

# **Child Family and School Psychology Program**

## **Student Handbook**

**2011 – 2012**



UNIVERSITY OF  
**DENVER**

---

**Morgridge College  
of Education**

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

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

Inquiries concerning programs in the MCE should be directed to the Morgridge Office of Admissions, 1999 E Evans Ave., Denver, CO 80208-1700; Phone 303-871-2509 and [edinfo@du.edu](mailto:edinfo@du.edu).

The University of Denver (Colorado Seminary) is an Equal Opportunity Institution. It is the policy of the University not to discriminate in the admission of students, in the provision of services, or in employment, on the basis of race, color, religion, sex, national origin, age, marital or veteran status, sexual orientation, or physical or mental disability.

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

## Contents

<b>Introduction and Conceptual Framework</b> .....	6
Welcome .....	6
Accreditation .....	6
Overview of the Program .....	6
Overview of Degrees Offered .....	10
Program Philosophy and Mission .....	10
Program Goals and Objectives .....	11
Professional Development .....	13
<b>Policies and Procedures</b> .....	13
College and University Policies.....	13
Admissions Requirements.....	13
Admissions Process.....	14
Advisors and Advising .....	14
Distributed Email List and Communication .....	15
Fingerprinting .....	15
Malpractice Insurance.....	15
Morgridge College of Education Dissertation Credit Policy.....	16
University Continuous Enrollment Policy.....	16
Developing a Coursework Plan (CWP) .....	17
Course Waivers and Transfers .....	18
Attendance and Grading .....	18
Personal Difficulties .....	19
Ethical Behavior and Conduct.....	19
Response to Academic Dishonesty .....	20
Probation or Dismissal from the Program .....	21
Student Rights and Responsibilities.....	21
Grievance Process .....	21
Extension of Degree Program.....	26
Letters of Recommendation.....	26
Professional Membership .....	26
<b>Degree Requirements</b> .....	27
<b>Master's Degree (M.A.)</b> .....	27
M.A. Comprehensive Exam.....	27
Representative M.A. Comprehensive Questions.....	30
<b>Educational Specialist Degree (Ed.S.)</b> .....	30
Ed.S. Degree – School Psychology Generalist .....	30
Ed.S. Degree – School Psychology with Early Childhood Certification .....	31
Ed.S. Praxis II/NASP Exam .....	34
<b>Doctoral Degree</b> .....	34
Ph.D. – School Psychology Licensure Track .....	34
Ph.D. – Child and Family Leadership Track .....	34
Ph.D.—Pathway for Ed.S. Professionals .....	35
Ph.D. Recommended Course Sequences.....	35
Dissertation Credits.....	37

Dissertation Policies and Guidelines .....	37
Doctoral Comprehensive Exams .....	37
<b>Field Experiences.....</b>	<b>40</b>
<b>Programmatic Field Experiences .....</b>	<b>40</b>
<b>Requirements for Field Experiences and Placements .....</b>	<b>41</b>
<b>Field-Based Placement Courses Across Degrees.....</b>	<b>41</b>
<b>Mentorship.....</b>	<b>42</b>
Mentorship Description .....	42
Mentorship Requirements.....	42
<b>Clinic Practicum .....</b>	<b>43</b>
CFSP Clinic Practicum Description .....	43
CFSP Clinic Practicum Requirements .....	43
<b>Field Practicum .....</b>	<b>44</b>
Field Practicum Description .....	44
Field Practicum Requirements.....	44
<b>School Psychology Internships .....</b>	<b>45</b>
School Psychology Internship Description.....	45
School Psychology Internship Requirements.....	46
Internship Registration Policy .....	47
<b>Program Performance Evaluation.....</b>	<b>48</b>
<b>Student Performance Evaluation.....</b>	<b>50</b>
<b>Annual Review.....</b>	<b>53</b>
Annual Review Process .....	53
<b>Program Faculty.....</b>	<b>54</b>
<b>Program Resources.....</b>	<b>56</b>
General University Services.....	56
Disability Services Program (DSP).....	57
Financial Aid .....	57
Morgridge College of Education Student Association (COESA) .....	57
Morgridge College of Education Computer Lab.....	58
Penrose Library Computer Lab .....	58
Technology Support and Services .....	58
Student Laptops .....	58
Student Training .....	59
Computer and Software Purchases .....	59
Check-out Program .....	59
Psychological Assessment Library (PAL).....	59
Counseling and Educational Services Clinic.....	60
<b>Program Course Descriptions.....</b>	<b>61</b>
<b>Other Program Courses .....</b>	<b>70</b>
<b>Appendix A M.A. Coursework Plan.....</b>	<b>71</b>
<b>Appendix B Ed.S. Generalist Coursework Plan.....</b>	<b>72</b>
<b>Appendix C Ed.S. Early Childhood Certificate Coursework Plan .....</b>	<b>74</b>

