFSP 4352	EC Practicum (300 minimum hours taken over three quarters)	6	F, W, S		
	Praxis Elementary PLACE Exam	PASS	S		
	Required Credits	6			
	Total Minimum Total Credits	54			
M.A. DEGREE		CREDITS/ SCORE	SIGNATURE		DATE
Program Requirements					
Transfer Credits					
Comprehensive Exam Score					

Student's Signature: _____

Date: _____

Advisor's Signature: _____

Date: _____

Appendix C
Ed.S. Coursework Plan

Name of Student: _____

ID No.: _____

CORE KNOWLEDGE BASE AND FOUNDATIONS			T = 26
	Developmental and Psychological Foundations	Credits	Completed-Yr/Quar
CFSP 4304	Diversity in School and Community Settings	3	1-F
CFSP 4310	Infant Development	3	1-F
CFSP 4311	Child Development	3	1-W
CNP 4641	Adolescent Development	3	1-S
	Required Credits	12	
Learning Theory, Educational Foundations, and Special Education			
CFSP 4305	Exceptional Child	3	1-W
CFSP 4312	Learning Application and Analysis	3	1-W
CFSP 4338	Low Incidence Disabilities and Interventions	3	2-S
	Required Credits	9	
Legal, Ethical, and Professional Foundations			
CFSP 4301	Professional and Ethical Issues in Education	3	1-F
CFSP 4302	Legal Issues in Education	2	1-S/Sum
	Required Credits	5	
PROFESSIONAL SKILLS AND TRAINING			T = 54
	Research, Measurement, Program Evaluation, and Technology	Credits	Completed
RMS 4910	Introductory Statistics	5	1-Sum
CFSP 4363	CFSP Program Development and Evaluation	3	2-W
	Required Credits	8	
Individual Evaluation and Assessment			
CFSP 4320	Assessment of Infants	3	1-S
CFSP 4326	Preschool Assessment	3	1-Sum
CFSP 4322	Psychoeducational Assessment I	4	2-F
CFSP 4323	Psychoeducational Assessment II	4	2-W
CFSP 4324	Social-Emotional Assessment	4	2-S
	Required Credits	18	
Prevention, Wellness Promotion, Counseling, and Crisis Intervention			
CFSP 4303	Risk, Resiliency, and Prevention	3	2-F
CFSP 4308	Early Academic Competencies	3	1-W
CFSP 4337	School-Age Academic Competencies	4	1-S
CFSP 4340	Counseling Children and Adolescents	4	2-F
CFSP 4342	Crisis Intervention and Prevention	3	2-S/Sum
CFSP XXXX	Group Counseling in the Schools	4	2-W/Sum
	Required Credits	20	

	Collaborative Consultation with Families and Schools	Credits	Completed
CFSP 4330	Family-School Partnering and Consultation	3	2-S
CFSP 4332	Classroom Management & Consultation	4	2-W
	Required Credits	7	
APPLIED COURSEWORK			T = 10
	Applied Courses		Completed Year/Qtr
CFSP 4349	Practica I	4	1-F, W, S, Sum
CFSP 4353	Practica II	3	2-F, W, S or Sum
	Minimum Required Credits	7	
	Culminating Field Experience		
CFSP 4355	School Psychology Ed.S. Internship (1200 hrs one year full-time or two years half-time)	3	3-F,W,S
	Required Credits	3	
	Final Assessment		
	Praxis II/NASP Exam (score of 165 or greater)	PASS	2-Sum
	Total Minimum Credits	90	
ED.S. DEGREE GENERALIST	CREDITS/ SCORE	SIGNATURE	DATE
Program Requirements			
Transfer Credits			
Internship Completed			
Official Praxis II/ CO NASP Passing Score			

Student's Signature: _____ **Date:** _____

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

Appendix D

Ed.S. with Early Childhood Special Education Coursework Plan

Student Name: _____

ID No.: _____

CORE KNOWLEDGE BASE AND FOUNDATIONS			T = 29
	Developmental and Psychological Foundations	Credits	Completed-Yr/Quar
CFSP 4304	Diversity in School and Community Settings	3	1-F
CFSP 4310	Infant Development	3	1-F
CFSP 4311	Child Development	3	1-W
CNP 4641	Adolescent Development	3	1-S
	Required Credits	12	
Learning Theory, Educational Foundations, and Special Education			
CFSP 4305	Exceptional Child	3	1-W
CFSP 4312	Learning Application and Analysis	3	1-W
CFSP 4338	Low Incidence Disabilities and Interventions	3	2-S
	Required Credits	9	
Legal, Ethical, and Professional Foundations			
CFSP 4301	Professional and Ethical Issues in Education	3	1-F
CFSP 4315	Prof and Ethical Issues in ECSE	3	1 or 2-F
CFSP 4302	Legal Issues in Education	2	1-S/Sum
	Required Credits	8	
PROFESSIONAL SKILLS AND TRAINING			T = 60
	Research, Measurement, Program Evaluation, and Technology	Credits	Completed
RMS 4910	Introductory Statistics	5	1-Sum
CFSP 4363	CFSP Program Development and Evaluation	3	2-W
	Required Credits	8	
Individual Evaluation and Assessment			
CFSP 4320	Assessment of Infants	3	1-S
CFSP 4326	Preschool Assessment	3	1-Sum
CFSP 4322	Psychoeducational Assessment I	4	2-F
CFSP 4323	Psychoeducational Assessment II	4	2-W
CFSP 4324	Social-Emotional Assessment	4	2-S
	Required Credits	18	
Prevention, Wellness Promotion, Counseling, and Crisis Intervention			
CFSP 4303	Risk, Resiliency, and Prevention	3	2-F
CFSP 4308	Early Academic Competencies	3	1-W
CFSP 4337	School-Age Academic Competencies	4	1-S
Option	Differentiated Learning course	3	anytime
CFSP 4335	Infant & Fam. Intervention	3	1-Sum
CFSP 4340	Counseling Children and Adolescents	4	2-W/Sum
CFSP 4342	Crisis Intervention and Prevention	3	2-Sum

CFSP XXXX	Group Counseling in the Schools	4	2-Sum
	Required Credits	27	
	Collaborative Consultation with Families and Schools	Credits	Completed
CFSP 4330	Family-School Partnering and Consultation	3	2-S
CFSP 4332	Classroom Management & Consultation	4	2-W
	Required Credits	7	
APPLIED COURSEWORK			T = 15
	Applied Courses		Completed Year/Qtr
CFSP 4349	Practica I	4	1-F, W, S, Sum
CFSP 4353	Practica II	3	2-F, W, S
CFSP-4349	Early Childhood Practicum (minimum 4 credits)	4	1-W, S, or Sum
	Minimum Required Credits	11	
	Culminating Field Experience		
CFSP 4355	School Psychology Ed.S. Internship (1200 hrs. one year full-time or two years half-time)	3	3-F,W,S
	Required Credits	3	
	Final Assessment		
	Praxis II/NASP Exam (score of 165 or greater)	PASS	2-Sum
	Total Minimum Credits	103	
ED.S. DEGREE GENERALIST	CREDITS/ SCORE	SIGNATURE	DATE
Program Requirements			
Transfer Credits			
Internship Completed			
Official Praxis II/ CO NASP Passing Score			

