Child, Family, and School Psychology

Doctorate of Philosophy

Student Handbook

2017-2018
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Welcome to Morgridge College of Education

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

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

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

The University of Denver and its programs are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC-NCA) and by other major accrediting agencies. We are also authorized by the Colorado Department of Education (CED and Colorado Department of Higher Education (CDHE) for its programs and endorsement areas that lead to licensure (e.g., School Psychologist).

The University of Denver is an Equal Opportunity Institution. It is the policy of the University not to discriminate in the admission of students, in the provision of services, or in employment on the basis of race, ethnicity, color, religion, sex, national origin, age, marital status, veteran status, sexual orientation, gender identity, gender expression, genetic information, or disability. The University prohibits all discrimination, harassment and retaliation, and complies with all applicable federal, state and local laws, regulations and Executive Orders. Nondiscrimination policies can be found in the Graduate Bulletin (see http://bulletin.du.edu/graduate/academic-and-student-support-services-policies-and-procedures/academic-exceptions-complaints-grievances-and-appeals/discrimination-or-harassment-complaint-procedures/).

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

Program Overview

CFSP students are accepted into one of three degree programs:

- Master’s degree (M.A.) in Child, Family, and School Psychology
- Educational Specialist (Ed.S.) degree in School Psychology, with an option of obtaining an additional concentration in Early Childhood Special Education
- Doctoral degree (Ph.D.) with two distinct tracks:
  - School Psychology Licensure program
  - 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, and teaching and research positions in institutions of higher learning.

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; see Figure 1) 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:

- **Critical Observers:** Students acting as 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.
- **Directed Participants:** Students acting as Directed Participants engage in activities addressing professional skill development and enhancement (e.g., role play, simulation activities, and supervised experiences). These activities are specifically outlined and directed by the faculty in the Student Learning Objectives (SLOs; see Appendix A).
- **Active Contributors:** Students acting as Active Contributors engage in professional activities that are managed and dictated by needs and policies of the field placement. These activities, developed collaboratively and completed under the supervision of a faculty member and site supervisor, bring about a specific result that adds to the productivity of the field placement.
- **Independent Practitioners:** Students acting as Independent Practitioners engage in activities in which they apply advanced skills through self-initiated and self-governed professional engagement within a network of collegial supervision.
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 the Psychoeducational Clinic, the Fisher Early Learning Center, and the Ricks Center for Gifted Children (all housed within the Morgridge College of Education), or at several local public and private partnership schools.

Accreditation
The Ed.S. Degree and School Psychology Licensure Ph.D. degree programs are fully accredited by NASP. 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 a part of the Praxis II Series. For further information on NASP, please visit http://www.nasponline.org/certification/NASPapproved.aspx

The School Psychology Licensure Ph.D. degree program is in the process of applying for American Psychological Association (APA) contingency accreditation as a new applicant program. As per the requirements of APA, students will be required to complete an annual evaluation (see Appendix B).

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.

In sum, our training model is designed to prepare professional psychologists who are well grounded in the science of psychology; work in academic, research, and applied settings; emphasize child and family services in an educational setting; and have a social justice and ecological orientation.

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:

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

As an extension of our philosophy, mission, and goals, graduates of the 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 Graduate Preparation of School Psychologists (NASP, 2010) and profession-wide competencies outlined by the Standards of Accreditation for Health Service Psychology (APA,
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:

- **Application of contemporary, scientifically-based knowledge of typical and atypical development within the core areas of cognition and learning, language and communication, motor and movement, social-emotional, and adaptive behavior.** *(Consumer)*
- **Family sensitive practice that acknowledges the impact of biological, social, cultural, ethnic, socioeconomic, and linguistic factors on the learning and development of students and families from diverse backgrounds.** *(Advocate)*
- **Collaborative problem-solving with school, family, and community professionals leading to practical applications of human learning and development theory and a full continuum of empirically valid prevention and intervention strategies to promote mental health, learning, and physical well-being for students in regular and special education.** *(Collaborator)*
- **Recursive data-based decision-making and goal-setting using a broad array of assessment approaches, the results of which are functionally linked to program interventions and services that result in measurable positive academic, social-emotional, and behavioral outcomes.** *(Interventionist)*
- **The ability to design, implement, and appraise a continuum of universal, targeted, and intensive individual, group, family, classroom, district, or community mental health agency interventions and educational services intended to create and maintain safe and supportive environments for learners of all abilities and with diverse needs.** *(Interventionist)*
- **Program development and evaluation that include, but are not limited to, progress monitoring, outcome accountability, and formative and summative evaluation of school, family, and community partnerships to enhance academic, social-emotional, and behavioral outcomes for students.** *(Collaborator)*
- **The ability to appraise and communicate empirical evidence and literature based on a thorough understanding of research design, measurement, and statistics.** *(Consumer)*
- **Ethical, legal, and socially responsible practice in the professional fields of School Psychology and Child and Family studies that reflects current knowledge of public policy, federal and state legislation and regulations, and a strong professional identity.** *(Advocate)*
- **Shared decision-making that utilizes information sources and technology to safeguard and enhance services and promote change at the individual, family, classroom, building, district, or community level.** *(Consumer)*
- **Advocacy that promotes wellness and ensures that prevention of learning, emotional, and behavior problems commands as much attention, effort, and resources as remediation.** *(Advocate)*

**Doctoral Program Objectives and Competencies**
The CFSP Ph.D. Program is focused in the area of School Psychology, with a primary emphasis in Child and Family services and a secondary emphasis in social justice within an ecological
lens. 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. Our SLOs aim to produce professionals who are competent in consultation, assessment, intervention, and scholarship/advocacy as they work on behalf of individuals, families, schools, and communities (see Figure 2). These competency areas are defined as follows:

- **Consultation:** able to collaborate in strengths-based, problem-solving, interdisciplinary teams with families, teachers, administrators, and other school and community personnel and to demonstrate appropriate interpersonal relations and professional dispositions and work characteristics;
- **Assessment:** able to demonstrate evidence-based and culturally competent decision-making regarding selection, administration, and interpretation of assessments;
- **Intervention:** 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;
- **Scholarship and Advocacy:** able to apply, translate, and expand upon scientifically-based pedagogy and professional practice; 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.

![Figure 2. CFSP Competencies](image)

As an extension of our philosophy, mission, and objectives, graduates of the CFSP Program must demonstrate proficiency in several competencies, which align with MCE mission and goals, and with standards of professional training as articulated in the Standards for Graduate Preparation of School Psychologists (NASP, 2010) and profession-wide competencies outlined by the Standards of Accreditation for Health Service Psychology (APA, 2017). These standards are aligned with the four above-mentioned objectives, which are used to evaluate student progress in the Program. See Appendix A for program-specific competencies and indicators (i.e., SLOs).
Doctoral Program Overview
Our Ph.D. curriculum and applied experiences are designed within the CoRE framework. Doctoral students in the Ph.D. program 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 the Ph.D. programs.

Advisors and Advising
Upon admission to the Program, students are assigned a faculty advisor who collaboratively directs all degree and curriculum decisions. All faculty hold weekly office hours; doctoral students are expected to meet with their faculty advisor minimally once each quarter to discuss progress in the program and career goals. All students are required to schedule an annual performance feedback advisement. 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.

Research Mentoring
CFSP faculty will mentor students in the area of research throughout their doctoral program. Faculty members will: (1) serve as role models by conducting research and presenting research findings in peer reviewed journals and at professional meetings; (2) involve students in their research projects via vertical research teams (VRTs); and (3) support student-initiated research projects through informal mentoring and/or independent study.

Developing a Coursework Plan
Required and recommended courses for the CFSP Ph.D. degrees are found listed on the CFSP Coursework Plans (see Appendices D and E). Doctoral 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 with the Academic Services Associate (ASA) and Canvas by the end of the first year. 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. 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 submitted with all changes and be attached to the original plan in the student’s file. When a student applies for graduation, the student’s transcript is checked against the coursework plan to ensure that the student has taken all the required courses listed on their plan. This is the only time that such a check is officially made by the University. Students are expected to keep their own copies of all documents throughout the duration of their study, and track their progress toward meeting all graduation requirements.

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 ongoing partnership with the Colorado Department of Education (CDE) to anticipate areas of increased need.

**General Information and Requirements**

**Admission Policy**

Although the general admissions requirements are listed in the DU Graduate Studies Policies and Procedures, the CFSP faculty members’ approach to doctoral admissions decisions are guided by applicants who demonstrate:

- Competence in foundational areas of school psychology and/or related areas including, but not limited to: 
  - commitment to working with children and families 
  - acumen for research and clinical practice, 
  - a keen multicultural and social justice orientation, and 
  - ethical and professional behavior.

- Reflective practices.

- A good fit with program’s goals, objectives, and competencies as well as the program’s values and philosophies.

- Complimentary research interests with program faculty.

The admission process is as follows:

- Applications submitted by the deadline are processed by the Morgridge Office of Admissions and those meeting minimum standards are given to program faculty.

- A subgroup of applicants is invited to an on-campus interview; in extenuating circumstances, video interviews can be made available.

- Applications are reviewed by program faculty.

- Faculty conduct interviews with invited applicants.

- Faculty meet after interviews to assess the applicants and make recommendations regarding whom should be offered admission.

- Applicants are notified by the Morgridge Office of Admissions of faculty decisions.

The CFSP program admits students of any racial, national, ethnic, and/or cultural identity; sexual orientation and/or identity; age; non-disqualifying dis/ability; and religion or creed to all the rights, privileges, programs, and activities generally accorded or made available to students at MCE and DU. We do not discriminate in administration of educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. The CFSP Program aims for 6-8 Ph.D. students per year.

To be considered a successful CFSP Ph.D. applicant, students must have a M.Ed./M.A. or Ed.S. degree in school psychology or a related field. Students must demonstrate completion of all requirements of the DU M.A. degree program or their equivalents prior to their doctoral studies. The faculty will evaluate students’ prior graduate work (e.g., syllabi, PRAXIS scores, artifacts) to determine if additional coursework, remedial coursework, or practicum experiences are required prior to, or concurrent with, beginning doctoral studies at DU.
Previous graduate curriculum may or may not count towards the Ph.D. licensure program. Upon faculty review, 45 credits from a related master’s degree may apply to the CFSP doctoral program prerequisites.

**Distributed Email List and Communication**

All students are automatically assigned a University e-mail address upon entry into the CFSP program which must then be forwarded to a preferred e-mail account. 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 e-mail regularly for critical information about scheduling, deadlines, conferences, field placements, and job opportunities, etc. Students are responsible for notifying the CFSP Department Chair of any changes in mailing address or other contact information within the first week of classes each quarter.

**Background Checks/Fingerprinting**

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

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

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

**Procedure for Submitting Fingerprints for the Background Check**

1. Complete the VECHS Waiver Agreement and Statement form found at the end of this handbook in Appendix C. Upload the completed form to the Canvas Advising Site.
2. Get fingerprinted at any police station. For Denver residents, please see the Denver Police Department website for more information on locations.
3. Please see sample fingerprint card in Appendix C and complete all fields as indicated. For the “Your No. OCA” box, please write in this code: CONCJ5768.
4. The fingerprint card will be returned to you, and you will need to mail the card to the Colorado Bureau of Investigation along with payment of $33.50 by money order only payable to Colorado Bureau of Investigation or CBI (NO personal checks). Mail to: CBI Identification Unit 690 Kipling Street, Suite 3000 Denver, CO 80215

In addition, each school and/or district has their own requirements for finger printing and students must comply with those requirements as well.

Professional Membership
Students are required to join one national and preferably one state professional organization during their graduate career. They are also encouraged to attend annually at least one regional or national conference related to their professional career. A list of professional organizations at the national level include the National Association of School Psychology (NASP), the American Psychological Association (APA), the American Educational Research 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). Additional requirements for doctoral students are outlined in the “Residency Requirements” section.

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.

Workers’ Compensation Procedures
Students may be covered under the Workers’ Compensation statute if injured on the job performing an essential duty of the job during the course of their fieldwork. The University of Denver - Enterprise Risk Management office manages the University’s Workers’ Compensation Program. If injured in the scope of conducting essential duties related to an internship, the student should seek medical treatment according to state and federal guidelines.

Steps to start your Workers Compensation Claim (see also www.du.edu/risk/)
1. Seek treatment immediately if you have a serious or life-threatening injury
2. You and your supervisor should complete and return to Risk Management as soon as possible:
   a. Employee First Report of Injury (Intern)
      http://www.du.edu/risk/media/documents/employeeinjury.pdf
   b. Supervisor’s Report
   c. A signed copy of the Provider Letter (Intern)
3. Send the forms to Enterprise Risk Management  
   a. Email: risk@du.edu  
   b. Fax: 303-871-4455  
4. Call Enterprise Risk Management at 303-871-3810  
5. For non-life threatening emergency medical treatment in the Denver Metro area, please select one of the following clinics for medical care. Hours are 8 am to 5 pm Monday through Friday.

<table>
<thead>
<tr>
<th>Health One</th>
<th>Health One</th>
<th>Concentra Medical Centers</th>
<th>Centura Centers for Occupational Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td>125 E. Hampden</td>
<td>120 Bryant St.</td>
<td>1212 S. Broadway, Suite 150</td>
<td>20 W. Dry Creek Circle, Ste. 300</td>
</tr>
<tr>
<td>Englewood, CO</td>
<td>Denver, CO 80219</td>
<td>Denver, CO 80210</td>
<td>Littleton, CO 80120</td>
</tr>
<tr>
<td>80113 303-788-9292</td>
<td>303-936-9700</td>
<td>303-777-2777</td>
<td>303-269-2900</td>
</tr>
</tbody>
</table>

If a student’s internship is outside of the Denver Metro Area, they should seek treatment immediately at the local emergency room or healthcare facility, when possible please use Concentra or HealthOne as they provide better continuity of care, followed by contact to Risk Management for further assistance within 24 hours. Students may not transport injured parties unless on-scene EMT’s have provided their OK. For more information, see the Workers’ Compensation Procedure at [http://www.du.edu/risk/wc/index.html](http://www.du.edu/risk/wc/index.html)

**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. Personal difficulties may not be used as an excuse for unethical or irresponsible behavior. Concerns can exist due to any or all of the following behaviors:

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

Program policy is that when such situations exist, the student and faculty should objectively examine the situation and determine whether it is appropriate to take a leave of absence until the educational experience can be given appropriate attention. In such instances, the student’s advisor will consult with relevant faculty and the Department Chair, and will then meet with the student to clarify and evaluate options. If the student so chooses, a Leave of Absence form will be completed prior to taking a leave. If the student opts to remain active in the program, the student will be placed on probation and the Program faculty will create a remediation plan to clarify expectations and student responsibilities.
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 the request at least two weeks in advance of any deadline. A student should provide an updated vita, description of the requested position or award, and should complete all required information on any forms so that the faculty member need only add 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 email addresses where each letter should be sent. Faculty members generally do not supply students with copies of recommendation letters.

Grievance Policy
If a student has a grievance involving another student, a faculty member, or a program review decision, it is preferable for the student to work it out with that person. Students' advisors may act in a consultative role in this process. If student cannot work out the grievance directly with the faculty member or student, the student may direct the concern to their Faculty Advisor personally or in writing. If the grievance involves the Faculty Advisor, the student may direct their concern to the Department Chair. If the grievance is not solved to the student's satisfaction, the student may seek resolution of complaints or grievances through the Department Chair, then the Associate Dean, and finally the Academic Grievance Procedure during their enrollment at DU. Explicit information about the grievance policy can be found in the Graduate School Bulletin: http://www.du.edu/registrar/programs/bulletin.html.