<b>Appendix D: Ph.D. School Psychology Licensure Coursework Plan .....</b>	<b>76</b>
<b>Appendix E Ph.D. Child and Family Leadership Coursework Plan .....</b>	<b>78</b>
<b>Appendix F Ph.D. for Ed.S. Professionals Coursework Plan (Completed &amp; Approved Ed.S. Degree) .....</b>	<b>80</b>
<b>Appendix G: Advising Checklist .....</b>	<b>81</b>
<b>Appendix H: Cumulative Sequence of Annual Review.....</b>	<b>83</b>
<b>Appendix I: CHECKLIST OF DISSERTATION COMPLETION TASKS and FORMS .....</b>	<b>86</b>
<b>Appendix J: Cumulative Evaluation Form .....</b>	<b>88</b>
<b>Appendix K Professional Work Characteristics Development Annual Review .....</b>	<b>89</b>
<b>Appendix L On-Line Field Placement Performance Evaluation Worksheet.....</b>	<b>95</b>
<b>Appendix N: CFSP Program Courses Aligned with NASP Domains .....</b>	<b>106</b>

## **Introduction and Conceptual Framework**

### **Welcome**

We are excited to have you begin your new graduate career with the Child, Family, and School Psychology (CFSP) Program. This Student Handbook will provide you with information on our philosophy, mission, and objectives, as well as critical requirements, policies, and procedures associated with your degree program. Information has been included to help guide your course of study and to address frequently asked questions concerning the completion of your chosen degree. Please familiarize yourself with the information provided in this Handbook, in the Morgridge College of Education Bulletin, and in the manuals associated with our required field components (i.e., Mentorship, Clinic Practicum, Field Practicum and Internship Manuals). Copies of all handbooks and manuals are available on the MCE website. It is recommended that you save copies of the CFSP Handbook and Manuals electronically since policies and procedures can change slightly from year to year and the materials in this Handbook are relevant for students who begin their course of study in fall of 2011.

### **Accreditation**

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

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

For further information on NASP, please visit

<http://www.nasponline.org/certification/NASPAapproved.aspx>

### **Overview of the Program**

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

education, the role of prevention and early intervention, and the interrelationship between neurobiological, social-emotional, cognitive, and behavioral development in promoting academic and personal success.

CFSP students are accepted into one of three degree programs:

- 1) **Master's degree (M.A.)** in early childhood policy and program development (no licensure option)
- 2) **Educational Specialist (Ed.S.)** degree in School Psychology, with the option of obtaining an additional Early Childhood School Psychology Certificate
- 3) **Doctoral degree (Ph.D.)** program, with three distinct tracks:
  - a. School Psychology Licensure program
  - b. Non-licensure Child and Family Leadership program
  - c. Pathway for EdS professionals

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

Our curriculum provides a strong foundation and core knowledge base in developmental, psychological, and learning theories, general and special education, and legal, ethical and professional standards of practice. Professional skills and advanced training are required in research, measurement, program evaluation, assessment, prevention, intervention, and consultation with family, school and community professionals. All CFSP degree programs involve innovative, integrative, closely supervised practice experiences during coursework and independent field experiences that begin the first year. Ed.S. and Ph.D. School Psychology Licensure track degree students complete a culminating year-long internship where they gain additional supervised experience. Practice experiences are designed as a developmental **Chain of Relevant Experiences (CoRE)** (visual representation on the following page) where students progress during coursework and through supervised field placements, initially as *Critical Observers*, then as *Directed Participants*, then as *Active Contributors*, and finally as *Independent Practitioners*. These progressive experience levels are defined as follows:

- 1) *Critical Observers*: Students acting as a Critical Observers engage in activities that provide them with the opportunity to increase their knowledge base by linking theory and empirically based concepts through observational activities. These activities challenge the students to integrate information while critiquing current practices.
- 2) *Directed Participants*: Students acting as Directed Participants engage in activities that are specifically outlined and directed by the faculty in order to address professional skill