Student's Signature: _____ **Date:** _____

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

Appendix E: Ph.D. School Psychology Licensure Coursework Plan
***Courses are also required for the Ed.S. degree **May waive or test out.**

Name: _____

ID No.: _____

CORE KNOWLEDGE BASE AND FOUNDATIONS				T=15
	Developmental and Psychological Foundations	Credits	Quarter Offered	Completed
CFSP 4304	* Diversity in School and Community Settings	3	F	
CFSP 4310	* Infant Development	3	F	
CFSP 4311	* Child Development	3	W	
CFSP 4312	* Learning Application and Analysis	3	W	
CNP 4641	* Adolescent Development	3	S	
	Required Credits	15		
PROFESSIONAL SKILLS AND TRAINING				T=95
	Research, Measurement, Program Evaluation, and Technology	Credits	Quarter Offered	Completed
RMS 4951**	Introduction to Qualitative Research	4		
RMS 4930**	Empirical Research Methods	3		
RMS 4910**	Introductory Statistics	5		
Research Courses	<i>See Table 3: MCE PhD Research Course Sequence</i>			
	Intermediate Level (Minimum 8 hours)			
CFSP 4364	Single Case Research Design	3		
RMS 4942	Qualitative Data Collection and Analysis	4		
RMS 4921	Psychometric Theory	3		
RMS 4932	Meta-Analysis	2		
RMS 4931	Survey Design and Analysis	3		
RMS 4911	Correlation and Regression	4		
RMS 4912	Analysis of Variance (ANOVA)	5		
RMS 4959	Topics in Research Design	3		
SOWK 5402	Qualitative Research Methods	4		
SOWK 5405	Qualitative Data Analysis	4		
STAT 4810	Nonparametric Statistics	4		
	Advanced Level (Minimum 3 hours)			
RMS 4951	Mixed Method Research Design	4		
RMS 4929	Topics in Psychometrics	3		
RMS 4922	Item Response Theory	3		
RMS 4914	Structural Equation Modeling	5		
RMS 4913	Multivariate Analysis	5		
RMS 4919	Topics in Statistics	3		
RMS 4915	Hierarchical Linear Modeling	3		
RMS 4916	Latent Growth Curve Modeling	3		
RMS 4945	Community-Based Research	4		
RMS 4946	Ethnography Research	4		
RMS 4947	Arts-based Research	3		

	Dissertation			
CFSP 5995	Dissertation Research	10+		
	Required Credits	35 min.		
	Learning Theory, Educational Foundations, and Special Education Leadership			
CFSP 4303	* Risk, Resiliency, and Prevention	3	F	
CFSP 4305 or CFSP 4308	* Exceptional Child or Early Academic Competencies	3	W	
CFSP 4338	* Low Incidence Disabilities and Interventions	3	S	
CFSP 4342	* Crisis Intervention and Prevention	3	S/Sum	
	Required Credits	12		
	Legal, Ethical, and Professional Foundations	Credits	Quarter Offered	Completed
CFSP 4301	* Professional and Ethical Issues in Education	3	F	
CFSP 4302	* Legal Issues in Education	2	S/Sum	
	Required Credits	5		
	Evaluation and Assessment	Credits	Quarter Offered	Completed
CFSP 4363	* CFSP Program Development and Evaluation	3	S	
CFSP 4322	* Psychoeducational Assessment I	5	F	
CFSP 4323	* Psychoeducational Assessment II	5	W	
CFSP 4324	* Social-Emotional Assessment	5	S	
CFSP 4320	* Assessment of Infants	3	S	
CFSP 4326	* Preschool Assessment	3	Sum	
	Required Credits	24		
	Collaborative Consultation with Families and Schools	Credits	Quarter Offered	Completed
CFSP 4330	* Family-School Partnering and Consultation	3	S	
CFSP 4340	* Counseling Children and Adolescents	4	F	
CFSP 4332	* Classroom Management and Consultation	4	S	
CFSP 4337	* School-Aged Academic Competencies	4	S	
CFSP XXXX	* Group Counseling in the Schools	4	W/Sum	
	Required Credits	19		
APPLIED COURSEWORK AND COGNATE			T = 25	
	Applied Courses	Credits	Quarter Offered	Completed
CFSP 4349	* Practica I	4		
CFSP 4353	* Practica II	3		
CFSP 4361	Seminar: CFSP Supervision (take during one quarter)	1		
CFSP 4355	School Psychology PhD Internship (1 yr full-time or 2 yrs half-time)	3		
	Required Credits	11		

	Cognate Courses		Quarter Offered	Completed
Approved options	Minimum of five courses in a defined advanced specialization selected in consultation with advisor	14		
	Required Credits	14		
	Total Minimum Credits	135		

PH.D. DEGREE – SCHOOL PSYCHOLOGY	CREDITS/ SCORES	SIGNATURE	DATE
Program Requirements			
Transfer Credit			
Ph.D. Comprehensive Exam			
Ph.D. Dissertation			
Doctoral Internship Completed (1500 hrs)			
Official Praxis II/CO NASP Passing Score			