CFSP Doctoral Degree Requirements
Minimum Requirements
All Ph.D. candidates must complete the following requirements:
  (a) field-specific coursework
  (b) comprehensive exams
  (c) doctoral residency requirements
  (d) a dissertation study
  (e) a supervised minimum 2000-hour advanced full-time pre-doctoral internship (required for Licensure students and optional for Pathways students). Students must complete all other coursework, pass doctoral comprehensives, and successfully propose their dissertation study prior to starting internship.

The recommended course sequence for Ph.D. students varies depending on prior coursework and identified interests.

Licensure Ph.D. – Post M.A./M.Ed.
The post-Master’s CFSP Licensure Ph.D. program takes 4 to 6 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 online coursework sequence for Ed.S. degree). In addition, students take advanced classes in assessment, clinical practice, supervision, and research methods that lead to a major area of study in the field of school psychology with an emphasis in child and family services and social justice. The post-Master’s Ph.D. School
Psychology degree requires a minimum of 135 credits. Students with a Master’s degree are allowed to transfer in 45 credits toward the degree. However, they must also demonstrate competency in all areas addressed in the CFSP Master’s degree, as well as completing a minimum of 90 credits during their doctoral program. See Appendix D for the program requirements and suggested course sequence map.

Pathways Ph.D. – Post Ed.S.
The post Specialist CFSP Pathways Ph.D. program takes 3 to 5 years to complete. It is intended for Ed.S. professionals who wish to 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. Applicants must provide PRAXIS scores; if asked, they must also supply previous coursework syllabi to ensure they have met the CFSP Ed.S. competencies; as well as complete a minimum of 55 credits during their doctoral program. See Appendix E for the program requirements and suggested course sequence map.

Course Attendance
100% attendance in all classes is expected. In a traditional 10-week quarter, students may miss up to one class session. A second missed class will result in reducing the final grade by a full-letter grade. Each additional class missed will result in an additional grade-letter deduction. Every third tardy (per course) will count as an absence. Please refer to syllabus for policies regarding participation points. Attendance policies in condensed or hybrid-format courses may differ. Please consult the course syllabus.

In the event that it is necessary to miss a class, students must contact the instructor at least three days prior to the class session. In the case of an emergency in which prior notification is impossible, students should contact the instructor within 24 hours of the class meeting time. It is the student’s responsibility to contact the instructor about missed course content.

We ask that students consider missing classes carefully, as this policy will apply regardless of the reason for absence.

Residency Requirement
The purpose of the doctoral residency requirement is to provide students with a set of extended research experiences beyond those offered by formal coursework. All doctoral students, Pathways and Licensure, must complete these requirements. During this time, students will spend considerable time involved in activities related to 4 category areas:
1. Research
   • Work with faculty members on research projects.
   • Take research-specific coursework.
2. Scholarship
   • Complete a pre-dissertation project – the purpose of the project is to provide the student with a substantive research experience prior to the dissertation. The project should result in a scholarly product; examples include publications (e.g., journal article, a white paper, a practitioner article, a technical report) or
presentations (e.g., development and delivery of seminars, workshops, or mini-skills at a conference, congress, convention, symposium, or colloquium). Although the student will take the principal role in the project, the student and research advisor will determine the authorship of any publications or presentations connected to the project. A prior thesis, project, or publication cannot be counted as the pre-dissertation project. An extension of such a project may be acceptable if approved by the research advisor.

3. Service and Collegiality
   - Actively participate in the CFSP Student Board (CFSPSB).
   - Engage in guest lectures or teaching in higher education teaching.

4. Professional development in the field of school psychology:
   - Attend a minimum of one (1) dissertation defense scheduled within CFSP.
   - Attend a minimum of one (1) lecture, colloquium and/or symposium offered in MCE.
   - Attend a minimum of one (1) professional conference (e.g., CSSP, NASP, APA, AERA, ISPA).

A minimum of 32 hours over four consecutive quarters is necessary to fulfill the doctoral residency requirements. During this time, full-time students must restrict any outside employment to no greater than 20 hours per week. It is highly recommended that students complete their residency requirements within the first three years following admission into the doctoral program. Residency must be completed before substantive work can begin on the dissertation. See Appendix F for the Doctoral Residency Form.

**Comprehensive Examinations**
Students must complete a professional certification exam and a doctoral-level comprehensive exam. The two exams are to demonstrate professional competency in the overarching field of school psychology.

**Praxis II (Licensure Only)**
Students in CFSP Ph.D. Program must take and pass a national professional certification exam as evidence of their comprehensive knowledge of school psychology, and in order to receive most state’s licensure to practice as a school psychologist. This exam is offered through Educational Testing Services (ETS) and is endorsed by NASP [https://www.nasponline.org/standards-and-certification/national-certification/ncsp-eligibility](https://www.nasponline.org/standards-and-certification/national-certification/ncsp-eligibility). The Praxis II/NASP exam is usually taken near the end of the first year of the Ph.D. program. All students must meet or exceed the passing score required in Colorado. Students must submit official PRAXIS exam scores (total and subscores) to CFSP prior to being able to register for Doctoral Comprehensive Exams.

**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 or Pathway track. A comprehensive exam MUST be satisfactorily completed before a dissertation proposal can be defended.
The comprehensive examination consists of five days of written examination and is offered twice each year. The examination contains two questions designed to provide students with an opportunity to demonstrate their expertise and integration of knowledge across the school psychology program content areas. These areas include: (a) Consultation; (b) Assessment; (c) Intervention; and, (d) Scholarship and Advocacy.

Student responses to each question should be no less than 15 pages and no more than 30 pages (i.e., 30-60 pages for the entire comprehensive exam), excluding references, figures, and tables. Responses should be (a) completed in Microsoft Word, (b) typed in 12pt. Times Roman, (c) double-spaced, (d) formatted with 1 inch margins, and (e) follow APA formatting guidelines.

Faculty reviewers refer to several specific criteria to evaluate exam answers. These scoring criteria are outlined in the CFSP PhD Comprehensive scoring rubric in Appendix G. Students are expected to cite sources and to include a list of references with their responses. Although faculty members are primarily interested in the content of the responses, students should edit work to limit errors in spelling, grammar, or APA Style. Please remember that poorly written responses are more difficult to read and score; excessive errors could result in failure on the comprehensive exam.

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. For a Conditional Pass, 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 receipt of feedback on the Conditional Pass. Two faculty members re-read the revision and rate it as either pass or fail. Students who do not pass this revision must reschedule to retake the entire exam at the next available date. 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.

The examination should be scheduled soon after the completion of the residency requirements and successful passing of the PRAXIS exam. It is highly recommended that doctoral students participate in study groups well in advance of the exam date to prepare for the examination. During the exam, students are expected to independently complete written responses; they should not collaborate or discuss their responses with others. However, the use of notes, books, and other resources to complete responses are permitted. Students should upload written responses to Canvas by the assigned deadline.

**Doctoral Dissertation**
All CFSP doctoral students must complete a dissertation that represents a unique body of work that will add to the professional literature.
Dissertation Credits
Dissertation credits are reserved for work on the dissertation, which generally occurs after successful completion of the required comprehensive examination. In some cases, a student may register for dissertation credits earlier if: (a) 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 (b) 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 prior to successfully proposing the dissertation. The dissertation credit form can be obtained from the Registrar’s website: http://www.du.edu/registrar/. 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 they successfully complete and defend their dissertation and graduate as per the MCE Continuous Enrollment Policy: http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/ If students are receiving financial aid while working on their dissertation and/or they wish to defer any potential loan repayments, they must also register for the DU Graduate Studies Continuous Enrollment (CENR 5600) EACH academic quarter until they successfully defend and complete dissertation.

Dissertation Policies and Guidelines
Research is discovery to be shared, and the MCE guidelines are intended to help students display their research results in a consistent and professional manner. As researcher and author, the graduate student has full responsibility for the form and content of the dissertation. The dissertation chair and the members of the committee are a panel of advisors to oversee the substance, direction, and writing of the research, in addition to providing guidance for the format of the document.

The key to successfully writing a dissertation in a timely manner is the student’s effort and subsequent collaboration with their major advisor (i.e., dissertation committee chair) with whom they will work closely on all aspects of the project. Please note from the onset that there is considerable variation in the form and shape of doctoral dissertations and completed proposals (see Dissertation Options). The student should discuss these expectations prior to choosing a dissertation committee.

Selecting a Topic
The first step in the dissertation process is to choose a topic, something students do in concert with their chair. This topic should offer a novel or innovative perspective on a pressing issue in the field of school psychology. During these conversations, students should discuss the two dissertation options (Traditional versus Manuscript) with their chair to determine which best aligns with their needs.

Choosing a Committee
While working on the proposal, students and their chair should select two additional faculty members to serve on the dissertation committee. DU dissertation committee guidelines provide
additional requirements: https://www.du.edu/media/documents/graduates/doctoraldefenseinstructions.pdf. When all members have been selected, students will complete the dissertation committee form. Committee members should be interested in the topic and have done related work and have expertise in the methodology. Students should meet with individual faculty members to discuss the topic; if it is a good fit, the faculty should be invited to join the committee. At this time, students may want to give the committee a general idea of what quarter and year they hope to propose and defend their dissertation.

**Preparing a Proposal**
Students submit their proposal draft to their chair for feedback. The composition and length of this draft will vary depending on the dissertation option selected (See Dissertation Options). Students will continue to resubmit their proposal multiple times to their dissertation chair and revise until it is approved for dissemination to their dissertation committee. Students will disseminate their final proposal draft to their committee along with meeting date, time, and location. Committee members may be solicited for email or in-person consultations; however, students and their chair are responsible for reviewing and revising the proposal sections.

**Scheduling an Oral Defense (Proposal or Dissertation)**
Scheduling the oral defense (proposal or dissertation) can be a challenge. Students should keep in mind that they MUST allow all committee members no less than 14 days to review the draft. Oral defenses must be scheduled BEFORE week 10 of any quarter.

Upon approval from their chair, students will select a date for their defense that accommodates their chair and all committee members. Students are responsible for reserving a room in Katherine Ruffatto Hall that can accommodate at least 10 people. They must also complete the oral defense announcement form (Appendix H). This must be signed and emailed out to the department and all program listservs no less than 14 days before the oral defense. The student is responsible for completing the form and submitting it to the Academic Services Associate (ASA) for distribution.

When the Proposal Defense is scheduled, students should select a peer scribe. This individual will take notes (e.g., committee comments, questions, feedback) throughout the Proposal Defense so the student may remain engaged in scholarly dialog with their committee members.

**Proposal Defense**
The Proposal Defense is attended by the student, the committee, and interested faculty and students.

The Proposal Defense usually lasts between 60 and 90 minutes in total. The chair will begin the defense by introducing the committee members and asking the student to present their proposal. The proposal presentation (See Dissertation Options for specific guidelines) typically lasts a maximum of 30 minutes. This time limit is important — students must assume their committee has read the proposal and present as they would for an academic audience, concisely and clearly.
Following the presentation, the chair will invite the committee to ask questions and make comments about the proposal. The scribe should be noting the questions, comments, feedback, and responses during this stage. When the committee has completed its questioning, the student and all observers will be asked to step out of the room while the committee deliberates on the acceptability of the proposal. The student will then be invited back into the room, so the chair can summarize the proceedings and inform them of the result of committee decision.

There are four possible outcomes of the Proposal Defense: (a) proceed as per the proposal with no alteration; (b) make relatively minor revisions in what has been proposed, with the student and chair meeting to discuss the changes; (c) make relatively major revisions to the proposal, which must be resubmitted to the chair and, subsequently, the committee for approval; or, (d) revise the proposal and hold another Proposal Defense meeting.


**No later than 30 days after approval**, students will complete the Thesis/Dissertation Oral Defense Committee Recommendation Form and submit to the Office of Graduate Studies. The form can be found at: [http://www.du.edu/media/documents/graduates/committee.pdf](http://www.du.edu/media/documents/graduates/committee.pdf). The student is responsible for completing the form and submitting it to the ASA for submission.

**Conducting the Research**

Once students have successfully passed the Proposal Defense, and it has been fully approved to proceed by the committee, they can carry out their research plan. If the dissertation research includes human subjects, students must first undergo the Institutional Review Board (IRB) process. Information on that process can be found on the Office of Research and Sponsored Programs page or the DU IRB Portfolio page: [http://portfolio.du.edu/IRB](http://portfolio.du.edu/IRB). The chair must be listed on the IRB and given access to all materials and forms; they must approve these documents before IRB submission. Students cannot submit an IRB application until they have successfully defended their proposal.

Once students begin collecting data they must remain in close communication with their chair. They also may consult with other committee members that they and their chair deem desirable. Please note: Any major changes to the methods or analyses originally approved by the committee must be approved by all committee members. Such changes might involve a reduction in the number of subjects, the use of a new/alternative measure, a procedural change, a shift from a randomized to a quasi-randomized design, etc.

**Preparing the Dissertation**

Once data has been collected and analyzed, students will submit their dissertation draft to their chair for feedback. The composition and length of this draft will vary depending on the dissertation option selected (See Dissertation Options). Students will continue to resubmit their proposal multiple times and revise until their dissertation chair approves it for dissemination to the dissertation committee members.
Committee members may be solicited for email or in-person consultations; however, students and their chair are responsible for reviewing and revising the final dissertation sections. When the chair is satisfied with the final document, students will disseminate it to each of their committee members for a final review. Please keep in mind that students MUST allow all committee members no less than 14 days to review the draft.

At least two weeks prior to the date of the defense, run the document through Turnitin and write a one-page response on the results. The results will be submitted with the final draft of the dissertation and reviewed by the committee. Guidance about next steps will be provided as needed based on the similarity score. Please be advised that repeated submissions in Turnitin will result in inflated similarity scores; settings must be adjusted accordingly to prevent this issue. Reference MCE guidelines for more details: http://morgridge.du.edu/wp-content/uploads/2014/09/Dissertation-Plagiarism-Policy.pdf.

**Dissertation Defense**

When the chair has given the student approval, only then is the final Dissertation Defense scheduled. Students must complete the scheduling form **four weeks prior to the date of defense**: http://morgridge.du.edu/wp-content/uploads/2013/09/oralexam.pdf.

Remember, in order to graduate, students must satisfactorily complete the defense three weeks prior to the end of the term in which their degree is to be awarded. Please see Scheduling an Oral Defense for additional guidelines.

The final Dissertation Defense is attended by the committee, interested faculty and students, and anyone else the student cares to invite (including community, friends, and family members).

The defense usually lasts between 60 and 90 minutes in total and follows a similar format as the proposal defense. The Dissertation Defense presentation focuses on the entire scope of the study and includes results and implications; this should take no more than 45 minutes. Aim for parsimony and brevity. As with the Proposal Defense, the scribe should be prepared to take notes during the feedback and response portion of the Dissertation Defense. When all discussion is completed, all but the committee will be asked to leave the room while they deliberate.

Four outcomes are possible: (a) proceed as per the submitted dissertation with no alteration; (b) make relatively minor revisions and submit to the chair for review and dissemination; (c) make relatively major revisions requiring revisions of certain aspects of the dissertation which must be resubmitted to the chair and committee who must approve them; or (d) the committee will require a revision of the dissertation and another Dissertation Defense meeting.