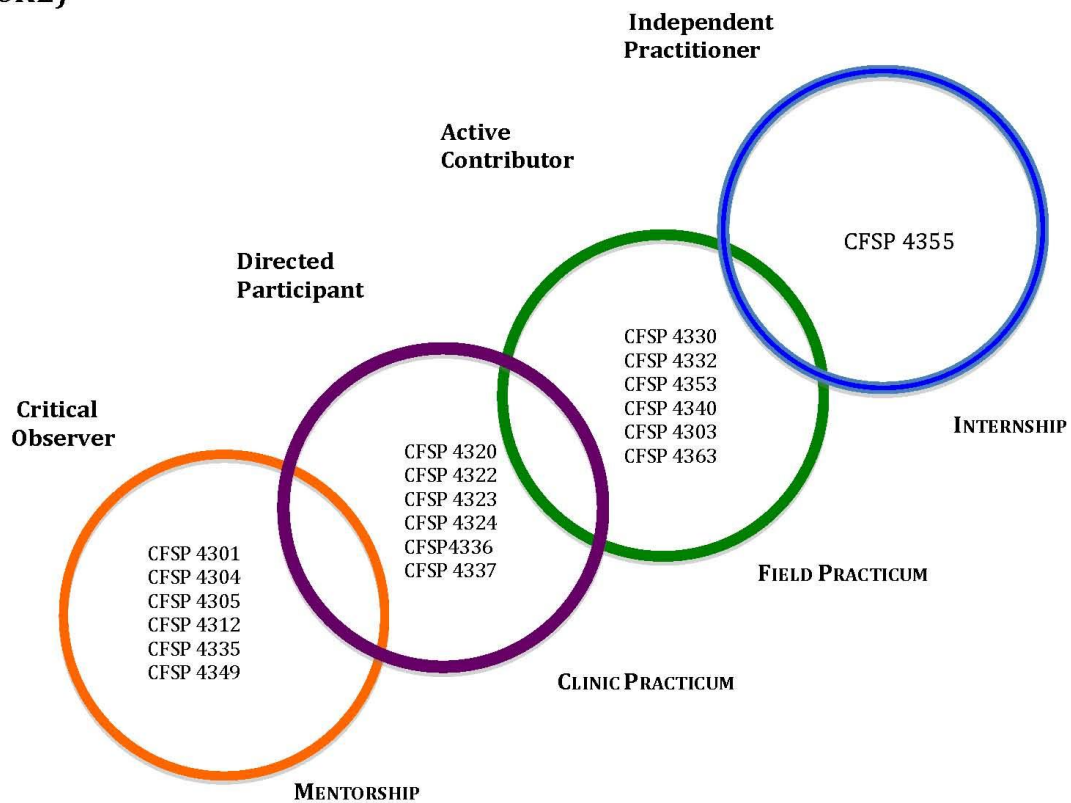
development and enhancement. The tasks include but are not limited to role play, simulation activities and live supervised experiences in an on-campus clinic.

- 3) *Active Contributors*: Students acting as Active Contributors engage in professional activities that are managed and dictated by needs and policies of the field placement. These activities, developed collaboratively and completed under the supervision of a faculty member and site supervisor, bring about a specific result that adds to the productivity of the field placement.
- 4) *Independent Practitioners*: Students acting as Independent Practitioners engage in activities in which they apply advanced skills through self-initiated and self-governed professional engagement within a network of collegial supervision.

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



## CHAIN OF RELEVANT EXPERIENCES (CoRE)



## Overview of Degrees Offered

***The one- to two-year Masters (M.A.) degree*** prepares students interested in working in community agencies or educational settings that emphasize policy as it relates to direct service to young children and families. Licensure as a school psychologist is not available with the M.A. degree.

***The four-year Educational Specialist (Ed.S.) degree*** prepares students who wish to acquire the broad array of skills necessary for effective functioning in the educational environment as school psychologists. Ed.S. graduates take three years of coursework and during their fourth year a 1200-hour Internship. Ed.S. students are required to meet all state licensure requirements to obtain a Colorado Department of Education School Psychology license from birth to 21. Ed.S. degree students can also apply for national certification as a school psychologist. An additional Early Childhood School Psychology Certificate is also available to Ed.S. degree students interested in taking 18 hours of specialized supplementary coursework.