Student's Signature: _____

Date: _____

Advisor's Signature: _____

Date: _____

Appendix F
Ph.D. Child and Family Leadership Coursework Plan

**May waive or test out.

Student Name: _____

ID No.: _____

CORE KNOWLEDGE BASE AND FOUNDATIONS				
	Developmental and Psychological Foundations	Credits	Quarter Offered	Completed
CFSP 4304	Diversity in School and Community Settings	3	F	
CFSP 4310	Infant Development	3	F	
CFSP 4311	Child Development	3	W	
CFSP 4312	Learning Application and Analysis	3	W	
CNP 4641	Adolescent Development	3	S	
	Required Credits	15		
PROFESSIONAL SKILLS AND TRAINING				T=72
	Research, Measurement, Program Evaluation, and Technology	Credits	Quarter Offered	Completed
RMS 4951**	Introduction to Qualitative Research	4		
RMS 4930**	Empirical Research Methods	3		
RMS 4910**	Introduction to Statistics	5		
Research Courses	See Table 3: MCE PhD Research Course Sequence			
	Intermediate Level (Minimum 8 hours)			
CFSP 4364	Single Case Research Design	3		
RMS 4942	Qualitative Data Collection and Analysis	4		
RMS 4921	Psychometric Theory	3		
RMS 4932	Meta-Analysis	2		
RMS 4931	Survey Design and Analysis	3		
RMS 4911	Correlation and Regression	4		
RMS 4912	Analysis of Variance (ANOVA)	5		
RMS 4959	Topics in Research Design	3		
SOWK 5402	Qualitative Research Methods	4		
SOWK 5405	Qualitative Data Analysis	4		
STAT 4810	Nonparametric Statistics	4		
	Advanced Level (Minimum 3 hours)			
RMS 4951	Mixed Method Research Design	4		
RMS 4929	Topics in Psychometrics	3		
RMS 4922	Item Response Theory	3		
RMS 4914	Structural Equation Modeling	5		
RMS 4913	Multivariate Analysis	5		
RMS 4919	Topics in Statistics	3		
RMS 4915	Hierarchical Linear Modeling	3		
RMS 4916	Latent Growth Curve Modeling	3		
RMS 4945	Community-Based Research	4		
RMS 4946	Ethnography Research	4		
RMS 4947	Arts-based Research	3		

	Dissertation			
CFSP 5995	Dissertation Research	10+		
	Required Credits	35 min.		
	Learning Theory, Educational Foundations, and Special Education Leadership	Credits	Quarter Offered	Completed
CFSP 4305	Exceptional Child	3		W
CFSP 4303	Risk, Resiliency, and Prevention	3		F
CFSP 4338	Low Incidence Disabilities and Interventions	3		S
Options	Other CFSP options (select two options)	5+		
	Required Credits	14		
	Legal, Ethical, and Professional Foundations	Credits	Quarter Offered	Completed
CFSP 4301	Professional and Ethical Issues in Education	3		F
CFSP 4302	Legal Issues in Education	2		S/Sum
Option	Leadership and Management (select one option)	3		
	Required Credits	8		
	Evaluation and Assessment	Credits	Quarter Offered	Completed
CFSP 4320	Assessment of Infants	3		F
CFSP 4326	Preschool Assessment	3		Sum
CFSP 4363	* Program Evaluation or alternative	3		W
	Required Credits	9		
	Collaborative Consultation with Families and Schools	Credits	Quarter Offered	Completed
CFSP 4330	Family-School Partnering and Consultation	3		S
CFSP 4336 OR CFSP 4335	Preschool Interventions OR Infant & Family Interventions	3		S/Sum
	Required Credits	6		
APPLIED COURSEWORK			T = 18	
	Applied Courses	Credits	Quarter Offered	Completed
CFSP Options	Practicum or Independent Research options	3		
	Required Credits	3		
	Cognate Courses			
Approved options	Minimum of five courses in a defined advanced specialization selected in consultation with advisor	15 +		
	Required Credits	15+		
	Total Minimum Credits	105		

PH.D. DEGREE – CHILD AND FAMILY LEADERSHIP	CREDITS/ SCORES	SIGNATURE		
Program Requirements				
Transfer Credit				
Ph.D. Comprehensive Exam				
Ph.D. Dissertation				

Student's Signature: _____ **Date:** _____

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

Appendix G
Ph.D. Pathway for Ed.S. Professionals Coursework Plan (Completed Ed.S. Degree)

Student Name: _____ **ID No.:** _____

RESEARCH, MEASUREMENT, PROGRAM EVALUATION				T=40
		Credits	Quarter Offered	Completed
CFSP 4364	* Program Evaluation	3		
RMS 4930	Empirical Research Methods	3		
RMS 4910	Introductory Statistics	5		
RMS 4941	Introduction to Qualitative Research	4		
Research Courses	See Table 3: MCE PhD Research Course Sequence			
	Intermediate Level (Minimum 8 hours)			
CFSP 4364	Single Case Research Design	3		
RMS 4942	Qualitative Data Collection and Analysis	4		
RMS 4921	Psychometric Theory	3		
RMS 4932	Meta-Analysis	2		
RMS 4931	Survey Design and Analysis	3		
RMS 4911	Correlation and Regression	4		
RMS 4912	Analysis of Variance (ANOVA)	5		
RMS 4959	Topics in Research Design	3		
SOWK 5402	Qualitative Research Methods	4		
SOWK 5405	Qualitative Data Analysis	4		
STAT 4810	Nonparametric Statistics	4		
	Advanced Level (Minimum 3 hours)			
RMS 4951	Mixed Method Research Design	4		
RMS 4929	Topics in Psychometrics	3		
RMS 4922	Item Response Theory	3		
RMS 4914	Structural Equation Modeling	5		
RMS 4913	Multivariate Analysis	5		
RMS 4919	Topics in Statistics	3		
RMS 4915	Hierarchical Linear Modeling	3		
RMS 4916	Latent Growth Curve Modeling	3		
RMS 4945	Community-Based Research	4		
RMS 4946	Ethnography Research	4		
RMS 4947	Arts-based Research	3		
	Total			
	Dissertation			
CFSP 5995	Dissertation Research	10+		
	Required Credits	40 Min.		
APPLIED COURSEWORK				T = 12
		Credits	Completed	
CFSP 4361	Seminar: CFSP Supervision	2		
CFSP 4355	<i>Optional 1 yr Internship (must be taken for further PhD licensing)</i>	Opt		
	Required Credits	2		

	Cognate Courses	Credits	Completed	
Approved options	Possible concentrations include: Data-based Decision Making, Assessment and Evaluation Prevention, Intervention, and Consultation Advanced Developmental Theory Advocacy, Policy and Leadership	10 +		
	Required Credits	10	minimum	
	Total Minimum Required Credits	52	minimum	
PH.D. DEGREE – SCHOOL PSYCHOLOGY	CREDITS/ SCORES	SIGNATURE		DATE
Ed.S. must be earned within 8 years of application & from a NASP approved program				
Already Passed NASP Exam				
Program Requirements	52			
Ph.D. Comprehensive Exam				
Ph.D. Dissertation				