**No later than 30 days after approval**, complete the Thesis/Dissertation Oral Defense Committee Recommendation Form and submit to the Office of Graduate Studies. The form can be found at: http://www.du.edu/media/documents/graduates/committee.pdf. The student is responsible for completing the form and submitting it to the ASA for submission.
Final Written Dissertation
Feedback from the committee members and final edits must be made in consultation with the chair. For more detailed information on what it should look, refer to the MCE Thesis and Dissertation Formatting Guidelines: http://www.du.edu/media/documents/graduates/formatting.pdf

Once all edits have been made and approved by the chair, the student must submit the dissertation for DU online publication: http://www.du.edu/media/documents/graduates/etd.pdf. As a reminder, written tense should be appropriate to the situation—since the dissertation is a report of work done, it will usually be in the past tense.

Scheduling and Time Management
The most frequent problem encountered in the process of completing a dissertation is poor planning and time management. Appendix I provides an overview of the dissertation general guidelines to assist with time management and scheduling.

In general, students should complete the Proposal Defense in Week 8 (or earlier) of the Spring Quarter prior to pre-doctoral internship application deadlines. Many pre-doctoral internship sites will require a completed proposal for criteria for an application submission.

It is recommended that students schedule the Dissertation Defense for Week 1 (or earlier) of the Fall Quarter of their pre-doctoral internship year. The goal is to complete the dissertation process prior to pre-doctoral internship.

No defenses can be scheduled beyond week 8 of any given quarter.

Dissertation Options
A dissertation may take one of several formats. Provisionally, two formats are explained in greater detail below: Traditional Dissertation and Manuscript Dissertation. Alternative formats may be proposed by the student and approved by the committee, assuming the format meets university guidelines. Please meet with the dissertation chair BEFORE beginning any work on the dissertation to determine which format will be proposed.

DISSERTATION FORMAT OPTION 1: Traditional Dissertation
The traditional format has five chapters. The Ph.D. candidate, with the approval of the doctoral committee, will agree upon a dissertation topic and develop a proposal consisting of three chapters: Introduction/Statement of the Problem, Review of the Literature, and Methods. The remaining chapters (Results and Discussion/Conclusion) and any revisions to the first three chapters will be completed before the defense of the doctoral dissertation.

Abstract
The abstract is a brief descriptive summary of the dissertation/thesis. It should include a definitive statement of the problem, a brief description of the research method and design, major findings and their significance, and conclusions
Chapter 1. Introduction and Statement of the Problem
The Introduction should describe the nature and purpose of the study and explain the significance of and justification for conducting the study. This chapter should also present the theory in which the work is grounded and the specific aims and hypotheses to be addressed by the dissertation project, clearly relating these to relevant lines of current literature and historical work directly related to the proposed topic of study. The chapter should end with clearly defined concepts and terms, supported by relevant citations, that will be used throughout the remainder of the dissertation.

Chapter 2. Review of the Literature
Literature reviews should be comprehensive in nature and targeted in the topics. This chapter presents a critical analysis of prior scholarship related to the central questions of the dissertation. Although the degree of completion of the literature review at the proposal stage is a matter of deliberation with the committee, in most cases it is important that the literature review in a proposal:
1. Demonstrates a thorough understanding of the subject of the dissertation, through review and analysis of previous research;
2. Identifies chief researchers and documents in the community of scholars to which the dissertation is meant to contribute;
3. Identifies areas of consensus, dispute, and lack of knowledge in the scholarship of the field and evaluates the nature and quality of support for various contentions;
4. Draws new insights or new questions from the literature to offer a conceptual or theoretical framework in which the dissertation should be understood;
5. Examines and weighs previous and potential methods for investigating the hypotheses or research questions to be addressed in the dissertation; and
6. Prepares the reader to appreciate how the dissertation will contribute significant new understanding to this framework.

Chapter 3. Methods
This chapter is typically divided into labeled subsections. Subsections might include (but are not limited to):
1. Study population: (Subjects and setting): The characteristics of participants of the study, how they were selected, and the setting of the study should be presented in detail.
2. Instrumentation: Any measures, tools or instruments that might be important for readers to understand (such as, assessment instruments, surveys, interview formats, observation protocols, and data collection devices), should be described in detail and supplied in appendices. If subjects interacted with special equipment or software, or other materials, a detailed description is essential. All measures to be used or proposed need to be described fully and included as appendices.
3. Data collection procedures: The readers should be given a thorough description of all the steps involved in data collection. Timelines are helpful, either in outline or graphic representation. Efforts to protect the reliability of findings and the validity of inferences should be detailed.
4. Data analyses: Regardless of the data collection method used, an analytic strategy must be applied to make sense of the observations. Chapter 3 should describe the analytic
strategies employed and a rationale for their use. To the degree that readers may be unfamiliar with the strategy, greater detail may be needed.

For Quantitative studies, methods should address:

a. Methods of “data cleaning”, refinement, any test of assumptions
b. Completeness of data, how missing/incomplete data was handled
c. Categorization schemes, how they were developed, inter-rater reliability;
d. Checks on psychometric properties of instruments – reliability, validity
e. Tables of raw data, summary data, or any data transformations performed
f. Description of statistical tests to be used for all analyses

For Qualitative studies, methods should address:

a. **Credibility**: Credibility evaluates whether or not the representation of data fits the views of the participants studied, whether the findings hold true. Evaluation techniques include: having outside auditors or participants validate findings (member checks), peer debriefing, attention to negative cases, independent analysis of data by more than one researcher, verbatim quotes, persistent observation etc.

b. **Transferability**: Transferability evaluates whether research findings are transferable to other specific settings. Evaluation techniques include: providing details of the study participants to enable readers to evaluate for which target groups the study provides valuable information, providing contextual background information, demographics, the provision of thick description about both the sending and the receiving context etc.

c. **Dependability**: Dependability evaluates whether the process of research is logical, traceable and clearly documented, particularly on the methods chosen and the decisions made by the researchers. Evaluation techniques include: peer review, debriefing, audit trails, triangulation in the context of the use of different methodological approaches to look at the topic of research, reflexivity to keep a self-critical account of the research process, calculation of inter-rater agreements etc.

d. **Confirmability**: Confirmability evaluates the extent to which findings are qualitatively confirmable through the analysis being grounded in the data and through examination of the audit trail. Evaluation techniques include: assessing the effects of the researcher during all steps of the research process, reflexivity (biases and attitudes), providing background information on the researcher’s background, education, perspective, school of thought etc.

The chair and methodologist should confirm the content and structure of this section.

Chapter 4. Results
The fourth chapter summarizes and analyzes the study data with only minimal interpretation. This chapter should bring readers as close as reasonable to the original data and experiences of the study. This involvement with the data gives the reader some chance to form his or her own inferences and match them against conclusions in Chapter 5. It should begin with a brief review of the purpose of the study and the research method employed.
The presentation in Chapter 4 should closely follow the guiding questions or hypotheses articulated earlier in the dissertation. The results should be presented first in their simplest form (such as simple narrative descriptions, simple counts of frequency, and descriptive statistics), and later in more complex forms (2x2 or RxK, Chi-square, correlational analyses, factor analyses, simple and complex regressions or other statistical modeling, including confounders and effect-modifiers identified in the stratified analyses, or other inferential statistics; qualitative theme analysis). A description might be included here of the tests used for any of the analyses if these were not described in the methods chapter. But in any event, all data, analyses, and associated tables must be included here for all outcomes associated with the research questions posed in the study.

Note: Generally, interpretation of findings is reserved for Chapter 5, but if the study is complex, it may become tedious for readers to review page after page of un-interpreted results. Sometimes it is useful to highlight the most important findings with simple conclusions drawn from each set of analyses. In other cases, it may be fruitful to present a final summary of the key findings with simple conclusions drawn without any interpretations. These conclusions should foreshadow what will be included and further interpreted within Chapter 5.

Chapter 5: Discussion, Conclusions, and Recommendations
Chapter 5 is, perhaps, the most crucial chapter because it presents the contribution to the research literature and some cursory readers will attend to this chapter only. Therefore, it is typical to give a brief summary of essential points made in the Results (Chapter 4) and to interpret these results in light of the studies already conducted and reviewed in Chapter 2 (Review of the Literature). Findings should be critically appraised in regard to others’ findings, and the reader should understand how the dissertation contributes uniquely to the understanding of the problem in light of extant literature and to the discipline. As a reminder, is important to add any new research on the topic that has come out or that was found to further support an expected or unexpected finding since the Oral Proposal Defense to the literature review (Ch. 2).

The remainder of this chapter teases out the implications of the study's findings. These implications can be grouped into: theory or generalization, educational practice, and future research. Theoretical implications involve interpretation of the dissertation findings in terms of the questions and hypotheses that guided the study. It is essential to evaluate the strengths and weaknesses of the work, including the degree to which conclusions are credible given the methods used and the data collected. Practice implications should delineate applications of new insights derived from the dissertation to solve real and significant educational issues. Two kinds of implications for future research are possible: one based on the study’s actual findings and the other based on its limitations. Generally, future research could look at different settings, interventions with new protocols or dependent measures, or new theoretical issues that may have emerged from the study. It is appropriate to suggest which of these possibilities are likely to be most fruitful.

The last words should give the "take home message," the enduring ideas or conclusions. This should be presented in the simplest possible form, being sure to preserve the conditional nature of the insights.
RECOMMENDED NEXT STEPS: After completion of the dissertation, it is suggested that students complete draft of a manuscript that will be ready to submit as a journal article. The draft would require a substantial revision and reduction of the chapters to fit within a typical journal length article (i.e., between 25-35 pages). However, the final length and format of the manuscript would be guided by the selected journal criteria. The candidate should first identify and select a peer-reviewed journal that might be appropriate for this work in consultation with their dissertation chair and committee members. The preparation of the manuscript would then be guided by the criteria of the selected journal where the manuscript would be submitted for publication. Typically, a manuscript to be submitted for publication will require an introduction to the study and the research questions investigated. The introduction would be significantly shortened to specifically address the significance and relevance of this work and to frame how this study improves upon or expands upon prior work in the field. The remaining sections of the manuscript typically require a concise and complete summary of the methodology, the results and analyses, and a discussion of the findings. The discussion section in most articles include a very complete but concise summary of the major findings as well as interpretations for how these results do or do not correspond to prior and current work in this area. Thus, a full discussion should include the key findings associated with the research questions or hypotheses and interpretations and implications of the findings. The manuscript would also require associated tables, appendices, and references.

DISSERTATION FORMAT OPTION 2: Manuscript Dissertation

The second dissertation option is the manuscript format, which has two sections. This manuscript option, while truncated, requires equal rigor as the traditional option. Choosing this option means students must demonstrate the same competencies as the traditional option but in an alternate format. The manuscript option also requires the student’s committee to approve the refereed journals that will be targeted for submission.

This version of the dissertation is formatted as two manuscripts instead of chapters. The Ph.D. candidate, with the approval of the doctoral committee, will agree upon a dissertation subject and develop two unique, but related, manuscripts. After careful consideration candidates will select two peer-reviewed journals where they will plan to submit each manuscript for publication. Journals to which the manuscripts are being submitted must be approved by the dissertation committee. Serving as an “editorial board” for the student, the committee will help select journals that will challenge the student and offer a reasonable chance of publication success. The faculty prefer that manuscript 1 be submitted to a peer-reviewed journal by the Dissertation Defense, and the other one submitted to a peer-reviewed journal by the time the student graduate.

The manuscripts should form a body of work that supports the student’s area of expertise. Thus, the completed dissertation in this option must include the following:

1. **Title and Abstract** covering the entire scope of the dissertation (encompassing both manuscripts). This must span the topic, methodology, and findings from both studies. The title and the abstract are key elements that inform the reader of the contents of the manuscript and, as a rule, are the parts of the manuscript that gain the widest exposure. Exercise thought and creativity in selecting a title that will capture
the reader’s attention and writing an abstract that clearly informs the reader of the contents within.

2. **Introduction** to the topic of study that provides a *brief* reasoning for the two studies and justification for their cohesion. This should provide a framework for the two manuscripts (e.g., overarching theme, the theory in which the works are grounded) and situate the student’s area of specialization. It should include an overview of each manuscript’s specific aims/hypotheses and how the two manuscripts form a body of work that supports the student’s area of expertise. The connecting theme should be discussed. Introduction should describe the nature and purpose of the study and explain the significance of and justification for conducting the study. This chapter should also present and the specific aims and hypotheses to be addressed by the dissertation project, clearly relating these to relevant lines of current literature and historical work directly related to the proposed topic of study. The introduction might include clearly defined concepts and terms, supported by relevant citations, that will be used throughout both manuscripts.

3. **Manuscript 1** is conceptual in nature (no data collected), and produces an innovative meta-analysis, systematic literature review, theoretical framework, conceptual model, call to action, or best practices in the field. The manuscript should:
   a. Engage the reader in the problem of interest and provide a context for the study at hand. There should be a clear rationale for why the problem deserves (new) focus.
   b. Place the study in the context of current knowledge and prior theoretical and empirical work. It should (a) establish current knowledge of the field; (b) summarize previous research, providing the wider context and background and the importance of the current study; (c) set the stage for the present area of scholarship.
   c. Present the original, promising, and innovative practice, theory, or program that addresses the needs of children and youth. The purpose, or need, for the innovation should be stated.
   d. Illustrate how the innovation furthers and improves upon current school psychology practices.
   e. Convey information of use in applied school settings, related-educational systems, or community locations where school psychologists might work.

4. **Manuscript 2** must report on extant data sets or original data that are analyzed by the student. The organization of manuscript 2 must include significance to the field of study, questions being investigated, methodology, results and analysis of the investigation, and a discussion of the implications of the research.

5. **Conclusion** to the topic of study. This should provide a *brief* overview of the outcomes across the entire dissertation. The conclusion must summarize findings across studies, overarching implications for research and practice, and future considerations (recommendations) for the topic at hand.

While page limits and manuscript formats are dictated by the selected journal, appendices, tables, charts, and figures should be used to provide additional details regarding methodology, analyses, results, and expansion of information from the literature review. While these
appendices, tables, charts, and figures may not appear in the final submitted manuscripts, they should be part of the submitted dissertation to demonstrate the depth of study details.

As both manuscripts are connected to the student’s expertise, there should be a connecting theme or themes of the dissertation without overlapping heavily with the contents of either manuscript. Whether the extent of any overlap is excessive will be determined by the student’s dissertation committee. A certain amount of overlap is acceptable. For example, portions of manuscript 1 may need to be cited in the literature review for manuscript 2 because it delineates the historical background of the study’s focal topic. However, redundancy must be reduced. As a reminder, self-plagiarism - reusing one’s own previously written work or data in a ‘new’ written product without letting the reader know that this material has appeared elsewhere - is prohibited.

For the manuscript dissertation, each proposed manuscript must follow specific journal guidelines, and will include an introduction and statement of the problem, literature review, and methods. Each manuscript must also have its own abstract and reference list. A style manual for the journal, a copy of the journal being used, or an off-print of an article from the journal (the article must include examples of all pertinent style components) must be submitted with the dissertation. It is also recommended that a copy of the journal’s instructions for authors be available to each committee member. If a manuscript has been published or accepted for publication, permission to reprint must be obtained from the journal holding the copyright (see Appendix J).

Students are considered first author on all articles produced from this dissertation. As first authors, students are responsible for development and articulation of a concept or idea for research, development of a proposal to pursue this idea, development of a research design, conducting research and analysis, interpreting results, and writing the manuscript. Committee members may comprise the rest of the authorship. Students should discuss authorship inclusion and order with their advisor prior to publication submission.