***The five-to six-year Doctoral (Ph.D.) degree*** leads to either a School Psychology Licensure or a Child and Family Leadership and Advocacy non-licensure degree. Doctoral students in both Ph.D. tracks gain competencies in conducting original research, grant writing, and in advanced qualitative and quantitative analysis, research design, and statistics and also 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 Degree are accepted into one of these two distinct Ph.D. degree tracks:

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

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

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

## Program Philosophy and Mission

Our Program philosophy and mission are aligned with the Morgridge College of Education (MCE) vision “to train global leaders who employ innovative and effective approaches to advance learning throughout the lifespan, educational change, and social equity.” Our Program

**philosophy** is built upon a scientist-practitioner model of training emphasizing ecological, family-sensitive, prevention-oriented, empirically valid practice, and the highest standards of ethics and professionalism. We believe in a full consideration of human development and pedagogy, sensitivity to diverse human experiences and cultures, a focus on early prevention and supportive intervention, collaborative problem-solving, and the promotion of family involvement in human development and education.

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

### **Program Goals and Objectives**

Our Program **goal** is to prepare highly competent, collaborative, ethical, and self-reflective School Psychology and Child and Family 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 from birth to age 21. Ultimately, the CFSP Program strives to produce professionals who are competent *Consumers, Collaborators, Interventionists, and Advocates* as they work on behalf of individuals, families, schools, and communities. These competency areas are defined as follows:

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

As an extension of our philosophy, mission, and goals, graduates of the CFSP Program must demonstrate proficiency in the following **performance objectives**, which align with our College mission and goals, and with standards of professional training as articulated in *Standards for Training and Field Placement Programs in School Psychology* (NASP, 2006) and *Professional Standards of Practice for the Division of Early Childhood* (DEC, 2008). Each objective is also

aligned with one of the four above-mentioned competency areas, which are used to evaluate student progress in the Program.

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

1. Application of contemporary, scientifically-based knowledge of typical and atypical development from birth to age 21 within the core areas of cognition and learning, language and communication, motor and movement, social-emotional, and adaptive behavior. *(Consumer)*
2. Family sensitive practice that acknowledges the impact of biological, social, cultural, ethnic, socioeconomic, and linguistic factors on the learning and development of students and families from diverse backgrounds. *(Advocate)*
3. Collaborative problem-solving with school, family, and community professionals leading to practical applications of human learning and development theory and a full continuum of empirically valid prevention and intervention strategies to promote mental health, learning, and physical well-being for students in regular and special education. *(Collaborator)*
4. Recursive data-based decision-making and goal-setting using a broad array of assessment approaches, the results of which are functionally linked to program interventions and services that result in measurable positive academic, social-emotional, and behavioral outcomes. *(Interventionist)*
5. The ability to design, implement, and appraise a continuum of universal, targeted, and intensive individual, group, family, classroom, district, or community mental health agency interventions and educational services intended to create and maintain safe and supportive environments for learners of all abilities and with diverse needs. *(Interventionist)*
6. Program development and evaluation that include, but are not limited to, progress monitoring, outcome accountability, and formative and summative evaluation of school, family, and community partnerships to enhance academic, social-emotional, and behavioral outcomes for students. *(Collaborator)*
7. The ability to appraise and communicate empirical evidence and literature based on a thorough understanding of research design, measurement, and statistics. *(Consumer)*
8. Ethical, legal, and socially responsible practice in the professional fields of School Psychology and Child and Family studies that reflects current knowledge of public policy, federal and state legislation and regulations, and a strong professional identity. *(Advocate)*
9. Shared decision-making that utilizes information sources and technology to safeguard and enhance services and promote change at the individual, family, classroom, building, district, or community level. *(Consumer)*

10. Advocacy that promotes wellness and ensures that prevention of learning, emotional, and behavior problems commands as much attention, effort, and resources as remediation. (*Advocate*)

### **Professional Development**

The CFSP Program provides continuing professional development opportunities based upon the needs of practicing school psychologists. The Program has a strong commitment to provide on-going opportunities for professional development via annual workshops that target specific areas of need, collaboration with other training programs in the state to address issues in the field, and an on-going partnership with the Colorado Department of Education to anticipate areas of increased need.