Student Signature _____ Date: _____

Advisor Signature _____ Date: _____

****If not included in prior Ed.S. coursework, would need to be taken in addition to the 52 minimum required credits.***

Appendix H: Cumulative Sequence of Annual Review

Review Period	Degree	Reviewer	Admissions and Required Progress Monitoring Components	Date & Initials	Comments
Admissions	PhD/Ed.S.- Licensure	Faculty	Statement of Interest Prior Transcript(s) Vita Letters of recommendation GRE scores Phone interview		
End of year 1	PhD/Ed.S.- Licensure	Advisor in consultation w/ faculty	DU Transcript-unofficial Coursework Plan – signed by advisor Professional Work Characteristics Doctoral students: Dissertation Checklist		
Mid-year 2 End-of-year 2	PhD/Ed.S.- Licensure	Assessment /clinic/Al faculty (advisor as needed)	Mid-year & End-of-year: (details in Clinic Manual) Academic Case Study-review Assessment assignments Clinic reports End-of-year Update Professional Work Characteristics DU Transcript-unofficial Coursework Plan-signed Doctoral students: Dissertation Checklist		
Mid-year 3 End-of-year 3	PhD/Ed.S.- Licensure	Practicum faculty (advisor as needed) Practicum	Mid-year & End-of-year (details in Practicum Manual) Case studies Professional presentations		

		student & Field Supervisor; PhD—faculty for comps	Supervisor evaluations End-of-year DU Transcript-unofficial Coursework Plan-signed Update Professional Work Characteristics Praxis II Exam Score *PhD-Comprehensive exam Doctoral students: Dissertation Checklist		
End-of – fall & End-of-winter quarters year 4 Mid-year 4 & End-of-year 4	PhD & Ed.S. on Internship	University faculty & Interns Intern & Field Supervisor	End of Fall & Winter Quarters (details in Internship Manual) Case study Professional presentations Assignments Mid-year & End-of-year Supervisor evaluations Doctoral students: Dissertation Checklist		

Review Period	Degree	Reviewer	Admissions and Required Progress Monitoring Components	Date & Initials	Comments
Admissions	MA	Faculty	Statement of Interest Prior Transcript(s) Vita Letters of recommendation GRE scores Phone interview		
End-of – year 1	MA	Advisor in consultation w/ faculty	DU Transcript-unofficial Coursework Plan – signed by advisor Professional Work Characteristics		

Mid-year 2 & End-of- year 2	MA	Faculty for comps	Comprehensive Exam		

Review Period	Degree	Reviewer	Admissions and Required Progress Monitoring Components	Date & Initials	Comments
Admissions	PhD Leadership & Pathway	Faculty	Statement of Interest Prior Transcript(s) Vita Letters of recommendation GRE scores Phone interview Additional Pathway Components: NCSP Case Study Professional Presentation Most recent supervisor evaluation		
End of year 1	PhD Leadership & Pathway	Advisor w/ faculty consultation	DU Transcript-unofficial Coursework Plan – signed by advisor Professional Work Characteristics Professional Goals Dissertation Checklist		
End-of- year 2	PhD Leadership	Advisor	Professional Work Characteristics Grades (unofficial transcript)		

	& Pathway		Coursework Plan-signed by advisor Dissertation Checklist		
Mid-year 3 End-of- year 3	PhD Leadership & Pathway	Advisor Faculty for comps	Grades (unofficial transcript) Coursework Plan—signed by advisor Dissertation checklist Comprehensive exam		
Mid-year 4 + and End- of year 4+	PhD Leadership & Pathway	Advisor	Dissertation checklist		

Cumulative Evaluation:

_____ Student Name
 _____ Advisor Name

Appendix I: CHECKLIST OF DISSERTATION COMPLETION TASKS and FORMS

- Review Program Handbook for specific department or program requirements
- Pass Doctoral Comprehensive Exam
- Register for at least 1 Dissertation credit (fall, winter, and spring quarters) until graduation
- Determine if you should also register for Continuous Enrollment via the web each quarter until graduation:
http://www.du.edu/media/documents/graduates/continuous_enrollment.pdf
- Prepare an outline version of your Proposed Research Project
- Schedule a Meeting with Dissertation Director: Discuss additional committee members
- Select 2 More Dissertation Committee Members who agree to participate
- Begin the Study: Proposal
 - Introduction
 - Statement of the Problem
 - Review of the Literature
 - Conceptual/Theoretical Framework
 - Methods, including research questions
 - Contribution to the literature of the field
 - Proposal Distributed to Committee 4 Weeks before the Scheduled Meeting Date
 - Two (2) Copies of Schedule for Proposal Meeting filed with OAS: *I don't know what this is...Nora*
http://www.du.edu/education/display/docs/forms/Proposal_Defense_Mee.pdf
 - Bring Dissertation Proposal Form to Proposal Meeting:
http://www.du.edu/education/display/docs/forms/Dissertation_Proposa.pdf
 - Dissertation Proposal Approval Process
 - Copy of Approved Proposal to Dissertation Advisor and MCE Office of Academic Services
 - Prepare IRB (Dissertation Director's Approval is required)
 - Submit Application to IRB: http://www.du.edu/orsp/download/irb_application_eprotocol.pdf
 - Approval from Other Human Subjects Boards
- Begin Data Collection, Continue the Study:
 - Begin Data Collection
 - Finish Data Collection
 - Begin Analysis of Data
 - Finish Analysis of Data Submit
- Application for Graduation by deadlines posted at:
<http://www.du.edu/currentstudents/graduates/graduationinformation.html>
- Prepare Tables of Data, Write Results
- Update Literature Review, Finish Final Chapters
- Schedule Intermittent Meetings with Director and/or Committee:
 - Refine and Complete First Chapters
 - Finish Summary, Discussion Chapter
 - Prepare Abstract (350 Word Limit)
 - Refine Table of Contents, References, Appendices, Title Page, Etc.
- Meeting with Director and Committee to receive approval for defense
- Schedule the Defense:
 - Select Oral Defense Committee Chair from another Department who meets Graduate Study requirements
 - Identify Date, Time, Location for the Defense: Schedule with Director, Committee
 - Four (4) weeks prior to defense, Schedule of Oral Defense Form with Office of Graduate Studies

<http://www.du.edu/education/display/docs/forms/OralExamForm.pdf>

Request MCE Technology Coordinator to post Defense Location, Date, and Title

Distribute Text Copies of Dissertation to Committee 2Weeks Prior to Defense

Pass Oral Defense 3 weeks prior to graduation date

Revisions Completed, Approved/Signed by Dissertation Director

Give Revised Copies of Dissertation to Oral Defense Committee Chair and Committee

All Holds, Incompletes, Parking Tickets, Fees Fulfilled

Final Copies and Forms to Office of Graduate Studies/Electronic Submission

Attend MCE Academic Hooding Ceremony, MCE Graduate Reception, & DU Ph.D. Dinner or Luncheon /
Reception

Graduation

Appendix J: Cumulative Evaluation Form

<i>Year</i>	<i>Date & Student & Advisor Initials</i>	<i>Adequate Progress (AP)</i>	<i>Inadequate Progress (IP)</i>	<i>If IP and allowed to progress, specify areas for remediation below and develop separate remediation plan</i>	<i>If IP and NOT allowed to progress, specify areas for remediation below and develop separate remediation plan</i>	<i>If IP and dismissed from program, state reasons below and attach documentation</i>		
1								
2								
3								
4								
5								
6								

Appendix K
Professional Work Characteristics Development Annual Review

NASP 4.3

Rev. 05/12

Name:		Home Phone:	
Address:		Work Phone:	
E-mail Address:		Cell phone:	
Program Review Year:		Review Date:	
Program: <input type="checkbox"/> M.A. Yr 1&2 <input type="checkbox"/> Ed.S. Yr 1&2 <input type="checkbox"/> /PhD Licensure Yr 1 & yrs not on Prac or Internship <input type="checkbox"/> Ph.D. Leadership/Pathway Yrs 1,2,3+		Official Program Entry Date (mm/dd/yy):	

In order for a student to become an effective professional he/she must demonstrate academic and professional competencies, as well as professional work characteristics. The following are work characteristics necessary for effective practice as a professional.