Defense Summary

Proposal Defense:

- A completed proposal document that adheres to formatting guidelines must be sent to the committee at least 14 days prior to the defense for review:
  - Title page
  - Abstract
  - Table of Contents
  - List of Tables
  - List of Figures
  - List of Abbreviations
  - A completed draft of manuscript 1.
  - A partial draft of manuscript 2 (Introduction, Review of the Literature, Significance of Study and Specific Aims, Methodology); the Traditional Option: Chapter 3 provides typical methodology formatting (e.g., plans for study population, data collection, and statistical analysis) found in journals and may be referenced for manuscript 2.
Both manuscripts must have a reference list, appendices, tables, charts, and figures expanding on the manuscript content (e.g., Chapter 1 – theoretical frameworks for proposed conceptual model, Chapter 2 – methodology, specifically analysis of data procedures), as needed.

Visual presentation of the above information.

**Dissertation Defense:**

- A completed proposal document that adheres to formatting guidelines must be sent to the committee **at least 14 days prior** to the defense for review:
  - Title page
  - Abstract
  - Acknowledgements
  - Table of Contents
  - List of Tables
  - List of Figures
  - List of Abbreviations
  - Introduction
  - Completed manuscript 1
  - Completed manuscript 2
  - Conclusion
  - Both manuscripts must have a reference list, appendices, tables, charts, and figures expanding on the manuscript content

A visual presentation of the above information:

- Section 1: Introduction to the topic of study (i.e., student’s area of interest):
  - Framework for the two manuscripts (e.g., overarching theme, student’s area of expertise)
  - Overview of each manuscript’s specific aims/hypotheses, methods
  - Rationale for each journal selection
- Section 2: **Brief** Review of completed manuscript 1:
  - All components required by the specific journal guidelines
  - Questions and hypotheses that guided the study
  - Theoretical implications involved in interpretation of each manuscript findings,
  - practical implications and new insights derived from the manuscripts to solve real and significant educational issues
  - Implications for future research based on the study’s findings and limitations. Generally, future research could look at different settings, interventions with new protocols or dependent measures, or new theoretical issues that emerge from the study. It is appropriate to suggest which of these possibilities are likely to be most fruitful.
  - A "take home message," the enduring ideas or conclusions that readers need to keep in mind. This should be presented in the simplest possible form, being sure to preserve the conditional nature of the insights.
- Section 3: **Comprehensive** Review of completed manuscript 2
  - See criteria for Section 2
Section 4: Conclusion (final implications for research and practice, and recommendation for the overarching area of study).

As a reminder, 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 (see Appendix K) with their dissertation advisor.

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

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

Field Experiences
Integrated and well-supervised field experiences are an integral part of the training of future school psychologists. 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 within the CoRE framework and overseen by the Director of Clinical Training (DCT).

All Ph.D. licensure students complete a 2000-hour pre-doctoral 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.

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

**Requirements for Field Experiences and Placements**

In order to participate in any field experiences, students must:

(a) demonstrate appropriate professional and interpersonal behaviors (e.g., attendance at training and supervisory sessions; timeliness with reports and assignments; professional appearance and demeanor; adaptive communication skills, oral, written, and listening; rapport with families, children, and others; preparation, punctuality, and organization; ability to handle constructive criticism; and, engage in legal and ethical practice); and,

(b) act in strict accordance with ethical principles established by NASP and APA. In order to participate in any field experiences, students must be approved by faculty to do so. The first consideration is the wellbeing of children and adults with whom the student would be interacting. For this reason, not only must a CFSP student be in good academic standing in order to participate in field experiences, he or she must demonstrate appropriate professional and interpersonal behaviors.

Based on faculty judgment, a student can be denied or removed from a field placement at any time. Specific procedures for probation and dismissal can be found under the *Probation Policy* of this handbook or on the Graduate College webpage.

**Practicum I**

It is expected that doctoral students will have fulfilled the Practicum I requirement as part of their master’s coursework; it is a required doctoral prerequisite. However, if the CFSP faculty members determine that a student’s prior graduate training did not provide adequate field experiences, the student will be required to complete Practicum I training.

This practicum is a supervised experience designed to enhance and extend knowledge and skills developed during ongoing assessment, intervention, and consultation coursework. During Practicum I, students act as *Directed Participants*, engaging in activities specifically outlined and directed by faculty to address professional skill development and enhancement. The tasks include, but are not limited to role-play, team activities, and collaborative participation in authentic client cases. Practicum I is conducted at both the CESC located in Ruffatto Hall and at an off-campus school partnership site.

During Practicum I, students receive real-time and videotaped supervision from our Clinic Director, a licensed faculty member, 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. **Two hundred (200) total hours are required in Practicum I: 150 hours in a school setting and 50 in the clinic.**
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 Director and other program faculty. The Practicum I experience extends over 3 quarters. Proficiency in 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. Advancement to Practicum II depends on satisfactory Clinic Director performance ratings and the completion of the Continuing Professional Development Plan and Intent to Complete a School Psychology Practicum I forms which contain individualized professional development goals that are collaboratively developed with the Clinic Director. For students who are not deemed ready to move onto the Practicum II experience, the Program Director and CFSP faculty will develop a probation plan that may include repeated coursework, extended or additional clinic experiences, or other appropriate remedial actions Specific performance expectations, descriptions of expected activities, supervision requirements, and evaluation procedures can be found in the CFSP Field Experiences Manual.

**Practicum II**

Most Ph.D. Licensure students will start their field experiences with Practicum II. Practicum 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 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. As well as working in the clinic, students are assigned to an approved school-based Practicum site in consultation with the assigned faculty Practicum Supervisor. Students must commit to a designated Field Practicum site for one to two days per week for the academic year; this develops their skills and proficiencies as a school psychologist. Practicum II is completed across three quarters.

Most approved Practicum sites are located within driving distance of the University, throughout the greater metropolitan Denver area. Practicum II sites must meet all standards outlined by NASP 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. Field sites are selected that allow CFSP students to experience working collaboratively with children 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. Students in consultation with the DCT and Practicum Supervisors select and make necessary arrangements for their own site placements, which must be officially approved by the DCT through the completion of a Field Practicum Supervision Memorandum before a student begins a Practicum II placement. Students are informed that a verbal acceptance of a Practicum II 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. During Practicum II, students complete a series of activities to meet explicit Program and professional development requirements. As school
psychology is the area emphasis, CFSP doctoral students are expected to act in strict accordance with ethical principles established by NASP and APA.

Practicum II students are supervised by an appropriately credentialed on-site field supervisor (this includes one hour face-to-face weekly meetings) and also receive supervision during a weekly seminar class taught by a University faculty member. The University Practicum 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; they also visit 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 II 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 Advanced Practicum. In order to advance to Advanced Practicum, students must have successfully completed all prior coursework; receive all satisfactory Practicum II supervisor performance ratings; and complete the Goals and Continuing Professional Development Plan that contain individualized professional development goals collaboratively developed with the Field Supervisor. For students who are not deemed ready to move onto the Advanced Practicum experience, the CFSP faculty and DCT will develop a probation plan that may include repeated coursework, extended or additional practicum experiences, or other appropriate remedial actions. The forms mentioned previously, along with specific performance expectations, descriptions of expected activities, supervision requirements, and evaluation procedures can be found in the CFSP Field Experiences Manual. Students are expected to complete 600 total hours during Practicum II.

**Clinic Assignment**

The Ph.D. program requires a minimum of three quarters of full-time placement and 250 hours in Clinic Assignment, a course housed in the CESC. This course focuses on the development of clinical skills through direct work with clients. Graduate students are supported in their acquisition of skills related to mental health interventions, diagnostic information, conducting targeted assessments, interviews, observations, and record reviews to develop hypotheses and specific recommendations regarding educational or behavioral concerns. These experiences are closely supervised by CFSP faculty and graduate supervisors through observation and individual and group supervision meetings.

Clinic experiences in which students have the opportunity to engage may differ in variety and breadth of activities. Clinic Assignment students begin providing direct services to clients with supervision. As team members, students collaborate with their colleagues to provide feedback about assessment administration and to develop hypotheses regarding client strengths, areas of need, and possible recommendations. When the Clinic Director determines that a student is able to participate in direct service, schedules are set and the student conducts all aspects of services (assessment or counseling) with direct supervision from the Clinic Director, Clinic Supervisor, Clinic Post-Doctoral Intern, Clinic Pre-Doctoral Intern and/or a graduate assistant and with support from peer colleagues. Student responsibilities for and involvement in the Clinic Assignment will increase based on the performance, level of mastery, and perceived readiness,
with the assumption that as students progress through the assessment and counseling course sequences and practice skills, they will be able to utilize them in the Clinic setting with clients. It should be noted however, that student readiness to conduct assessments and counseling during Clinic hours will be determined by the Clinic Director and faculty of assessment and counseling courses on an individual basis.

Students are responsible for completing a *Clinic Performance Evaluation* at specified times through the year. The results of this evaluation are discussed with Supervisors and should help in formulating specific goals for the following year. In addition, students will independently rate themselves on the same form and set a meeting with their clinic supervisors to compare the ratings in hard copy prior to the supervisor going online to enter his/her ratings at the mid-point of the year (January) and at the end of the year (May). Performance feedback meetings occur at the end of each quarter and focus on accomplishments, ongoing competencies, and areas in need of continued mastery. The goal of these meetings is to outline future professional development goals and opportunities, and develop an outline of required activities for the following quarter. While performance evaluation results are not the sole basis upon which a Clinic Assignment grade is assigned, it is expected that students will demonstrate significant progress and adequate mastery of key competencies before a recommendation for field placements will be made. Individual meetings may be scheduled with students throughout or at the end of the academic year on an as needed basis to address professional skills, communication, or specific areas needing attention or development. Forms, along with specific performance expectations, descriptions of expected activities, supervision requirements, and evaluation procedures can be found in the CFSP Field Experiences Manual.

**Advanced Practicum**

The Ph.D. program requires a minimum of three quarters of full-time placement in Advanced Practicum, for a minimum of 450 hours. It is possible, with the prior approval of the faculty, to arrange a 600-hour advanced doctoral practicum in a special school, community mental health site, clinic, or non-school setting if the setting provides experiences that are consistent with professional school psychology practices and includes appropriate supervision by a licensed psychologist.

Advanced 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. The University Supervisor meets with the student to develop and then evaluate individual performance goals and objectives. Students maintain a weekly log of hours and submit a supervisor-signed cumulative summary of all Advanced Practicum hours each quarter. Written formal evaluations of a student’s Advanced 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 Pre-Doctoral Internship. For students who are not deemed ready to move onto the Internship experience, the CFSP faculty and DCT will develop a probation plan that may include repeated coursework, extended or additional practica experiences, or other appropriate remedial actions. Specific performance expectations,
descriptions of expected activities, supervision requirements, and evaluation procedures can be found in the CFSP Field Experiences Manual.

**School Psychology Pre-Doctoral Internships**

Internship is a required field experience for the Ph.D. Licensure students and an optional opportunity for the Ph.D. Pathways students. However, if the CFSP faculty determine that a Pathways student’s prior graduate training did not provide adequate field experiences, the student will be required to complete some or all of the year of Internship. Students interested in obtaining licensure as a professional psychologist should refer to the State’s licensure requirements, but a standard expectation is a doctoral-level internship experience.

Internship is an advanced, off-campus, culminating supervised experience. 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. Students are required to receive face-to-face, weekly supervision from a qualified supervisor. Internship is typically completed during one entire academic year, but also can be taken over two consecutive years.

The CFSP program strongly encourage students to apply to and accept an APA accredited internship in Phase 1. However, considering the limited availability of school-based options in the APA match, we wish to acknowledge and support our students who wish to develop their expertise in a school setting. Thus, a non-APA accredited site can be considered if it meets all requirements of APPIC sites or CDSPP guidelines. 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 CDSPP, NASP, 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. Acceptance of an Internship placement is binding and students who break that agreement are in violation of professional standards, except under extenuating circumstances.

Although students function as *Independent Practitioners* during Internship, they must receive a minimum of two hours of supervision per week from a qualified Field Supervisor with a current Health Service Provider license. 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 general and special education populations. Internship casework should reflect a wide array of psychological roles and functions. Internship students enroll for Internship credit and are also 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 online 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 requirements. Internship students must maintain a monthly time sheet log and submit a cumulative summary of all Internship hours at the end of each quarter. 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 probation plan developed by the CFSP faculty and DCT. Forms mentioned above, along with specific performance expectations, description of expected activities and assignments, supervision requirements, and internship evaluation procedures can be found in the CFSP Field Experiences Manual.

**Field Placement Hours**
Students are expected to complete 200 minimum hours of field experience during their Practicum I and 600 minimum hours during Practicum II. Clinic Assignment is 250 hours and Advanced Practicum is an additional 450 minimum hours. All Licensure and some Pathways students also complete 2000 hours during their pre-doctoral internship.

**Field Placement Setting**
Our doctoral students engage in a variety of settings, which range from PK-12 schools, community centers, hospitals, and clinics. All settings must be approved by the DCT to ensure that it provides experiences that are consistent with health service psychology and the Program's aims, and that it enable students to attain and demonstrate appropriate competencies. Because the CFSP Ph.D. Program is NASP-approved, all students must accrue a minimum of 600 hours across all field experiences, in a school setting.

**Internship Registration Policy**
Doctoral Students must register for CFSP 4356 Internship credit each quarter that they are on internship. Specific internship policies can be found in the course syllabus and CFSP Field Experiences Manual.

**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 for continuous improvement for 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 continuous improvement and decision-making about how to better prepare students for their chosen professions. Our accountability process includes (a) review of student indicators: ratings, course grades, field supervisor evaluations, job placements, other professional accomplishments, and comprehensive and national examination results and (b) 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. The goal of these meetings is to review our progress in regard to stated program and student objectives and to generate annual goals and recommendations to enhance our effectiveness and overall student outcomes. Program and student assessment is a continuous and ongoing process that occurs throughout the year during monthly CFSP Program and TLS Department meetings with the final program review submitted to DU annually.

**Student Performance Evaluation**
As students acquire increasing levels of competency as Consumers, Collaborators, Interventionists, and Advocates, student progress is comprehensively and continuously evaluated. Student performance evaluation progression begins at entry, where normative exams (i.e., GRE), prior coursework, grades, and relevant life experiences are examined to evaluate verbal, written, quantitative, and professional competence. Professional skills and competencies are closely monitored during the Program through an Annual Evaluation that includes a holistic performance review of grades, coursework, curriculum-based assessments, work samples, self-reflective statements, professional accomplishments, professional work dispositions, field supervisor evaluations, and documentation of successful fieldwork. All students must also successfully complete a professional certification exam and a summative comprehensive examination to gauge attainment of professional knowledge and competencies in School Psychology.

**Field Evaluations**
Students must complete field placement evaluations. This serves as a method to assess professional competencies for health service psychologists. Faculty expect to see growth over time. In the rare cases where a student does not meet minimum competencies, faculty will work with the site supervisor to assist students. Sites vary in their policies, and we will encourage sites to follow their policies. At the same time, we will also work collaboratively with the site to support the student. For instance, if a student does not meet the minimum competency requirement, then the supervisor, faculty, and student will meet and develop strategies for improvement. If the issue is more severe, then a formal probation and remediation plan will be implemented by the faculty in collaboration with the site. Students will upload signed Field Evaluation documentation to Canvas.

**Comprehensive Exam**
Doctoral comprehensive exams are graded on a 4-point scale ranging from: 1 (fail), 2 (conditional pass), 3 (pass), 4 (honors). If a student receives a 1, they must retake the exam the next time if is offered. If the student scores a 2, the student is given asked to re-write their question response and submit it within two weeks of feedback receipt. If the student fails twice, they will be dismissed from the program. All results are noted and recorded within Program files.