### **Policies and Procedures**

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

### **College and University Policies**

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

### **Admissions Requirements**

Complete applications to the CFSP Program for the M.A., Ed.S., and Ph.D. degrees are due by **December 15<sup>th</sup>** (to be considered for priority admission for the following Fall quarter), and are reviewed in early to mid-February. **Late application materials will be considered on a rolling admissions basis thereafter.** All applicants must provide 1) official transcripts from each collegiate institution they have attended or are presently attending, 2) three letters of recommendation, 3) official GRE scores not more than five years old, 4) a current vita/resume detailing educational, professional, and volunteer experiences, and 5) a personal statement of intent pertinent to their degree interest. Applicants must also be qualified to fulfill the requirements of the degree as well as perform the full range of duties for which they are being prepared. Additional requirements for international applicants are outlined in the ***MCE Bulletin***. Currently enrolled students may also apply to change their selected degree program by updating and then resubmitting their admissions file by the same application deadline.

Ed.S. students interested in applying for the Ph.D. pathway program typically apply in their fourth year. Current CFSP student applicants are reviewed simultaneously with all other

admissions files for that year. Additional requirements for the PhD program for Ed.S. Professionals are detailed in Appendix F.

### **Admissions Process**

All applicant files are screened initially by a Program committee comprised of two or more faculty. Qualified applicants are then scheduled for a formal, structured phone interview with a committee of faculty and current students in good standing with the Program. Applicants who meet all screening and interview criteria are then reviewed for final acceptance approval by all CFSP Program faculty at a designated CFSP Program admissions meeting held in February each year.

In most cases, students are admitted only on a full-time basis (i.e., enrolled for a minimum of 8 credit hours per quarter). However, part-time status may be approved for unexpected personal circumstances. In some cases, students are admitted on a provisional status due to a noted deficiency in prior professional training, communicative or quantitative competencies, or incomplete credentials. In these cases, students are given specific probationary conditions, to be completed by the end of fall quarter, in order to achieve regular status.

Applicants are informed of their admittance status in letters sent out by the end of April. Admitted students are given two weeks from receipt of this letter to indicate their acceptance through submission of a nonrefundable deposit that is then applied to first-term tuition. The expected yearly admittance for full-time students across the three CFSP degree programs is 24, with a maximum of 3-4 doctoral students.

### **Advisors and Advising**

Upon admission to the Program, new students are assigned a faculty advisor who collaboratively directs all Program and curriculum decisions. Students and their faculty advisors must meet initially in the fall (or incoming) quarter to develop an official coursework plan of study that is signed by both the student and advisor and officially put on file in the MCE Office of Admissions and Enrollment Services. It is imperative for accreditation purposes that the coursework plan for Ed.S. students match the suggested course sequence as outlined in Appendix B or C. Students are also expected to meet with their faculty advisor minimally once each quarter during the remainder of their program to discuss progress in the program and career goals. All students also are required to schedule an annual performance feedback advisement meeting (See Appendix H: Cumulative Sequence of Annual Review). For most students, this annual performance feedback advisement meeting occurs in May. For students in their fourth-year internship, this meeting typically occurs in the quarter before graduation, January or February, in conjunction with their on-going field-based evaluations. Students are responsible for scheduling all advisement and annual performance feedback meetings and are encouraged to seek out regular times to meet with their advisor for guidance on professional issues. Students are expected to keep their advisors updated on any substantial change or personal needs with regard to their degree program. Requests to change advisors due to

degree program changes or personal interest are acceptable. Advisor changes must be formally requested in writing and placed on file in the MCE Office of Admissions and Enrollment Services and Enrollment Services.

### **Distributed Email List and Communication**

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

### **Fingerprinting**

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

1. You will need to submit your fingerprints to the Colorado Bureau of Investigation (CBI) for the purpose of a criminal background check. Please read the instructions for having your fingerprints taken and submitted to the CBI:  
<http://www.cde.state.co.us/cdeprof/download/pdf/fpinfosheet.pdf>
2. When your fingerprints have been taken, mail your fingerprint card to:  
Colorado Bureau of Investigation  
690 Kipling Street, Suite 3000  
Denver CO, 80215

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

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

\*Note: This fingerprinting requirement does not apply to Ed.S. to Ph.D. students.

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

### **Malpractice Insurance**

Students who will be at field sites during the up-coming school year are encouraged to purchase personal malpractice insurance. Most courses other than research classes have a field component. While the University provides some coverage, students can obtain affordable

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

### **Morgridge College of Education Dissertation Credit Policy**

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

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

### **University Continuous Enrollment Policy**

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

Keep in mind you must also register for one credit hour of dissertation research (XXXX 5995) each quarter until you graduate per the MCE Dissertation Credit Policy (noted above). If a student is on a full-time, year-long internship required by your program, this generally applies to Counseling Psychology and Child, Family, and School Psychology students only, please see your program handbook for specific instructions on meeting MCE and DU requirements.