Directions: 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 CFSP Student Handbook for program philosophy, mission, goals, and objectives.

Ratings

- 1-Below expectations:** Improvement needed to reach appropriate competency level for year in program
- 2-Meets expectations:** Exhibits level of competency appropriate for year in program.

Professional Characteristics		
<p>1. Initiative – initiates activities when appropriate; does not wait to be asked or told when to begin tasks.</p>	<p>Self</p>	<p>Fac.</p>
<p>Please describe an incident that you feel demonstrates your initiative or why it is an area for improvement.</p>		
<p>2. Dependability – follows through on tasks; completes assignments in accordance with stated parameters and/or constraints.</p>	<p>Self</p>	<p>Fac.</p>
<p>Please describe one or more incidents that you feel demonstrate your dependability or why it is an area for improvement.</p>		
<p>3. Time Management/Work Organization – organizes work and manages time effectively; completes assignments in a timely manner.</p>	<p>Self</p>	<p>Fac.</p>

Please describe one or more incidents that you feel demonstrate your time management and/or organizational abilities or lack thereof.		
4. 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	Fac.
Please describe one or more incidents that you feel demonstrate your respect for human diversity or need for improvement.		
5. Oral Communication – expresses self orally in a clear and organized manner.	Self	Fac.
Please describe one or more incidents that you feel demonstrate your ability or struggle to communicate orally.		
6. Written Communication – expresses self in writing in a clear and organized manner.	Self	Fac.

Please describe one or more incidents that you feel demonstrate your ability or struggle to communicate in writing. If rated below expectations by faculty, devise improvement or remediation plan.		
7. Attending/Listening Skills – listens attentively; attends to important communications.	Self	Fac.
Please describe one or more incidents that you feel demonstrate your attending/listening abilities or struggles.		
8. Interpersonal Relations – relates effectively with colleagues, faculty, supervisors and clients.	Self	Fac.
Please describe one or more incidents that you feel demonstrate your interpersonal relationship abilities or challenges.		
9. Adaptability/Flexibility – adapts effectively to demands of situation; exhibits flexibility in face of change.	Self	Fac.
Please describe one or more incidents that you feel demonstrate your adaptability and flexibility or rigidity.		

10. Ethical Responsibility -	Self	Fac.
<p>Please describe one or more incidents that you feel demonstrate your understanding or lack of understanding of the above systems.</p>		

**** 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.

Appendix L

On-Line Field Placement Performance Evaluation Worksheet

(This form is a hard copy version of the On-Line Field Placement Evaluation. Please use this form as a work sheet to help you and your supervisors independently complete the on-line evaluation as well as discuss your progress. Please share a copy of this form with your supervisors)

In January of 2009, the Child, Family, and School Psychology Educational Specialist (Ed.S) school psychology licensure degree received full accreditation approval from the National Association of School Psychologists (NASP). Ed.S degree approval is an important indicator of quality training, comprehensive content, and extensive, properly supervised field experiences as judged by trained national reviewers. NASP performance-based standards are aligned with the principles set forth by the National Council for Accreditation of Teacher Education (NCATE) Specialty Area Studies Board, at the program level. The NASP Program Approval process requires DU to show that students acquire knowledge, skills, and professional work characteristics consistent with program objectives and NASP domains.

The following Placement Performance Evaluation is based on the NASP *Standards for Training and Field Placement Programs in School Psychology*. Specifically, Part I of this evaluation is based on the NASP Domains of School Psychology Training and Practice (2.1 -2.11). The domains are not mutually exclusive and are fully integrated into graduate level curricula, practica and internship. Thus, students are assessed, using the 1-4 rating system, based on the skills they are demonstrating during the Field Practicum and/or Internship experiences.

For example, students at the beginning of their Field Practicum experience could receive ratings in the low to mid ranges (or No Opportunity) and by the end of the Field Practicum experience, ratings may fall closer to the mid ranges (or No Opportunity). Early in the Internship experience, Interns may receive mid-range ratings. As student gain more experience, Interns should be functioning at an independent level (expected for job placement) and could receive ratings in the upper ranges. It is important that by the end of Internship, students have gained a broad range of experiences, based on both Field Practicum and Internship placements.

Appendix L (continued)

Date of Evaluation: _____ Completed by: Self or Supervisor

Student Name: _____ Ed.S. Ph.D.

Supervisor Name: _____ Phone: _____ E-mail: _____

Placement Site: _____ Field Practicum Internship

- Please review this form at the beginning of the evaluation period with the supervisee (and university supervisor for students) and collaborate in developing a work plan at that time.
- Please complete the form twice each evaluation period, once at the midpoint and once at the end.
- Share a copy with the supervisee.
- Please rate each item twice, once for *competency* and once for *acceptability*.

First, indicate the extent to which the school psychologist Intern demonstrates **competency** for each domain:

- 1 = Novice
- 2 = Advanced Beginner
- 3 = Competent
- 4 = Proficient or Expert (not expected but occasionally seen in experienced students)

Second, indicate the **acceptability** of the level of competency demonstrated:

- 1 = Not Acceptable
- 2 = Marginally Acceptable
- 3 = Acceptable (as expected for the placement level)
- 4 = ExceEd.S. Expectations

If you have no basis for appraisal, **please leave blank**.

DEFINITIONS

Novices are rule bound, have simplistic and partial understandings, have difficulty understanding contextual issues, tend to be anxious, do not integrate well, and are highly motivated and dependent. They require close supervision and a high degree of structure.

Advanced beginners focus on the mastery of technical aspects, begin to perceive recurring situations, start considering context, and are more autonomous than novices. They have difficulty setting priorities and determining the relative importance of information.

Competent practitioners are better able to see relationships and patterns, balance skills and empathy, and plan and think ahead. They tend to feel responsible and analyze their own skills well. They still need access to a supervisor for ongoing consultation.