**Dissertation**
Dissertations are evaluated by committee decision in accordance with both CFSP and DU requirements. All results are noted and recorded within Program files.
Annual Review and Process

Each student will be required to complete an Annual Evaluation form. The self-assessment ranges from a score of 1 (Far below expectations: demonstrating little to no progress for year in program) to 4 (Exceeds expectations: demonstrating exceptional skill and progress for year in program). Based on our CoRE model and the growth of our students from Critical Observers to Independent Practitioners (see Standard I.A.1), we anticipate annual growth of our students as they progress toward graduation. In cases where students do not rate themselves as meeting the competencies benchmark, the faculty advisor will work with the student to enhance their abilities with a tailored action plan. Students will upload signed Annual Evaluation documentation to Canvas.

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 Evaluation 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 Evaluation to reflect progressive evidence of professional competence and independence. Each year the student is asked to include an updated transcript and vita, and to review professional dispositions and characteristics not easily captured in course grades. Once the aforementioned materials are submitted to the student’s advisor, the advisor will review and then present it at a Program faculty meeting. The student is expected to meet with his or her advisor to discuss the review. A student who has made inadequate progress due to academic or professional disposition deficits will be placed on probation or, for extreme violations, dismissed from the program.

Inadequate Progress

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

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

If the student is deemed to have made inadequate progress, a Student Remediation Plan will be created by the student’s advisor, additional CFSP faculty (as needed based on the circumstances for probation), and the Program Director.
1. Failure to maintain minimum academic standards

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

In CFSP, our Minimum Levels of Achievement (MLAs) are grades of B- or higher; this is required for passing. Grades lower than B- do not meet degree requirements and must be repeated until a passing grade is earned. In addition, **do not accrue more than two "C's" or lower in their graduate program** – whether those courses are within the department or taken through other departments. A third "C" in the program will result in the student's dismissal from the program, regardless of the student’s overall grade point average. Students must retake all courses (up to two) in which they earned a C+ or less. Students earning a C+ or lower in a course(s) will result in automatic review by the CFSP faculty.

2. Unsatisfactory performance in practica courses or internship

Upon the recommendation of the student's supervisor at practicum or internship site and/or in conjunction with the CFSP Clinic Director and, after a performance review by the Training Director and program faculty, a student who has failed to meet the program's expectations for the quantity or quality of clinical work or supervision during any of the student’s practica or pre-doctoral internship, will be recommended to the TLS Department Chair for review for probation or dismissal.

3. Academic misconduct or dishonesty

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

4. Failure to comply with established University or program timetables and requirements.
DU Office of Graduate Studies policy allows seven years for doctoral students to complete their degree program. Failure to complete the degree within the established time limits will result in termination, unless the student’s petition for a time extension is approved by the Office of Graduate Studies Academic Exceptions Committee. Petition procedures and instructions are detailed in the Graduate Studies Bulletin:
http://bulletin.du.edu/graduate/academicexceptions/exceptions/

5. Adequate Progress
Two or more non-passing grades on a student’s transcript may be a sign of inadequate progress and may result in probationary status. Non-Passing grades include incompletes and those with a non-passing grade. Severe or continued lack of adequate progress will result in termination from the program. Please see in the incomplete grade policy in the Graduate School Bulletin for further information: http://www.du.edu/registrar/programs/bulletin.html

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

6. Unethical practices and/or unprofessional conduct
Doctoral students in CFSP are expected to follow the APA Code of Ethics (2016; http://www.apa.org/ethics/code/), NASP Principles for Professional Ethics (2010; https://www.nasponline.org/standards-and-certification/professional-ethics), and the DU Code of Student Conduct (http://www.du.edu/studentlife/studentconduct/honorcode.html). Failure to abide by these standards while enrolled as a student in the CFSP program will lead to probationary status and/or may be grounds for dismissal from the program. Students who are not functioning effectively in any of the following areas as determined by the faculty: academic, ethical, interpersonal, or practice areas will be advised of deficiencies and required to remediate them. This may include retaking courses or practicum, other tasks or assignments, or seeking external support at the student’s expense. Students may also be placed on probation as part of their remediation plan. If the terms of the remediation plan are not successfully met as determined by the faculty, students may be dismissed from the program.

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

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

9. **Criminal conviction of misconduct that affects ability to practice or be licensed**
A student whose conduct, within or outside of the program, has resulted in the conviction of a crime that would preclude licensing or certification in Colorado as a school psychologist may be dismissed from the program by action of faculty.

**Probation Policy and Termination**
A written Student Remediation Plan must be developed for any student making inadequate progress that details specific actions to be taken within a specified timeframe. Such actions can include, but are not limited to, additional or repeated coursework or fieldwork; skill building assignments outside of the regular class; remedial coursework to enhance writing, quantitative, or oral presentation skills; or other appropriate remedial actions.

Following the remediation procedures and policies listed above, students may communicate, verbally or in writing, any response to the feedback to the core program faculty or to their advisor. That response can be appended to the Annual Evaluation. If directed to the core faculty, the concerns/requests of the student are considered, and the core faculty may provide a written response to the student or faculty advisor. The student can also appeal the feedback in accordance with grievance and due process procedures that protect students’ rights.

Failure to progress after reasonable intervention or a failure to comply with the probationary plan and timelines can result in dismissal from the Program. For egregious violations of expectations, such as unethical or unprofessional behavior, a student may be immediately dismissed from the program. The CFSP program adheres to the MCE policies for probation and dismissal: [http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/](http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/).
Program, College and University Resources

Child, Family, and School Psychology Student Association
The Child Family and School Psychology Student Board (CFSPSB), the Program’s APA Student Affiliates in School Psychology (SASP) association, is composed of CFSP students across cohorts as well as a faculty advisor that sponsor’s the association. The CFSPSB meets at monthly to discuss issues relevant to school psychology as a whole, as well as specifically to the CFSP program. The CFSPSB’s tasks include: planning CFSP social events, participating in interview and orientation day, organizing an annual Wellness Fair, organizing formal mentoring networks, helping to coordinate professional conference attendance, and supporting CFSP students throughout the program. All CFSP students can attend the meetings and are encouraged to become involved in any way that they can. One significant activity supported by the CFSPSB is mentoring; student mentors in the second and third year program are assigned to first year students to facilitate graduate school transition. Further, each year there are opportunities to be elected as specific positions within the association (e.g., chair, treasurer, Ph.D. liaison, representatives to NASP, APPAGS, APA, COESA).

The CFSPSB also serves as a platform for student rights, responsibilities, and professional development. It is composed of CFSP students across cohorts as well as a faculty advisor (Dr. Talapatra) that attends the majority of meetings. The association meets monthly to discuss issues relevant school psychology as a whole, as well as specifically to the CFSP program. All CFSP students can attend the meetings and are encouraged to become involved in any way that they can. Through the student association, student in the second and third year program are assigned as mentors to first year students. Further, each year there are opportunities to be elected as specific positions within the association (see SASP/CFSPSB Bylaws: http://portfolio.du.edu/CFSPSBsp/page/65604). The vice president of CFSPSB also serves as a student liaison during departmental faculty meetings.

Counseling and Educational Services Clinic
The Counseling and Educational Services Clinic (CESC) is the umbrella clinic over the Counseling Psychology Services Clinic and the Child, Family, and School Psychology (CFSP) Educational Services Clinic. The CFSP Clinic is housed on the first floor of MCE and provides an array of low-cost assessment, consultation, and intervention services to children, adolescents, and families in the Denver metro area. Formal and informal approaches are used to assess for developmental delay, academic or intellectual giftedness, learning and reading dis/ability, 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 CFSP Clinic Director, who is a Licensed Psychologist, oversees all school-based, educational assessment clinic services and supervises all CFSP students in their Educational Services Clinic work.

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

**Psychoeducational Assessment Library (PAL)**

The Psychoeducational Assessment Library (PAL) houses an array of materials relevant to psychoeducational assessments and research for use by students and faculty in CFSP. 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 PAL Coordinator. Procedures for signing out PAL materials are handed out and reviewed in core classes. The PAL is overseen by the PAL Coordinator and is staffed by a graduate assistant who posts hours each quarter when students can access PAL materials. For guidelines outlining the access, use, and treatment of test materials, refer to Appendix O.

**Ricks Center for Gifted Children**

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

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

CHILD, FAMILY, AND SCHOOL PSYCHOLOGY PhD PROGRAM HANDBOOK 2017-2018
| Develops and implements developmentally appropriate, culturally-sensitive, and proactive recommendations that promotes student/system well-being. |
| Independent Practitioner: Actively engages key stakeholders in school and community collaborations and incorporates findings into practice. |
| Demonstrates collaborative problem-solving with school, family, and community professionals leading to practical applications of human learning and development theory and a full continuum of empirically valid prevention and intervention strategies to promote mental health, learning, and physical well-being for students in regular and special education. |
| Engages in program development and evaluation that include, but are not limited to, progress monitoring, outcome accountability, and formative and summative evaluation of school, family, and community partnerships to enhance academic, social-emotional, and behavioral outcomes for students. |

**Assessment:** Learners will demonstrate evidence-based and culturally competent decision-making regarding selection, administration, and interpretation of assessments.

| Critical Observer: Demonstrates knowledge of test use, content, |
| Demonstrates knowledge of contemporary, scientifically-based knowledge of typical |
development, and theory. and atypical development within the core areas of cognition and learning, language and communication, motor and movement, social-emotional, and adaptive behavior

Understands theories underlying cognitive, achievement, adaptive and social-emotional assessments.

**Directed Participant:**
Identifies and selects assessments based on client characteristics.

Identifies instruments that are developmentally and culturally normed for the target population.

Selects an appropriate assessment battery based on reason for referral.

**Active Contributor:**
Uses data to synthesize assessment findings and plan interventions.

Analyzes relevant test materials and current research on assessments to identify implications on administration and interpretation.

Provides clear, concise, and comprehensive explanations of assessment findings.

**Independent Practitioner:**
Integrates data from culturally and developmentally appropriate assessment batteries and communicates findings to stakeholders.

Engages in shared decision-making that utilizes formal and informal assessment data to enhance services and promote change at the individual, family, classroom, building, district, or community level.

Executes and interprets evaluations that are considerate of developmental and cultural influences while
Integrating data gathered from multiple informants, observations, and norm-referenced instruments.

**Intervention:** Learners will employ data-based decision-making and systems thinking that links assessment outcomes to effective individual, family, and group change and to deliver preventative, remedial strategic accommodations, intervention, and crisis services in a timely and professional manner.

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility</th>
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<tbody>
<tr>
<td><strong>Critical Observer:</strong></td>
<td>Demonstrates knowledge of typical developmental sequences and identifies appropriate interventions for atypical development.</td>
</tr>
<tr>
<td></td>
<td>Identifies cultural and environmental influences on development, learning, and behavior.</td>
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<td></td>
<td>Defines appropriate intervention practices for CLD populations at each major developmental stage.</td>
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<tr>
<td><strong>Directed Participant:</strong></td>
<td>Makes strategic use of student and family cultural and/or linguistic identity to develop intervention recommendations.</td>
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<tr>
<td></td>
<td>Uses knowledge of biological and environmental bases of behavior to identify and implement interventions.</td>
</tr>
<tr>
<td><strong>Active Contributor:</strong></td>
<td>Engages key stakeholders to gather informal assessment data to inform intervention design and implementation.</td>
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<td></td>
<td>Monitors intervention progress for student response makes timely and appropriate intervention modifications based on student performance.</td>
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</tbody>
</table>
**Independent Practitioner:**
Employ a continuum of interventions (e.g. universal, targeted, and intensive individual, group, etc.) and educational services to create and maintain safe and supportive environments for learners of all abilities.

- Utilizes a multi-tiered system of support to develop interventions of increasing intensity to foster academic or behavioral success.
- Uses curriculum-based assessments to design, monitor and assess interventions for students from culturally and linguistically diverse populations.

**Scholarship & Advocacy:** Learners initiate and expand upon scientifically-based pedagogy and professional practice while advocating for the needs of marginalized or disenfranchised children and families.

**Critical Observer:**
Awareness of ethical standards and value of advocacy.

- Demonstrates knowledge of and adheres to ethical and legal standards specified in APA standards of practice and university guidelines for scholarship and practice.
- Demonstrates understanding that advocacy to promote wellness and prevention of learning, emotional, and behavior problems is a valuable tool to prevent remediation.

**Directed Participant:**
Demonstrates commitment to professional growth and building professional relationships.

- Reflects on personal practice for continuous improvement by using feedback data to set clear and measurable goals for professional practice and research.
- Maintains professional demeanor (e.g. positive relationships, appropriate boundaries, standard language) in
<table>
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<tr>
<th><strong>Active Contributor:</strong> Demonstrates ethical, legal, and socially responsible practice in School Psychology that reflects current knowledge of public policy, federal and state legislation and regulations, and a strong professional identity.</th>
<th>Collaborates with professionals on multi- and inter-disciplinary teams to make culturally responsive determinations about student educational placements utilizing local, state, and federal regulations.</th>
<th>Identifies and recommends the use of community partners as a resources when working with children and families from at-risk and marginalized groups.</th>
</tr>
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<tbody>
<tr>
<td><strong>Independent Practitioner:</strong> Appraises and communicates empirical evidence and literature based on a thorough understanding of research design, measurement, and statistics.</td>
<td>Exemplifies commitment to scholarship through scholarly contributions to professional organizations and publications.</td>
<td>Formulates budding research agenda that seeks to fill gap in existing literature and is aligned with social justice and advocacy frameworks.</td>
</tr>
</tbody>
</table>
Appendix B: Annual Doctoral Student Data Form

University of Denver
Child, Family, and School Psychology Program
Doctoral Student Data Form

Demographic Data:
Name: Click here to enter text.          Race/Ethnicity: Choose an item.
Date of Birth: Click here to enter text. Gender: Click here to enter text.

Program: MA to PhD (Licensure) □     EdS to PhD (Pathways) □     Alumni □

Term & Year Entered Doctoral Program: Click here to enter text.
Advisor: Choose an item. Cognate/Concentration: Click here to enter text.

Educational Background Data:
Undergraduate Institution: Click here to enter text.
Major/Minor: Click here to enter text.
Undergraduate Graduation Term & Year: Click here to enter text.
Degree Earned: Click here to enter text.

Graduate Institution: Click here to enter text.
Major: Click here to enter text.
Graduate Graduation Term & Year: Click here to enter text.
Degree Earned: Click here to enter text.

Graduate Institution: Click here to enter text.
Major: Click here to enter text.
Graduate Graduation Term & Year: Click here to enter text.
Degree Earned: Click here to enter text.

Doctoral Program Progress Data:
1. Have you completed your Predissertation Project: Yes □ No □
   a. Title of your project: Click here to enter text.
   b. Research supervisor: Click here to enter text.
   c. Journal submitted: Click here to enter text.
   d. Published: Yes □ No □
   e. If not completed, please estimate approximate term and year you anticipate completing: Click here to enter text.
   f. Please note your preliminary topic ideas for the Predissertation Project: Click here to enter text.
2. Have you filed your program of study: Yes □ No □
3. Has your residency been approved: Yes □ No □
   Residency year: Click here to enter text.
4. Have you passed the PRAXIS exam: Yes ☐ No ☐
   a. If yes, what was the academic term and year of completion: Click here to enter text.
   b. If no, during which academic term and year do you anticipate taking the PRAXIS: Click here to enter text.

5. Have you successfully completed your Comprehensive Exams: Yes ☐ No ☐
   a. If yes, what was the academic term and year of completion: Click here to enter text.
   b. If no, during which academic term and year do you anticipate taking the Comprehensive Exams: Click here to enter text.