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

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



For the complete DU Graduate Studies Continuous Enrollment Policy, please go to:

<http://www.du.edu/media/documents/graduates/10-11policy.pdf>

For the University Continuous Enrollment form and instructions, please go to:

<http://www.du.edu/media/documents/graduates/CE.pdf>

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

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

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

Some examples of how to use these two policies:

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

### **Developing a Coursework Plan (CWP)**

Each division within the MCE has an agreed upon a list of required and recommended courses for each degree program available to students in that division. Required and recommended courses for the CFSP M.A., Ed.S. or Ph.D. degrees are found listed on the CFSP Coursework Plans (**see Appendices A through F**). Students must complete an official CWP in consultation with an advisor during the first quarter they are officially enrolled, and must place an official CWP on file in the MCE Office of Admissions and Enrollment Services by the end of the first quarter for all students. **An official CWP is one that is signed by the student and the**

**student's advisor.** A student's CWP serves as a plan leading to graduation and must be kept on file in the MCE Office of Admissions and Enrollment Services. A CWP can be revised at any time with advisor approval. However, changes should rarely be necessary for those enrolled in the Ed.S. degree. When modifications are made, a new official, re-dated, and re-signed CWP must be resubmitted with all changes and be attached to the original plan in the student's file. When a student applies for graduation, the MCE Office of Admissions and Enrollment Services checks the student's transcript against the CWP to ensure that the student has taken all the required courses listed on their CWP. ***This is the only time that such a check is officially made by the University.*** Students are expected to keep their own copies of all documents throughout the duration of their study.

### **Course Waivers and Transfers**

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

### **Attendance and Grading**

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

A student's overall standing in the Program and readiness to advance through field experiences (i.e., Practicum and Internship) are based on a successful annual performance

review that is obtained through demonstrations of sound professional skills and competencies as well as appropriate professional work characteristics (see section on **Performance-based Assessment and Accountability**). A student placed on probationary status due to academic or other professional deficiencies must work with their advisor to develop a written remediation plan that details actions to be taken within a specified time-frame. Such actions may require additional or repeated coursework, skill building assignments outside of the regular class, remedial coursework to enhance writing, quantitative, or oral presentation skills, psychological evaluation, professional counseling/psychotherapy, or other appropriate remedial actions. A student will be terminated from the Program after three consecutive quarters of deficit or if remediation requirements are not fulfilled.

### **Personal Difficulties**

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

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

It is the position of the Program that when such situations exist, the student and faculty should objectively examine the situation and determine whether it is appropriate to take a leave of absence until the educational experience can be given appropriate attention. Neither student nor university is well served when a student is given a degree despite inadequate preparation for the responsibilities of the profession. In such instances, the student's advisor will consult with involved faculty and the Program Coordinator and will then meet with the student to assist him/her to clarify and evaluate options. If the student so chooses, a Leave of Absence form will be completed. If the student opts to remain active in the program, the Program faculty will create a probation plan to clarify expectations and student responsibilities. Failure to progress after reasonable intervention or a failure to comply with the probationary plan and timelines can result in dismissal from the Program.

### **Ethical Behavior and Conduct**

Each student understands, upon admission to the University, that they are required to uphold the provisions of the University of Denver **Honor Code**

([www.du.edu/ccs/honorcode.html](http://www.du.edu/ccs/honorcode.html)) and **Code of Student Conduct**

([www.du.edu/ccs/code.html](http://www.du.edu/ccs/code.html)). These Codes apply to all students at the University of Denver, whether graduate or undergraduate, full- or part-time. Violations of the Honor Code include, but are not limited to, taking or attempting to take, or assisting someone else in taking or attempting to take, the following actions:

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

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

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

### **Response to Academic Dishonesty**

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

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

## **Probation or Dismissal from the Program**

Students who do not adhere to Program or University policies may be placed on probation and may be dismissed from the Program. While such instances are rare, should they occur, students will be contacted by their advisor and informed ***specifically and in writing*** of issues and concerns with regard to academic progress or attendance, interpersonal or practice effectiveness, or ethical violations. ***Students will be asked to respond to these concerns personally and in writing.*** In addition, students who have made inadequate progress are either allowed to continue in the program or are not allowed to progress in the program (Appendix I). In both cases, the student is placed on probation during the remediation process. Decisions regarding probation or dismissal will be made by the Program Coordinator and CFSP faculty in consultation with the MCE's Associate Dean. All pertinent information regarding the basis for such decisions will be disclosed to the student in a timely manner.