Proficient and expert practitioners recognize patterns and context, work successfully with very complex cases, have decreased reliance on guidelines, and utilize self-analysis.

Competency Scale

- 1 = Novice
- 2 = Advanced Beginner
- 3 = Competent
- 4 = Proficient or Expert

Acceptability Scale

- 1 = Not Acceptable
- 2 = Marginally Acceptable
- 3 = Acceptable/Expected
- 4 = ExceEd.S. Expectations

DOMAIN 1: Data-Based Decision Making and Accountability

<i>The school psychologist Intern:</i>	<i>Competency</i>	<i>Acceptability</i>	<i>N/O</i>
1. Knows varied models and methods of assessment that yield information useful in identifying strengths and neEd.S., in understanding problems, and in measuring progress and accomplishments			
2. Uses varied models and methods as part of a systematic process to collect data and other information			
3. Uses varied models and methods to translate assessment results into empirically based decisions about service delivery			
4. Uses varied models to evaluate the outcomes of services			
5. Practices such that data-based decision making permeates every aspect of professional practice			

Please offer specific suggestions for growth in these areas.

DOMAIN 2: Consultation and Collaboration

<i>The school psychologist Intern:</i>	<i>Competency</i>	<i>Acceptability</i>	<i>N/O</i>
6. Knows behavioral, mental health, collaborative, and/or other consultation models and methods			
7. Applies behavioral, mental health, collaborative, and/or other consultation models and methods appropriately to particular situations			
8. Collaborates effectively with others in planning and decision making processes at the individual, group, and systems levels			

Please offer specific suggestions for growth in these areas.

DOMAIN 3: Effective Instruction and Development of Cognitive and Academic Skills

<i>The school psychologist Intern:</i>	<i>Competency</i>	<i>Acceptability</i>	<i>N/O</i>
9. Understands human learning processes, techniques to assess them, and direct and indirect services applicable to the development of cognitive and academic skills			
10. Develops, in collaboration with others, appropriate cognitive and academic goals for children and adolescents with different abilities, disabilities, strengths, and neEd.S.			
11. Implements interventions, including instructional interventions and consultation, to achieve the above goals			
12. Evaluates the effectiveness of such interventions			

Please offer specific suggestions for growth in these areas.

DOMAIN 4: Socialization and Development of Life Skills

<i>The school psychologist Intern:</i>	<i>Competency</i>	<i>Acceptability</i>	<i>N/O</i>
13. Knows human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills			
14. Develops, in collaboration with others, appropriate behavioral, affective, adaptive, and social goals for children and adolescents of varying abilities, disabilities, strengths, and neEd.S.			
15. Implements interventions, including consultation, behavioral assessment and intervention, and counseling, to achieve the above goals			
16. Evaluates the effectiveness of these interventions			

Please offer specific suggestions for growth in these areas.

DOMAIN 5: Diversity in Development and Learning

<i>The school psychologist Intern:</i>	<i>Competency</i>	<i>Acceptability</i>	<i>N/O</i>
17. Knows individual differences, abilities, and disabilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning			
18. Demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics			
19. Implements strategies selected and/or adapted based on individual characteristics, strengths, and neEd.S.			

Please offer specific suggestions for growth in these areas.

DOMAIN 6: School and System Organization, Policy Development, and Climate

<i>The school psychologist Intern:</i>	<i>Competency</i>	<i>Acceptability</i>	<i>N/O</i>
20. Demonstrates knowledge of general education, special education, and other educational and related services			
21. Understands schools and other settings as systems			
22. Works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and Effective learning environments for children and adolescents			

Please offer specific suggestions for growth in these areas.

DOMAIN 7: Prevention, Crisis Intervention, and Mental Health

<i>The school psychologist Intern:</i>	<i>Competency</i>	<i>Acceptability</i>	<i>N/O</i>
23. Understands human development, psychopathology, and associated biological, cultural, and social influences on human behavior			
24. Provides or contributes to <i>prevention</i> programs that promote the mental health and physical well-being of children and adolescents			
25. Provides or contributes to <i>intervention</i> programs that promote the mental health and physical well-being of children and adolescents			

Please offer specific suggestions for growth in these areas.

DOMAIN 8: Home-School-Community Collaboration

<i>The school psychologist Intern:</i>	<i>Competency</i>	<i>Acceptability</i>	<i>N/O</i>
26. Demonstrates knowledge of family systems, including family strengths and influences on child and adolescent development, learning, and behavior, and of methods to involve families in education and service delivery			
27. Works effectively with families, educators, and others in the community to promote and provide comprehensive services to children, adolescents, and families			

Please offer specific suggestions for growth in these areas.

DOMAN 9: Research and Program Evaluation

<i>The school psychologist Intern:</i>	<i>Competency</i>	<i>Acceptability</i>	<i>N/O</i>
28. Demonstrates knowledge of research, statistics, and evaluation methods			
29. Evaluates research studies and translates research into practice			
30. Understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services			

Please offer specific suggestions for growth in these areas.

DOMAIN 10: School Psychology Practice and Professional Development

<i>The school psychologist Intern:</i>	<i>Competency</i>	<i>Acceptability</i>	<i>N/O</i>
31. Demonstrates knowledge of the history and foundations of the profession; of various service models and methods; of public policy development applicable to services for children, adolescents, and families; and of ethical, professional, and legal standards			
32. Practices in ways that are consistent with applicable standards			
33. Is involved in the profession			
34. Has the knowledge and skills needed to acquire career-long professional development			

Please offer specific suggestions for growth in these areas.

DOMAIN 11: Information Technology

<i>The school psychologist Intern:</i>	<i>Competency</i>	<i>Acceptability</i>	<i>N/O</i>
35. Knows relevant information sources and technology			
36. Accesses, evaluates, and utilizes information sources and technology in ways that safeguard and enhance service quality			

Please offer specific ways or suggestions for growth in these areas.

PERSONAL QUALITIES

37. Punctuality and attendance	<i>Acceptability</i>
38. Attendance at training and supervisory sessions	
39. Professional appearance and demeanor, including speech	
40. Consistency, perseverance, industry, and initiative	
41. Flexibility; adaptability to novel and unexpected situations	
42. General attitude and interest in program and assignment	
43. Insight, sensitivity, commitment, and active participation	

44. Poise, tactfulness, and rapport with staff and others	
45. Preparation and organization of material	
46. Ability to handle constructive criticism professionally	
47. Ethical practice	

FINAL EVALUATION

48. Please give your impression of the overall performance of the school psychologist Intern.

49. How has the Intern’s presence benefited the children and adolescents with whom he/she has worked?

50. Please give your impression of the Intern’s personal and professional growth as a result of this fieldwork experience.