6. Have you formed your Dissertation Advisory Committee: Yes ☐ No ☐
   a. If yes, please list the members of your Dissertation Advisory Committee: Click here to enter text. (Chairperson) Click here to enter text. (Member) Click here to enter text. (Member) Click here to enter text. (Member)
   b. What is your dissertation topic or title: Click here to enter text.

7. If your dissertation has been completed:
   a. When did you deposit your dissertation (semester and year): Click here to enter text.
   b. Was your dissertation accepted for publication: Yes ☐ No ☐
   c. If, yes please include the APA style citations for the reference(s): Click here to enter text.

Placement Information:

1. Have you completed Practicum I: Yes ☐ No ☐
   a. If yes, what term and year did you complete the practicum: Click here to enter text.
      i. Where did you complete your practicum: Click here to enter text.
      ii. What is your practicum supervisor’s name, certified or licensed, and contact number: Click here to enter text.
      iii. Please include the number of Intervention hours you completed at your practicum: Click here to enter text.
      iv. Please include the number of Assessment hours you completed at your practicum: Click here to enter text.
      v. Please include the number of Consultation hours you completed at your practicum: Click here to enter text.
      vi. Please include the number of Counseling hours you completed at your practicum: Click here to enter text.
      vii. Please include the number of Support Hours (e.g., report writing, file review, notes) you completed at your practicum: Click here to enter text.
      viii. Please include the number of Supervision Hours you completed at your practicum: Click here to enter text.

2. Have you completed Practicum II: Yes ☐ No ☐
3. Have you completed Clinic Assignment: Yes ☐ No ☐
   a. If yes, what term and year did you complete the practicum: Click here to enter text.
      i. Where did you complete your practicum: Click here to enter text.
      ii. What is your practicum supervisor’s name, certified or licensed, and contact number: Click here to enter text.
      iii. Please include the number of Intervention hours you completed at your practicum: Click here to enter text.
      iv. Please include the number of Assessment hours you completed at your practicum: Click here to enter text.
      v. Please include the number of Consultation hours you completed at your practicum: Click here to enter text.
      vi. Please include the number of Counseling hours you completed at your practicum: Click here to enter text.
      vii. Please include the number of Support Hours (e.g., report writing, file review, notes) you completed at your practicum: Click here to enter text.
      viii. Please include the number of Supervision Hours you completed at your practicum: Click here to enter text.

4. Please include the number of Supervision Hours you completed at your practicum: Click here to enter text.
   Have you completed Advanced Practicum: Yes ☐ No ☐
   a. If yes, what term and year did you complete the practicum: Click here to enter text.
      i. Where did you complete your practicum: Click here to enter text.
      ii. What is your practicum supervisor’s name, certified or licensed, and contact number: Click here to enter text.
      iii. Please include the number of Intervention hours you completed at your practicum: Click here to enter text.
      iv. Please include the number of Assessment hours you completed at your practicum: Click here to enter text.
v. Please include the number of Consultation hours you completed at your practicum: Click here to enter text.
vi. Please include the number of Counseling hours you completed at your practicum: Click here to enter text.
vii. Please include the number of Support Hours (e.g., report writing, file review, notes) you completed at your practicum: Click here to enter text.
viii. Please include the number of Supervision Hours you completed at your practicum: Click here to enter text.

5. Have you completed Pre-Doctoral Internship: Yes ☐ No ☐
a. If yes, what term and year did you complete the internship: Click here to enter text.
i. Where did you complete your internship: Click here to enter text.
ii. Was your internship at an APA approved site: Yes ☐ No ☐
iii. Was your internship at an APPIC approved site: Yes ☐ No ☐
iv. What is your internship supervisor’s name and contact number: Click here to enter text.
v. Please include the number of Intervention hours you completed at your internship: Click here to enter text.
vi. Please include the number of Assessment hours you completed at your internship: Click here to enter text.
vii. Please include the number of Consultation hours you completed at your internship: Click here to enter text.
viii. Please include the number of Counseling hours you completed at your internship: Click here to enter text.
ix. Please include the number of Support Hours (e.g., report writing, file review, notes) you completed at your internship: Click here to enter text.
x. Please include the number of Supervision Hours you completed at your internship: Click here to enter text.

b. If no, in which term and year do you anticipate beginning your doctoral level internship: Click here to enter text.
c. If no, do you plan on applying for an APA/APPIC approved internship site: Yes ☐ No ☐

Training Information
Please rate the statements below on the following scale:
1: not prepared, 2: slightly prepared, 3: prepared, 4: moderately prepared, 5: very prepared

I feel prepared to:
1. Identify and reason effectively about ethical and legal issues in research
2. Identify and reason effectively about ethical and legal issues in practice
3. Make strategic use of student and family cultural and/or linguistic identity to identify, develop, and implement intervention recommendations
4. Intervene effectively with children and families who represent a broad range of demographic and cultural characteristics and presenting problems
5. Identify and address their personal cultural identity and biases
6. Maintain professional demeanor (e.g. positive relationships, appropriate boundaries, standard language) in accordance with placement and policies
7. Communicate with clients/families/professionals to gather information on client needs, provide support, and share information about client performance and progress
8. Identify, select, administer, and interpret instruments that are developmentally and culturally normed for the target population
9. Utilize data gathered from multiple informants, observations, norm-references and curriculum-based assessments to make decisions about service provision at the individual, family, and systems level
10. Identify, design, implement and monitor appropriate interventions for culturally and linguistically diverse populations at each major developmental stage
11. Implement and monitor intervention progress for client responses in order to make timely and appropriate modifications
12. Identify and implement appropriate supervisory models to advise and mentor junior professionals
13. Collaborate with professionals on multi and inter-disciplinary teams to make culturally responsive determinations about client assessment, interventions, and other service needs

**Research and Scholarship Data:**

1. Please list membership in professional organizations (e.g., APA, CSSP, NASP): Click here to enter text.
2. Please list any trainings, conferences, workshops, and presentations you have attended this past year: Click here to enter text.
3. Please list any presentation/training/workshop you have conducted this past year (please include the citations in APA style):
   - Click here to enter text.
   - Click here to enter text.
   - Click here to enter text.
   - Click here to enter text.
4. Please list any professional publications you have had produced this past year (please include the citations in APA style):
   - Click here to enter text.
   - Click here to enter text.
   - Click here to enter text.
5. Please list any awards or scholarships that you received this past year (please include the citations in APA style):
   - Click here to enter text.
   - Click here to enter text.
   - Click here to enter text.
6. Please list any research or service projects you have participated in or worked on this past year:
   - Click here to enter text.
   - Click here to enter text.
7. Please list any research funding (e.g., graduate research assistantships, professional development funds) you have received this past year:
Employment Data

1. Are you employed: Yes ☐ No ☐
   a. If yes, how would you describe your employment:
      i. Full-Time ☐ Part-Time ☐ Contract (1-2 days/week) ☐
   b. If yes, what is the name and setting of your employment: Click here to enter text.
      i. Type of employment activities (e.g., consultation, assessment, intervention, counseling): Click here to enter text.
      ii. Are you employed as a State Certified School Psychologist: Yes ☐ No ☐
          If yes, which state: Click here to enter text.
      iii. Are you employed as a Nationally Certified School Psychologist: Yes ☐ No ☐

2. Have you completed a postdoctoral experience: Yes ☐ No ☐
   a. If yes, please identify the placement (name and setting), supervisor and the postdoctoral activities (e.g., consultation, assessment, counseling): Click here to enter text.

3. Have you passed the EPPP: Yes ☐ No ☐

4. Will you be seeking licensure: Yes ☐ No ☐
   a. If yes, when do you anticipate seeking licensure (month and year): Click here to enter text.
   b. What licenses will you be seeking (e.g., NCSP, DORA): Click here to enter text.

5. In your current employment setting, do you:
   a. Reflect on your own personal practice for continuous improvement by using feedback data to set clear and measurable goals for professional practice and research:
      Yes ☐ No ☐
   b. Use and/or administer assessments: Yes ☐ No ☐
   c. Develop or implement interventions: Yes ☐ No ☐
   d. Serve in any supervisory capacity (e.g., supervise practicum or internship students, supervise early career school psychologists): Yes ☐ No ☐
   e. Engage in collaborative team and/or consultative practices: Yes ☐ No ☐
Appendix C: Background Check Documentation

Part I

VECHS WAIVER AGREEMENT AND STATEMENT

Volunteer and Employee Criminal History Service

For criminal history record information pursuant to the National Child Protection Act of 1993 (NCPA), as amended by the Volunteers for Children Act (VCA), and the Adam Walsh Child Protection and Safety Act of 2006

Pursuant to the National Child Protection Act of 1993 (NCPA), as amended by the Volunteers for Children Act (VCA), this form must be completed and signed by every current or prospective applicant, employee, volunteer, and contractor/vendor, for whom criminal history records are requested by a qualified entity under these laws.

I hereby authorize -

____________________

Name of Qualified Entity

to submit a set of my fingerprints to the Colorado Bureau of Investigation (CBI) for the purpose of accessing and reviewing state and national criminal history records that may pertain to me. I understand that I would be able to receive any Colorado records and any national criminal history record received by the requesting agency from the Federal Bureau of Investigation (FBI) pursuant to Title 28 Code of Federal Regulations (CFR) Sections 16.30-16.34. By signing this Waiver Agreement, it is my intent to authorize the dissemination of any Colorado and national criminal history record that may pertain to me to the qualified entity.

I understand that, until the criminal history background check is completed, the qualified entity may choose to deny me unsupervised access to children, the elderly, or individuals with disabilities. I further understand that, upon request, the qualified entity will provide me a copy of the criminal history background report, if any, received on me and that I am entitled to challenge the accuracy and completeness of any information contained in any such report. I may obtain a timely determination as to the validity of my challenge before a final decision is made.

___ Yes, I have (OR) ___ No, I have not been convicted of or pled guilty to a crime.

If yes, please describe the crime(s) and the particulars:

I am a current or prospective (circle one): Applicant / Employee / Volunteer / Contractor or Vendor

Signature ___________________________________________________ Date _____________

Printed Name ____________________________

____________________
Address
__________________________________________
Date of Birth ___________________ SSN ____________________

To Be Completed By Qualified Entity:

Entity Name
__________________________________________
Address
__________________________________________
Telephone
__________________________________________

Note: This document must be retained by the agency / qualified entity for audit purposes.
Part 2
Fingerprinting Documents

Sample Fingerprint Card

- If any of the above items are missing or incomplete, the request will be returned.
- The FBI will reject ALL cards that have highlighter markers.
- Applicant fingerprint cards can be obtained from State Forms Center 303-370-2165.
- Form of payment should be made payable to the Colorado Bureau of Investigation or CBI. Personal checks are not accepted. Remit only business checks, money orders, cashier checks or certified checks.
- Please contact the Colorado Bureau of Investigation Identification Unit at 303-239-4208 if there are any questions.

PLEASE FILL OUT THE FINGERPRINT CARD AS FOLLOWS:

1) NAME: Type or print Last, First, Middle Name. Full name is mandatory. You are encouraged to type, as it is easier to read typed names.
2) AKA: Maiden name, other married names or any other name used.
3) CITIZENSHIP: U.S. (If born US) Alien Registration number.
   a) AMOUNT: Indicate the amount you are paying for the service and whether or not the service is to be invoiced to you (due) or is accompanied by payment (paid). Ex: $33.50 due or $33.50 paid. Refer to the fee schedule.
4) SEX CODES: M (Male) F (Female)
5) RACE CODES: W (White) B (Black) W (Hispanic) I (Indian) A (Asian)
6) HEIGHT: Feet and Inches (5'6"=506, 6'=600)
7) WEIGHT: 090, 100, 250, etc.
8) EYE CODES: BLK-Black, BLU-Blue, BRO-Brown, GRN-Green, GRY-Gray, HAZ-Hazel, XXX-Unknown
9) HAIR CODES: BLD-Bald, BLK-Black, BLN-Blonde, BRO-Brown, GRY-Gray, RED-Red/Auburn, WHI-White, XXX-Unknown
10) DOB: Date of Birth
11) POB: Place of Birth (State only) or Country
12) SIGNATURE: Signature of person fingerprinted - Individual's Signature
13) RESIDENCE: Complete mailing address of person fingerprinted include city, state, and zip code.
14) DATE: Date Printed/Signature of Law Enforcement Official taking fingerprints.
15) EMPLOYER: The employer address box must have a complete mailing address shown on every card. This is the address where information will be returned.
16) REASON PRINTED: Advise the reason for submission of fingerprints, MUST INCLUDE COMPLETE COLORADO REVISED STATUTE NUMBER THAT APPLIES TO THE PROFESSION. (C.R.S) IE: GAMING CRS 12-47.1-1-510 (DO NOT USE THIS CRS # ON YOUR CARDS UNLESS IT IS GAMING). INCLUDE A LITERAL REASON SUCH AS THE FOLLOWING:\n\n   a) Day Care, Adoption, Foster Care, Education, Security Guard, Liquor License, Concealed Weapon Permit, VISA, Public Search, Firefighter, Police Applicant, Criminal Justice Employee, OSN Criminal Justice Employee, Bail Recovery Agent, Legal Name Change, Contract Vendor, etc.
17) SOC: Social Security Number
18) MISCELLANEOUS #: 5-10 digit provider number (Daycare license number).Required for daycare, foster care, adoptions, and camps only.
19) FINGERPRINTS: All Applicant prints should be taken by a law enforcement agency. If the quality of fingerprints are poor, the fingerprint card cannot be processed. For best results roll fingers nail to nail and avoid smudging. On dry hands use a lotion before fingerprinting.
20) OCA: Please print your CBI account number CONCJ5768 in the “Your No. OCA BOX“ on all fingerprint cards.
21) FBI: If the fingerprint card is going to the FBI, please circle the FBI in the upper right-hand corner.