## **Student Rights and Responsibilities**

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

## **Grievance Process**

Students may seek resolution of complaints or grievances through the Academic Grievance Procedure during their enrollment at the University of Denver.

Graduate units may have additional requirements specific to their accreditation or professional standards. It is the responsibility of the student to determine whether his or her graduate unit has specific requirements and the responsibility of the unit to ensure that those requirements are addressed prior to advancing the grievance to the Office of the Provost. In the event of conflict between any grievance process published in unit manuals or websites, the process outlined in the Graduate Policy Manual will govern.

## **Section I: Grievable Concerns**

A. These procedures may be used only by active students with the following concerns:

1. A grievance regarding academic standing during their enrollment at DU
2. An academic decision made by a faculty or staff member, administrator or committee of the University of Denver that directly and adversely affects the student—e.g., program

termination, academic suspension, removal from a course, termination of GTA or GRA appointment

3. The grievance must be based on problems of process or concerns of bias, retaliation, or other impropriety and not on differences in judgment or opinion concerning academic performance.

B. These Procedures may not be used to resolve the following concerns:

1. Appeals related to disciplinary actions taken by the Conduct Review Board
2. Grade appeals
3. Admission decisions

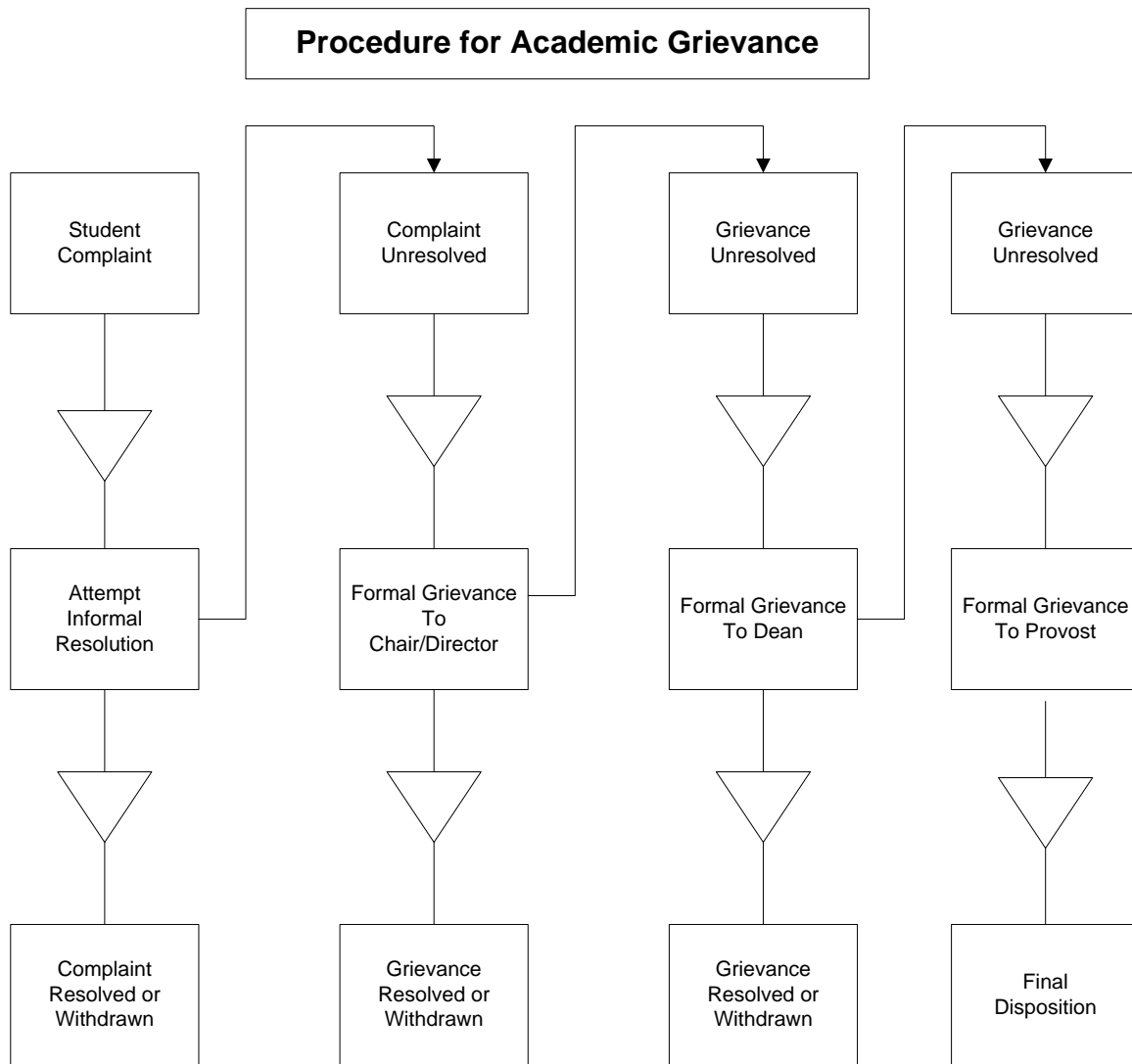
## **Section II: Formal Grievance Process**