51. Please give recommendations for future professional development.

Field Supervisor's Signature

Date

Appendix M
Field Placement Site Evaluation Form

Date of Evaluation: _____

Student Name: _____ **Level:** Ed.S. Ph.D.

Placement Dates: _____

Site/School Name: _____ Practicum Internship

District: _____

Address: _____

Supervisor: _____ **Title:** _____

Phone: _____ **E-mail:** _____

Check all the opportunities that are available on this site:

- | | |
|--|--|
| <input type="checkbox"/> Assessment (Formal/Informal) | <input type="checkbox"/> Presentation |
| <input type="checkbox"/> Observation | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Counseling (Individual/Group) | <input type="checkbox"/> Research |
| <input type="checkbox"/> Academic Interventions (Individual/Class) | <input type="checkbox"/> Training |
| <input type="checkbox"/> Behavioral Interventions | <input type="checkbox"/> Interagency Activities |
| <input type="checkbox"/> Crisis Intervention/Prevention | <input type="checkbox"/> Other Activities (describe below) |
| <input type="checkbox"/> Consultation | |

Types of clients served:

What are the primary responsibilities for the Internship students at this site?

What kind of supervision is provided?

- Individual Supervision Hours/Week: _____
- Group Supervision Hours/Week: _____ Number of students: _____

What is the theoretical orientation of the supervisor or supervisors at this site?

What types of professional development opportunities were available at this site?

What changes or suggestions would have improved your experience at this site?

What unique demands of this site have not already been discussed? (full year commitment, requires at least 15 hours weekly for assessments, etc.)

What was the pay/stipend at this site?

What types of benefits were provided at this site?

Do you have any other comments about this site you feel would be helpful to an interested student?

Would you recommend this site?

- Yes – highly; it was an excellent placement
- Yes – under the following conditions (must have prior experience with specific specialty areas, request a specific supervisor, etc.) _____
- No, because _____

Would you recommend your Field Supervisors?

- Yes – highly; supervision was excellent
- Yes – under the following conditions (ex. must have prior experience with specific areas) _____
- No, because _____

Appendix N: CFSP Program Courses Aligned with NASP Domains			NASP Domains											
				2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11
	Course #	Course Title		Data-Based Decision Making and Accountability	Consultation and Collaboration	Effective Instruction and Development of Cognitive/ Academic Skills	Socialization and Development of Life Skills	Student Diversity in Development & Learning	School and Systems Organization, Policy Development and Climate	Prevention, Crisis Intervention and Mental Health	Home/School/Community Collaboration	Research and Program Evaluation	School Psychology Practice and Development	Information Technology
Foundation Courses	4301	Professional Issues in School and Community		X	X			X	X	X	X	X	X	X
	4302	Legal Issues in Education							X				X	
	4303	Risk, Resiliency, and Prevention		X			X	X	X	X	X	X		
	4304	Family Systems and Diversity						X		X	X			
	4305	Exceptional Child: Biomedical and Psychosocial Aspects			X		X	X		X	X	X	X	X
	4308	Early Language and Literacy Development and Intervention		X		X		X			X			
	4310	Infant Development				X	X	X		X				X
	4311	Child Development		X		X	X	X		X		X		X
	4312	Learning Applications and Analysis		X	X	X	X	X				X		X

CFSP COURSES Aligned with NASP DOMAINS			NASP Domains	Data-Based Decision Making and Accountability	Consultation and Collaboration	Effective Instruction and Development of Cognitive/ Academic Skills	Socialization and Development of Life Skills	Student Diversity in Development & Learning	School and Systems Organization, Policy Development and Climate	Prevention, Crisis Intervention and Mental Health	Home/School/Community Collaboration	Research and Program Evaluation	School Psychology Practice and Development	Information Technology
	Course #	Course Title		2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11
Assessment Courses	4320	Assessment of Infants	X		X	X	X				X			
	4321	Assessment of Preschoolers	X		X	X	X				X			
	4322	Psychoeducational Assessment I	X		X		X				X		X	X
	4323	Psychoeducational Assessment II	X		X		X				X		X	X
	4324	Social-Emotional Assessment	X		X	X	X				X		X	X
Consultation And Intervention Strategy Courses	4330	Family Collaboration and Consultation	X	X				X	X		X			
	4331	School and Organizational Consultation												
	4332	Classroom Management and Consultation	X	X		X	X	X	X					
	4335	Infant and Family Interventions	X		X	X	X			X	X			

	4336	Preschool Interventions		X		X	X				X			
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CFSP COURSES Aligned with NASP DOMAINS			NASP Domains	Data-Based Decision Making and Accountability	Consultation and Collaboration	Effective Instruction and Development of Cognitive/ Academic Skills	Socialization and Development of Life Skills	Student Diversity in Development & Learning	School and Systems Organization, Policy Development and Climate	Prevention, Crisis Intervention and Mental Health	Home/School/Community Collaboration	Research and Program Evaluation	School Psychology Practice and Development	Information Technology
	Course #	Course Title		2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11
Cont'd Consultation and Intervention Strategy Courses	4337	School-Aged Academic Competencies	X	X	X		X				X	X	X	X
	4338	Low Incidence Disabilities and Interventions			X	X	X				X			X
	4340	Counseling Children and Adolescents	X	X		X	X		X	X			X	
	4342	Crisis Intervention and Prevention	X	X		X	X	X	X	X	X	X	X	X
Clinical Practice Courses	4349	Early Childhood Practicum	X	X				X	X		X		X	
	4353	CFSP Practicum	X	X	X	X	X	X	X	X	X	X	X	X
	4355	School Psychology Internship	X	X	X	X	X	X	X	X	X	X	X	X

CFSP COURSES Aligned with NASP DOMAINS			NASP Domains	2.1 Data-Based Decision Making and Accountability	2.2 Consultation and Collaboration	2.3 Effective Instruction and Development of Cognitive/ Academic Skills	2.4 Socialization and Development of Life Skills	2.5 Student Diversity in Development & Learning	2.6 School and Systems Organization, Policy Development and Climate	2.7 Prevention, Crisis Intervention and Mental Health	2.8 Home/School/Community Collaboration	2.9 Research and Program Evaluation	2.10 School Psychology Practice and Development	2.11 Information Technology	
	Course #	Course Title													
Advanced Seminars and Specialized Research Courses	4360	Advanced Seminar: Child, Family, and School Psychology													
	4361	Seminar: Child, Family, and School Psychology Supervision													
	4363	Child, Family, and School Psychology Program Dev and Eval	X	X					X	X	X	X			
	4364	Single Case Research Design													
	4991	Independent Study													
	4395	M.A. Thesis Research													
	5991	Independent Study													
	5995	Dissertation Research													
Courses Taken	CNP 4641	Adolescent Development				X	X	X							