(Rev 7/22/04)
Appendix D: Ph.D. School Psychology Licensure Coursework Plan 2017-18

Name: ___________________________________ ID No.: ______________________

Pre-Requisites: Required Master’s Level Courses:

<table>
<thead>
<tr>
<th>Developmental and Psychological Foundations</th>
<th>Credits</th>
<th>Completed</th>
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<tbody>
<tr>
<td>CFSP 4304 Diversity in School and Community Settings</td>
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</tr>
<tr>
<td>CFSP 4312 Learning Theories and Behavioral Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legal, Ethical and Professional Foundations</td>
<td></td>
<td></td>
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<tr>
<td>CFSP 4301 Professional, Legal and Ethical Issues in School Psychology</td>
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<tr>
<td>Assessment</td>
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<tr>
<td>CFSP 4322 Assessment I</td>
<td></td>
<td></td>
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<td>CFSP 4323 Assessment II</td>
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<td></td>
</tr>
<tr>
<td>CFSP 4324 Assessment III</td>
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<tr>
<td>Collaborative Consultation with Families and Schools</td>
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<tr>
<td>CFSP 4337 School-Age Academic Competencies &amp; Intervention</td>
<td></td>
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</tr>
<tr>
<td>CFSP 4340 School Mental Health Counseling I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CFSP 4343 School Mental Health Counseling II</td>
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<tr>
<td>Applied Courses</td>
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<td>CFSP 4349 Practicum I</td>
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<tr>
<td>Research Measurement</td>
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<tr>
<td>RMS 4910 Introduction to Statistics</td>
<td></td>
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</tr>
<tr>
<td>RMS 4920 Educational Measurement</td>
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PhD Licensure Coursework:

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<tr>
<th>Development</th>
<th>Credits</th>
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<td>CFSP 4310 Early Childhood Development</td>
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</tr>
<tr>
<td>CFSP 4311 Child and Adolescent Development</td>
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<tr>
<td>CNP 4642 Adult Development</td>
<td>3</td>
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<tr>
<td>Required Credits</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Research, Measurement, and Program Evaluation</td>
<td>Credits</td>
<td>Completed</td>
</tr>
<tr>
<td>RMS 4941 Introduction to Qualitative Research*</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>RMS 4930 Empirical Research Methods*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>RMS XXX At Least 3 Intermediate and/or Advanced Courses</td>
<td>10 minimum</td>
<td></td>
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<tr>
<td>Required Credits</td>
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<td></td>
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<tr>
<td>Dissertation</td>
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<tr>
<td>CFSP 5995 Dissertation Research</td>
<td>1-10</td>
<td></td>
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<tr>
<td>Required Credits</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Exceptionalities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CFSP 4303 Psychopathology: Prevention, Diagnosis, and Treatment</td>
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</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>CFSP 4305</td>
<td>Exceptionalities in Education: High Incidence Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4308</td>
<td>Early Academic Competencies and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4338</td>
<td>Exceptionalities in Education: Low Incidence Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4342</td>
<td>Crisis Intervention: Risk, Prevention, and Resiliency</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Required Credits</strong></td>
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<td>Program Development and Evaluation</td>
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<tr>
<td></td>
<td><strong>Evaluation and Assessment</strong></td>
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<tr>
<td>CFSP 4363</td>
<td>Program Development and Evaluation</td>
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<tr>
<td>CFSP 4330</td>
<td>Family-School Partnering and Consultation</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4332</td>
<td>Consultation and Collaboration</td>
<td>4</td>
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<tr>
<td></td>
<td><strong>Collaborative Consultation with Families and Schools</strong></td>
<td></td>
</tr>
<tr>
<td>CFSP 4330</td>
<td>Family-School Partnering and Consultation</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4332</td>
<td>Consultation and Collaboration</td>
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<tr>
<td></td>
<td><strong>Required Credits</strong></td>
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<tr>
<td>CFSP 4351</td>
<td>Clinic Assignment</td>
<td>3</td>
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<tr>
<td>CFSP 4353</td>
<td>Practicum II</td>
<td>6</td>
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<tr>
<td>CFSP 4354</td>
<td>Advanced Practicum</td>
<td>6</td>
</tr>
<tr>
<td>CFSP 4361</td>
<td>Supervision</td>
<td>2</td>
</tr>
<tr>
<td>CFSP 4355</td>
<td>Pre-Doctoral Internship</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Applied Courses</strong></td>
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<td>CFSP 4351</td>
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<td>CFSP 4354</td>
<td>Advanced Practicum</td>
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<td>CFSP 4361</td>
<td>Supervision</td>
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<td>CFSP 4355</td>
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<td><strong>Required Credits</strong></td>
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<td>CNP 4788</td>
<td>Physiological Psychology</td>
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<td>CNP 4768</td>
<td>Social Psychology</td>
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<td>CNP 4705</td>
<td>History and Systems in Psychology</td>
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<td>CFSP 4339</td>
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<td><strong>Psychology Specialization Courses</strong></td>
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<td>CFSP 4339</td>
<td>Advanced Seminar in School Psychology (optional)</td>
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<td><strong>Required Credits</strong></td>
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<td></td>
<td><strong>Total Minimum Credits</strong></td>
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*May waive or test out.*
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<tr>
<th>PH.D. DEGREE – SCHOOL PSYCHOLOGY</th>
<th>CREDITS/SCORES</th>
<th>SIGNATURE</th>
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<tr>
<td>Master’s Degree (minimum 45 quarter/30 semester credits)</td>
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<td>Transfer Credit</td>
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<tr>
<td>PRAXIS</td>
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<tr>
<td>Residency</td>
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<td>Ph.D. Comprehensive Exam</td>
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<td>Ph.D. Dissertation Proposal</td>
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<tr>
<td>Ph.D. Dissertation Defense</td>
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<tr>
<td>Pre-Doctoral Internship (2000 hrs.)</td>
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Student's Signature: ______________________________ Date: __________________

Advisor's Signature: ______________________________ Date: __________________

Note: All CFSP Masters courses are prerequisites to the PhD. If they have not been completed prior to enrolling in the PhD degree, they must be completed in addition to the listed courses.
Ph.D. School Psychology Licensure Curriculum Map
*Suggested* Sequence of Courses
*course offerings are subject to change – refer to the DU Bulletin for updated course schedules

PHD Licensure Prerequisites
CFSP 4301 Professional, Legal and Ethical Issues in School Psychology
CFSP 4304 Diversity in School and Community Settings
CFSP 4312 Learning Theories and Behavioral Analysis
CFSP 4322 Assessment I
CFSP 4323 Assessment II
CFSP 4324 Assessment III
CFSP 4337 School-Age Academic Competencies and Intervention
CFSP 4340 School Mental Health Counseling I
CFSP 4343 School Mental Health Counseling II
CFSP 4349 Practicum I
RMS 4920 Educational Measurement
RMS 4910 Introduction to Statistics

PHD Licensure Coursework, Benchmarks, and Guidance
Year 1
Fall
- CFSP 4342 Crisis Intervention: Risk, Prevention, and Resiliency
- CFSP 4305 Exceptionalities in Education: High Incidence Disabilities
- CFSP 4353 Practicum II
- RMS 4930 Empirical Research
- GUIDANCE – RESIDENCY YEAR
Winter
- CFSP 4338 Exceptionalities in Education: Low Incidence Disabilities
- CFSP 4332 Consultation and Collaboration
- CFSP 4353 Practicum II
- RMS 4951 Introduction to Qualitative Research
- BENCHMARK – Praxis II (SPRING BREAK)
Spring
- CFSP 4330 Family-School Partnering and Consultation
- CFSP 4303 Psychopathology: Prevention, Diagnosis, and Treatment
- CFSP 4353 Practicum II
- BENCHMARK – PRAC II EVALS

Year 2
Fall
- RMS XXXX INTERMEDIATE/ADVANCED
- CFSP 4310 Early Childhood Development
- CFSP 4361 Supervision
- CFSP 4354 Advanced Practicum
Winter
- RMS XXXX INTERMEDIATE/ADVANCED
- CFSP 4308 Early Academic Competencies and Intervention
- CFSP 4311 Child and Adolescent Development
- CFSP 4354 Advanced Practicum
- **BENCHMARK – COMPS (SPRING BREAK)**

Spring
- RMS XXXX INTERMEDIATE/ADVANCED
- CFSP 4363 Program Development and Evaluation
- CFSP 4354 Advanced Practicum
- CFSP 5995 Dissertation
- **BENCHMARK – ADV PRAC EVALS**

Year 3

Fall
- CFSP 5995 Dissertation
- CFSP 4951 School Psychology Practicum: Clinic Assignment
- CNP 4642 Adult Development
- **BENCHMARK – PROPOSAL DEFENSE (SEP)**
- **GUIDANCE – APPIC/APA APPLICATIONS (OCT)**

Winter
- CFSP 5995 Dissertation
- CFSP 4951 School Psychology Practicum: Clinic Assignment
- CNP 4788 Physiological Psychology
- CNP 4768 Social Psychology

Spring
- CFSP 5995 Dissertation
- CFSP 4951 School Psychology Practicum: Clinic Assignment
- CNP 4605 History and Systems in Psychology

Year 4
- CFSP 4356 Pre-doctoral Internship
- **BENCHMARK – DISSERTATION DEFENSE (SEP)**
- **BENCHMARK – INTERN EVALS**
Appendix E: Ph.D. Pathway for Ed.S. Professionals Coursework Plan 2017-18

Student Name:______________________________________         ID No.:_________________

Pre-Requisites: Required Research Courses:

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>CFSP 4363</td>
<td>Program Development and Evaluation</td>
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<tr>
<td>RMS 4910</td>
<td>Introduction to Statistics</td>
<td></td>
</tr>
<tr>
<td>RMS 4920</td>
<td>Educational Measurement</td>
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PhD Pathways Coursework:

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<th>Field Experiences</th>
<th>Credits</th>
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<tr>
<td>CFSP 4354 Advanced Practicum</td>
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<tr>
<td>CFSP 4361 Supervision</td>
<td>2</td>
</tr>
<tr>
<td>CFSP 4355 Optional 1 yr. Internship (must be taken for further PhD licensing)</td>
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Required Credits: 8

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<tr>
<th>Cognate Courses</th>
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<tr>
<td>Approved options</td>
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<tr>
<td>Possible concentrations include: Data-based Decision Making; Assessment and Evaluation Prevention, Intervention, and Consultation; Advanced Developmental Theory; Advocacy, Policy and Leadership; Clinical Psychology (APA)</td>
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Required Credits: 12

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<th>Research, Measurement, and Program Evaluation</th>
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<tr>
<td>RMS 4941 Introduction to Qualitative Research*</td>
<td>4</td>
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<tr>
<td>RMS XXX At Least 4 Intermediate and/or Advanced Courses</td>
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Required Credits: 22

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<tr>
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Required Credits: 10

Total Minimum Required Credits: 52

*May waive or test out.
<table>
<thead>
<tr>
<th>PH.D. DEGREE – Pathways</th>
<th>CREDITS/SCORES</th>
<th>SIGNATURE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed.S. must be earned within 8 years of application &amp; from a NASP approved program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRAXIS (may be from prior to admission)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D. Comprehensive Exam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D. Dissertation Proposal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D. Dissertation Defense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral Internship (optional)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Signature __________________________________________ Date: ________________

Advisor Signature _________________________________________ Date: ________________

*Introductory research courses may be waived or tested out of.*
### Ph.D. School Psychology Pathways Curriculum Map

**Suggested* Sequence of Courses**

*course offerings are subject to change – refer to the DU Bulletin for updated course schedules*

#### PHD Pathways Prerequisites
- CFSP 4363  Program Development and Evaluation
- RMS 4910  Introduction to Statistics
- RMS 4920  Educational Measurement

#### PHD Pathways Coursework, Benchmarks, and Guidance

##### Year 1
- **Fall**
  - RMS 4930  Empirical Research
  - RMS 4951  Introduction to Qualitative Research
  - CFSP 4361  Supervision
  - **GUIDANCE – RESIDENCY YEAR**
- **Winter**
  - RMS XXXX  INTERMEDIATE/ADVANCED
  - RMS XXXX  INTERMEDIATE/ADVANCED
  - XXXX  COGNATE
- **Spring**
  - RMS XXXX  INTERMEDIATE/ADVANCED
  - RMS XXXX  INTERMEDIATE/ADVANCED
  - XXXX  COGNATE

##### Year 2
- **Fall**
  - XXXX  COGNATE
  - CFSP 4354  Advanced Practicum
  - CFSP 5995  Dissertation
- **Winter**
  - CFSP 4354  Advanced Practicum
  - CFSP 5995  Dissertation
  - **BENCHMARK – COMPS (SPRING BREAK)**
- **Spring**
  - XXXX  COGNATE
  - CFSP 4354  Advanced Practicum
  - CFSP 5995  Dissertation
  - **BENCHMARK – ADV PRAC EVALS**

##### Year 3
- CFSP 4356  Pre-doctoral Internship OPTIONAL
Appendix F: Sample Residency Documentation Form

Part 1: Residency Plan Proposal

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

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

<table>
<thead>
<tr>
<th>Research Course</th>
<th>Term/Year/Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

____________________________________________________________________________

Student Name
Doctoral Student

Date

____________________________________________________________________________

Faculty Name
Academic Advisor

Date
Part 2: Residency Documentation

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

**Research:** <Report completed activities in this area>

<table>
<thead>
<tr>
<th>Research Course</th>
<th>Term/Year/Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scholarship:**

*Pre-dissertation Project:*

*Place Submitted:*

*Pre-dissertation Faculty Advisor:*

<Report other completed activities in this area>

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

**Professional Development:** <Report completed activities in this area>

---

**Student Name**

**Doctoral Student**

---

**Faculty Name**

**Academic Advisor**
### Appendix G: CFSP Ph.D. Comprehensive Exam Scoring Rubric

#### Integration of Concepts and Constructs

<table>
<thead>
<tr>
<th></th>
<th>Honors</th>
<th>Pass</th>
<th>Conditional Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly-developed understanding of basic concepts and constructs.</td>
<td>Well-developed understanding of basic concepts and constructs.</td>
<td>Minimal evidence of understanding of basic concepts and constructs.</td>
<td>Incomplete or inaccurate understanding of basic concepts and constructs.</td>
<td></td>
</tr>
<tr>
<td>Clear discussion of how basic concepts and constructs apply to real life settings.</td>
<td>There is some discussion of how basic concepts and constructs apply to real life settings.</td>
<td>Little discussion of how basic concepts and constructs apply to real life settings.</td>
<td>No discussion of how basic concepts and constructs apply to real life settings.</td>
<td></td>
</tr>
<tr>
<td>Ideas clearly tied to best practices with a large number of pertinent references from primary sources.</td>
<td>Ideas are tied to best practices with a sufficient number of pertinent references from primary sources.</td>
<td>Ideas are minimally tied to best practice with only a few pertinent references from primary sources.</td>
<td>Ideas reflect deficient knowledge of best practice or pertinent references from primary sources.</td>
<td></td>
</tr>
<tr>
<td>In-depth discussion that reflects a broad knowledge of both historical and contemporary trends, research and best practices.</td>
<td>Discussion points to some historical but mostly knowledge of contemporary trends, research and best practices.</td>
<td>Discussion points to knowledge of either historical or contemporary trends, research and best practices but not both.</td>
<td>Discussion does not point to either historical or contemporary trends, research or best practices.</td>
<td></td>
</tr>
<tr>
<td>All relevant concepts are covered across the age spectrum (birth to 21).</td>
<td>Most relevant concepts are covered across the age spectrum (birth to 21).</td>
<td>Minimal coverage of relevant concepts across the age spectrum (birth to 21).</td>
<td>Insufficient coverage of relevant concepts across the age spectrum (birth to 21).</td>
<td></td>
</tr>
<tr>
<td>Complete consideration is given to issues relevant to both atypical and typical development.</td>
<td>Consideration is given to issues relevant to both typical and atypical development.</td>
<td>Consideration is primarily given to issues relevant to either typical or atypical, but not both.</td>
<td>Little evidence that consideration is given to issues relevant to typical or atypical development.</td>
<td></td>
</tr>
</tbody>
</table>

#### Application and Critical Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Honors</th>
<th>Pass</th>
<th>Conditional Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas are given for how to apply, implement and use data to evaluate and make valid decisions.</td>
<td>Some ideas are given for how to apply, implement and use data to evaluate and make valid decisions.</td>
<td>Few ideas are given for how to apply, implement and use data to evaluate and make valid decisions.</td>
<td>No ideas are given for how to apply, implement and use data to evaluate and make valid decisions.</td>
<td></td>
</tr>
<tr>
<td>Answer is based on thorough understanding of research design measurement and statistics.</td>
<td>Answer is based on basic understanding of research design measurement and statistics.</td>
<td>Answer is based on incomplete understanding of research design measurement and statistics.</td>
<td>Answer is based on inaccurate understanding of research design measurement and statistics.</td>
<td></td>
</tr>
<tr>
<td>Unambiguous evidence of how to integrate appropriate interpersonal collaboration across domains of professional practice.</td>
<td>Some evidence of how to integrate appropriate interpersonal collaboration across domains of professional practice.</td>
<td>Incomplete or irrelevant evidence of how to integrate appropriate interpersonal collaboration across domains of professional practice.</td>
<td>Minimal or no evidence of how to integrate appropriate interpersonal collaboration across domains of professional practice.</td>
<td></td>
</tr>
</tbody>
</table>
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.

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.

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.

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.

### Professional Knowledge

<table>
<thead>
<tr>
<th>Honors</th>
<th>Pass</th>
<th>Conditional Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear evidence of relevant legal and ethical standards and standards of professional practice, current policy, and legislation.</td>
<td>Some evidence of ties to relevant legal and ethical standards or standards of professional practice, policy or legislation.</td>
<td>Little evidence of relevant legal or ethical standards or standards of professional practice, policy or legislation.</td>
<td>No evidence of relevant legal or ethical standards or standards of professional practice, policy or legislation.</td>
</tr>
<tr>
<td>Full consideration of diversity issues, including, neurobiological, environmental and cultural influences.</td>
<td>Some consideration of diversity issues including, neurobiological, environmental and cultural influences.</td>
<td>Minimal consideration of diversity issues including, neurobiological, environmental or cultural influences.</td>
<td>No consideration of diversity issues including, neurobiological, environmental or cultural influences.</td>
</tr>
<tr>
<td>Clear application and understanding of a wide spectrum of service delivery (Universal to intensive / Prevention to crisis).</td>
<td>Understands that there is a spectrum of service delivery (Universal to intensive / Prevention to crisis).</td>
<td>Limited appreciation of a spectrum of service delivery (Universal to intensive / Prevention to crisis).</td>
<td>No appreciation of a spectrum of service delivery (Universal to intensive / Prevention to crisis).</td>
</tr>
</tbody>
</table>

### Organization & Completeness of Responses

<table>
<thead>
<tr>
<th>Honors</th>
<th>Pass</th>
<th>Conditional Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>A highly developed, integrative and well-organized answer.</td>
<td>A sufficiently developed, integrative and organized answer.</td>
<td>An insufficiently developed, integrative or unorganized answer.</td>
<td>An insufficiently developed, integrative and unorganized answer.</td>
</tr>
<tr>
<td>All parts of the question are fully addressed with very smooth transitions between topic areas.</td>
<td>Answer partially addresses most parts of the question with attempts to make some transitions between topic areas.</td>
<td>Some parts of the questions are omitted and there are few transitions between topic areas.</td>
<td>Many parts of the question are not addressed and the answer is fragmented as isolated facts.</td>
</tr>
<tr>
<td>No jargon used and parent friendly language stressed throughout.</td>
<td>Little jargon used and parent friendly language stressed most of the time.</td>
<td>Some jargon used and minimal attention to parent friendly language</td>
<td>Too much jargon used with little attention to parent friendly language</td>
</tr>
<tr>
<td>Considerable attention to grammar, punctuation, spelling, capitalization throughout.</td>
<td>Attention to grammar, punctuation, spelling, capitalization, mostly throughout.</td>
<td>Inconsistent attention to grammar, punctuation, spelling, capitalization.</td>
<td>Little attention to grammar, punctuation, spelling, capitalization.</td>
</tr>
</tbody>
</table>
Appendix H: Department of Teaching and Learning Sciences
Announcement of Oral Defense

☐ Proposal Defense
☐ Dissertation Defense

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date</th>
<th>Time</th>
<th>Building/Room Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation Committee Member</td>
<td>College</td>
<td>Department</td>
<td></td>
</tr>
<tr>
<td>Dissertation Committee Member</td>
<td>College</td>
<td>Department</td>
<td></td>
</tr>
<tr>
<td>Dissertation Committee Member</td>
<td>College</td>
<td>Department</td>
<td></td>
</tr>
<tr>
<td>Dissertation Committee Member</td>
<td>College</td>
<td>Department</td>
<td></td>
</tr>
<tr>
<td>Dissertation Committee Member</td>
<td>College</td>
<td>Department</td>
<td></td>
</tr>
<tr>
<td>Dissertation Committee Member</td>
<td>College</td>
<td>Department</td>
<td></td>
</tr>
</tbody>
</table>

Department Chair                                                                 Chair’s Signature

ABSTRACT (150 words)
Appendix I: Dissertation Guidelines
PhD Dissertation Process

Formatting
For more detailed information on what it should look like: FORMATTING & EXAMPLES

<table>
<thead>
<tr>
<th>Margins</th>
<th>Necessary Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Left</td>
<td>1.5”</td>
</tr>
<tr>
<td>Top, Right, Bottom</td>
<td>1.0”</td>
</tr>
<tr>
<td>Top for pages with chapter headings</td>
<td>2.0”</td>
</tr>
</tbody>
</table>

Don’t Forget
Fonts are embedded
Document is in one PDF
Check formatting

Proposal Defense
☐ Your proposal is the first 3 chapters (Introduction, Literature Review, & Methods) OR Manuscript 1 and portions of Manuscript 2 (Introduction, Literature Review, & Methods) of your dissertation along with a visual presentation
☐ Secure a peer scribe to take minute notes during your proposal
☐ Reserve a room in Katherine Ruffatto Hall that can accommodate at least 15 people
☐ NO proposals can be scheduled during week 10 and finals week of any given quarter
☐ Committee members should be INTERESTED in your topic. Ask faculty to meet and discuss your topic, if it is a good fit ask them to be on your committee. Be sure to leave enough time for committee members to read your proposal prior to the visual presentation
☐ Select your dissertation committee and FILL OUT THIS FORM
  o Dissertation Chair (this should be your advisor)
  o Dissertation Committee Members (3 of them; include a methodologist, a faculty from outside your department to serve as your oral defense chair (non-voting member), and a critical reader)
☐ No later than 30 days after approval, FILL OUT THIS FORM and submit to the Office of Graduate Studies

Dissertation Defense
☐ Schedule your defense at least three weeks prior to the date of your intended graduation
☐ NO defenses can be scheduled during week 10 and finals week of any given quarter
☐ Secure a peer scribe to take minute notes during your proposal
☐ Reserve a room in Katherine Ruffatto Hall that can accommodate at least 15 people
☐ Copies of your dissertation must be provided to your examining committee at least two weeks prior to the date of your defense
☐ At least two weeks prior to the date of your defense, EMAIL all program, department, and college listservs your dissertation announcement
☐ At least two weeks prior to the date of your defense, run your document through Turnitin and write a one-page response on the results that will be submitted with the final draft of your dissertation. Please reference THIS GUIDE for more details
Appendix J: Manuscript Format and Style Form

THIS FORM MUST ACCOMPANY ALL MULTI-PAPER FORMAT DISSERTATIONS PRESENTED TO THE GRADUATE SCHOOL FOR APPROVAL. PAPERS WILL NOT BE READ UNLESS ACCOMPANIED BY THIS FORM.

Candidate’s Name: __________________________ E-mail: __________________

Dissertation Chair: _________________________________________________

TITLE OF DISSERTATION: (Manuscript dissertations must have a single title that succinctly and accurately reflects the coherence of all papers included; each manuscript will have an individual title as well)

_____________________________________________________________________________

Have any of the papers been published? yes____ no____

(Permission-to-reprint letters from copyright holder must be included in an appendix and the end of the thesis/dissertation, and footnoted on the first page of the chapter.)

For each manuscript provide the title and journal* that it is being prepared for:

Manuscript 1
- Title: ____________________________________________________________

- Journal: _________________________________________________________

Manuscript 2
- Title: ____________________________________________________________

- Journal: _________________________________________________________

* If a journal style has been followed, a copy of the journal or a copy of an article from the journal must be submitted with the manuscript. The submission must include examples of all format components (including all reference forms) that are based on the journal’s style.
I am preparing my dissertation at The University of Denver. I hope to complete my degree by (date of graduation). An article, (title), of which I am first author, and which appeared in your journal (title), reports an essential part of my dissertation research. I would like permission to reprint it as a chapter in my dissertation.

<Insert full citation including title, journal, volume, date and page numbers>

If these arrangements meet with your approval, please indicate your approval by signing in the space provided, and attach any other form necessary to confirm permission. If you have any questions, please contact me at (e-mail, phone)

Thank you for your assistance,

I HEREBY GIVE PERMISSION FOR THE USE REQUESTED ABOVE.
Printed name:

____________________________________________

Title:

____________________________________________

Signature:

____________________________________________

Date:

____________________________________________
Appendix K: Checklist of Dissertation Completion Tasks and Forms

Review DU dissertation guidelines:
http://www.du.edu/currentstudents/graduates/graduationinformation.html

Review Program Handbook for specific department or program requirements

Pass PRAXIS

Complete Residency

Pass Doctoral Comprehensive Exam

Prepare an outline version of your Proposed Research Project, with answerable research questions

Meet with Dissertation Chair:
- Discuss additional committee members
- Discuss Dissertation format

Schedule meetings with Chair as needed throughout remainder of this process

Proposal (Chapters 1-3 Or Manuscript 1 + Manuscript 2, partial)
- Proposal Distributed to Committee at least 2 Weeks before the Scheduled Defense

Complete and post Announcement Form

Bring Dissertation Proposal Form to Proposal Meeting for signatures

Send copy of Approved Proposal to Dissertation Director and Academic Services Associate

IRB
- Prepare IRB application (Dissertation Director’s Approval is required). Visit this link for the IRB Determination Form.

Submit Application to IRB, after receiving proposal approval and IRB approval from Dissertation Director

Apply for and receive approval from other Research or Human Subjects Boards (such as school districts), as appropriate

Dissertation Data Collection:
- Begin Data Collection
- Finish Data Collection
- Begin Analysis of Data
- Finish Analysis of Data

Dissertation Completion (Chapters 4-5 Or Manuscript 2)
- Update, revise, and/or expand Literature Review
- Convert all descriptions of study to past-tense and include any changes made in procedures
Prepare Tables of Data, Write Results
Finish Summary, Discussion Chapter
Finish Summary, Discussion Chapter
Determine the significance and limitations of the study, and its contribution to the field of school psychology
Prepare Abstract (350 Word Limit)
Refine Table of Contents, References, Appendices, Title Page, Etc.

Schedule Dissertation Defense:
Select Defense Committee Chair from another Department who meets Graduate Studies’ requirements
Complete and send Announcement Form
Request Academic Services Associate to post Defense Location, Date, and Title to MCE community
Distribute Text Copies of Dissertation to Committee at least 2 Weeks Prior to Defense
Prepare presentation of Dissertation for presenting to Committee and other attendees

Final steps
Complete revisions and have them approved by Dissertation Director
Give Revised Copies of Dissertation to Oral Defense Committee Chair and Committee

Graduation
Attend MCE Academic Hooding Ceremony, MCE Graduate Reception, & DU Ph.D. Reception
Appendix L: Annual Evaluation Summary and Form

Sample Annual Evaluation Letter

[DU LETTERHEAD]

DATE

Dear [STUDENT NAME],

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

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

We look forward to your continued growth.

Best,

Program Director
Child, Family, and School Psychology Program
Part I: Annual Evaluation Summary

Completed by student.

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

<table>
<thead>
<tr>
<th>Applied Setting</th>
<th>Site Name</th>
<th>Supervisor Name</th>
<th>Supervisor Credentials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adv. Practicum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EdS Internship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Doc Internship</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Completed by faculty.

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 is a summary of performance in the work characteristics necessary for effective practice as a professional.

<table>
<thead>
<tr>
<th>Year in Program</th>
<th>Review Date</th>
<th>Student Initials</th>
<th>Advisor Initials</th>
<th>Annual Review Outcome*</th>
<th>Remediation Plan: Areas for Remediation</th>
<th>CFSP Decision**</th>
</tr>
</thead>
</table>

* Refer to ratings in Part 2: Annual Review Form

** (1) Dismissed from the program; (2) Allowed to progress in the Program under remediation restrictions
Part II: Annual Evaluation Form

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

Directions:
Please rate yourself on a scale of 1-4 on each competency using the following criteria:
- Far below expectations: demonstrating little to no progress for year in program (1)
- Below expectations: demonstrating inadequate progress for year in program (2)
- Meets expectations: demonstrating satisfactory progress for year in program (3)
- Exceeds expectations: demonstrating exceptional skill and progress for year in program (4)

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

<table>
<thead>
<tr>
<th>Professional Characteristics</th>
<th>Self</th>
<th>Fac.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiative – initiates activities when appropriate; does not wait to be asked or told when to begin tasks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please describe an incident that you feel demonstrates your initiative or why it is an area for improvement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dependability – follows through on tasks; completes assignments in accordance with stated parameters and/or constraints.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please describe one or more incidents that you feel demonstrate your dependability or why it is an area for improvement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Management/Work Organization – organizes work and manages time effectively; completes assignments in a timely manner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please describe one or more incidents that you feel demonstrate your time management and/or organizational abilities or lack thereof.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please describe one or more incidents that you feel demonstrate your respect for human diversity or need for improvement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Oral Communication</strong> – expresses self orally in a clear and organized manner.</td>
<td>Self</td>
<td>Fac.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Please describe one or more incidents that you feel demonstrate your ability or struggle to communicate orally.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Written Communication</strong> – expresses self in writing in a clear and organized manner.</th>
<th>Self</th>
<th>Fac.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Attending/Listening Skills</strong> – listens attentively; attends to important communications.</th>
<th>Self</th>
<th>Fac.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please describe one or more incidents that you feel demonstrate your attending/listening abilities or struggles.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Interpersonal Relations</strong> – relates effectively with colleagues, faculty, supervisors and clients.</th>
<th>Self</th>
<th>Fac.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please describe one or more incidents that you feel demonstrate your interpersonal relationship abilities or challenges.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Adaptability/Flexibility</strong> – adapts effectively to demands of situation; exhibits flexibility in face of change.</th>
<th>Self</th>
<th>Fac.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please describe one or more incidents that you feel demonstrate your adaptability and flexibility or rigidity.</td>
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<th><strong>Ethical Responsibility</strong> – responds appropriately to interpersonal and professional legal and ethical challenges</th>
<th>Self</th>
<th>Fac.</th>
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<td>Please describe one or more incidents that you feel demonstrate your understanding or lack of understanding of the above systems.</td>
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** 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 M: PAL Loan Policies and Procedures

The Psychoeducational Assessment Library (PAL) provides assessment and related material loan services to students enrolled in CFSP classes. Although there is no charge for the use of any PAL materials for students, students are expected to treat any item entrusted to them with the utmost responsibility and care. Other than normally expected wear and tear, the student will be held responsible for the replacement costs of any lost, stolen, or damaged materials. Students must be currently enrolled in courses, in the CFSP or ECSE program, and a valid DU ID must be presented prior to signing out materials. Materials will only be checked in and out of the PAL at the designated checkout times. The PAL policies and procedures listed on the back of this form should be read carefully and understood by each student using the facility. After reading these policies, complete and sign the contractual agreement below. This contract will be binding for the duration of your tenure at DU.

STATEMENT OF LIABILITY
I am responsible for the safe and timely return of PAL items. I agree to pay for any and all damages, including replacement of the item(s). If I fail to return the materials or fail to pay for damages in a timely manner the CFSP Program can withhold my diploma until the matter is settled.

Reminders
- 2 WEEK CHECKOUT.
- NO MORE THAN 2 CONSECUTIVE CHECKOUTS (4 WEEKS TOTAL).
- Late returns incur 1-point grade deduction (from the course which necessitated material checkout) for each day beyond the due date.
- Damaged or lost materials are the responsibility of the last person who checked them out. For this reason, it is important that checked-out materials are not traded or loaned to anyone else.

I have read and agree to the terms outlined in this document.

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

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

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

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