Outside the Program	CNP 4720	Group Counseling				X	X		X			
	RMS 4900	Educational Measurement		X							X	X
	RMS 4910	Introduction into Statistics		X							X	X

Appendix O
 Colorado Department of Education Early Childhood Special Education Specialist Competencies
 Corresponding MCE Courses

Competency Number	Course
9.04 (1) (a)	ADMN 4935
9.04 (1) (b)	ADMN 4935
9.04 (1) (c)	CFSP 4349, ADMN 4935
9.04 (1) (d)	ADMN 4935
9.04 (1) (e)	ADMN 4935
9.04 (1) (f)	ADMN 4935, CFSP 4349
9.04 (1) (g)	Annual Review
9.04 (1) (h)	CFSP 4349
9.04 (1) (i)	RMS 4910
9.04 (2) (a)	CFSP 4310, CFSP 4311, CFSP 4305
9.04 (2) (b)	CFSP 4310, CFSP 4311, CFSP 4312
9.04 (2) (c)	CFSP 4305
9.04 (2) (d)	CFSP 4304, CFSP 4311
9.04 (2) (e)	CFSP 4335, CFSP 4336, CFSP 4304
9.04 (2) (f)	CFSP 4308
9.04 (3) (a)	CFSP 4320
9.04 (3) (b)	CFSP 4320
9.04 (3) (c)	CFSP 4320
9.04 (3) (d)	CFSP 4330
9.04 (3) (e)	CFSP 4330
9.04 (3) (f)	CFSP4320
9.04 (3) (g)	CFSP4320
9.04 (3) (h)	CFSP 4320
9.04 (3) (i)	CFSP 4320, CFSP 4322, CFSP 4323
9.04 (3) (j)	CFSP 4351

9.04 (3) (k)	CFSP 4351
9.04 (4) (a)	CFSP 4337
9.04 (4) (b)	CFSP 4308
9.04 (4) (c)	CFSP 4336, CFSP 4305
9.04 (4) (d)	CFSP 4330
9.04 (4) (e)	CFSP 4337
9.04 (4) (f)	CFSP 4330
9.04 (4) (g)	CFSP 4335
9.04 (4) (h)	CFSP 4335
9.04 (4) (i)	CFSP 4320
9.04 (4) (j)	CFSP 4302
9.04 (4) (k)	CFSP4305
9.04 (4) (l)	CFSP 4305, CFSP 4338
9.04 (4) (m)	CFSP 4305
9.04 (4) (n)	CFSP 4301
9.04 (4) (o)	CFSP 4335
9.04 (4) (p)	CFSP 4335
9.04 (4) (q)	CFSP 4335
9.04 (4) (r)	CFSP 4335
9.04 (4) (s)	CFSP 4305
9.04 (5) (a)	CFSP 4332
9.04 (5) (b)	CFSP 4332
9.04 (5) (c)	CFSP 4312
9.04 (6) (a)	CFSP 4330
9.04 (6) (b)	CFSP 4330
9.04 (6) (c)	CFSP 4304
9.04 (6) (d)	CFSP 4330
9.04 (6) (e)	CFSP 4330
9.04 (6) (f)	CFSP 4330
9.04 (6) (g)	CFSP 4335, CFSP4330

<i>9.04 (6) (h)</i>	<i>CFSP 4330</i>
<i>9.04 (6) (i)</i>	<i>CFSP 4330</i>
<i>9.04 (6) (j)</i>	<i>CFSP 4330</i>
<i>9.04 (6) (k)</i>	<i>CFSP 4330</i>
<i>9.04 (6) (l)</i>	<i>CFSP 4330</i>
<i>9.04 (6) (m)</i>	<i>CFSP 4335, CFSP 4353</i>
<i>9.04 (6) (n)</i>	<i>CFSP 4330</i>
<i>9.04 (7) (a)</i>	<i>CFSP 4349</i>
<i>9.04 (7) (b)</i>	<i>CFSP 4349</i>
<i>9.04 (7) (b) (i)</i>	<i>CFSP 4332</i>
<i>9.04 (7) (b) (ii)</i>	<i>CFSP 4332</i>
<i>9.04 (7) (b) (iii)</i>	<i>CFSP 4349</i>
<i>9.04 (7) (b) (iv)</i>	<i>CFSP 4349</i>
<i>9.04 (7) (b) (v)</i>	<i>CFSP 4349</i>
<i>9.04 (7) (b) (vi)</i>	<i>CFSP 4349</i>
<i>9.04 (7) (b) (vii)</i>	<i>CFSP 4349</i>
<i>9.04 (7) (b) (viii)</i>	<i>CFSP 4349</i>

Appendix P
National Association for the Education of Young Children Standards

Standard 1: Promoting Child Development and Learning			
1a	Knowing and understanding young children’s characteristics and neEd.S.	ADMN4935	
1b	Knowing and understanding the multiple influences on development and	CFSP 4310	CFSP 4311
1c	Using developmental knowledge to create healthy, respectful, supportive, and	CFSP 4310	CFSP 4311
Standard 2: Building Family and Community Relationships			
2a	Knowing about and understanding diverse family and community	CFSP 4304	
2b	Supporting and engaging families and communities through respectful,	CFSP 4330	CFSP 4304
2c	Involving families and communities in their children’s development	CFSP 4330	
Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families			
3a	Understanding the goals, benefits, and uses of assessment	CFSP 4320	
3b	Knowing about assessment partnerships with families and with professional	CFSP 4320	
3c	Knowing about and using observation, documentation, and other appropriate	CFSP 4320	
3d	Understanding and practicing responsible assessment to promote positive	CFSP 4320	
Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families			
4a	Understanding positive relationships and supportive interactions as the	CFSP 4330	
4b	Knowing and understanding effective strategies and tools for early education	CFSP 4330	
4c	Using a broad repertoire of developmentally appropriate teaching/learning	CFSP 4332	
4d	Reflecting on their own practice to promote positive outcomes for each child	ADMN 4935	
Standard 5: Using Content Knowledge to Build Meaningful Curriculum			
5a	Understanding content knowledge and resources in academic disciplines	CFSP 4335	
5b	Knowing and using the central concepts, inquiry tools, and structures of	CFSP 4353	
5c	Using their own knowledge, appropriate early learning standards, and other	CFSP 4332	
Standard 6: Becoming a Professional			
6a	Identifying and involving oneself with the early childhood field	CFSP 4349	
6b	Knowing about an upholding ethical standards and other professional	ADMN 4930	
6c	Engaging in continuous, collaborative learning to inform practice	CFSP 4353	
6d	Integrating knowledgeable, reflective and critical perspectives on early	CFSP 4353	
6e	Engaging in informed advocacy for children and the profession	ADMN 4932	