### **First Level: Informal Resolution**

Students are expected to attempt to resolve complaints informally with the faculty or staff member, administrator or committee responsible for the academic decision. This attempt must include discussion of the complaint with the involved party or parties. *If all reasonable informal efforts to resolve a complaint fail, the student may file a formal grievance.*

If the complaint involves a charge of unlawful discrimination, the student may report the situation to an appropriate supervisor who must immediately notify the Office of Diversity and Equal Opportunity.

The following flowchart summarizes the Procedure for Academic Grievance:



\*The Provost may refer grievance appeals to appropriate bodies or personnel.

## **Second Level: Submission of the Formal Grievance to Program Director/Chair**

If a student elects to file a formal grievance, he/she must do so within 60 days of notification of the academic decision. All grievances must be filed in writing, be signed and dated by the grievant, and include supporting documentation at the time it is filed. The grievant must minimally provide the following information:

- a clear description of the decision being grieved
  - the basis or bases for challenging the decision
  - the identity of the party or parties who made the decision
  - the specific remedy or remedies requested; and
  - a description of all informal resolution attempted.
- 
- The decision of the Program Director or Department Chair must be issued in writing within 30 days of receiving the grievance and shall include all of the following:
    - a copy of the student's formal grievance
    - relevant findings of fact
    - decision and the reasons for the decision reached, and
    - the remedy which is either granted or denied and/or any alternative remedies suggested.

## **Third Level: Submission of the Formal Grievance to Dean**

The party who finds the resolution unsatisfactory may appeal the decision in writing to the Dean of the academic unit within 5 working days of receiving the Program Director or Department Chair's written decision.

The Dean may render a decision on the matter or may refer the grievance to a standing grievance/appeal committee or establish an ad hoc committee to hear the matter. When an ad hoc committee is established, the student who lodges the appeal may designate one of the faculty members who will serve on this committee. This member must be tenured or tenure-track faculty from the University of Denver. Members of the unit involved in the grievance may not serve on the ad hoc committee and must recuse themselves if they are members of the standing committee.

The committee may, at its discretion, receive from the student, relevant faculty or staff members or other individuals, any additional evidence or argument that it deems necessary to resolve the grievance.



The appeals committee will begin deliberations as soon as possible and provide the dean a written recommendation no later than 30 days after the date that the dean's office received the written, dated request for appeal at this level. The dean will make a final decision and distribute it to all affected parties within 5 working days after receiving the committee's recommendation.

#### **Fourth Level: Submission of the Formal Grievance to Provost**

The party who finds the resolution unsatisfactory may appeal the decision to the Provost within 5 working days of receiving the dean's decision. The Provost will hear only those grievances based on problems of process or concerns of bias, retaliation, or other improprieties and not on differences in judgment or opinion concerning academic performance. Within 5 working days after receiving the appeal, the Provost may refer grievance appeals to appropriate bodies or personnel. If the issue is referred to the Graduate Council, its Chair will appoint three members of the Council as a Grievance Committee to hear the case and shall designate one of the committee members to serve as Chair.

Anyone called upon by the Provost or his/her designee shall submit a written recommendation within 30 days of receiving the case. The Provost is the final authority in the matter and will report the disposition of the case to all involved parties within 30 days of receiving a recommendation from his/her designee.

### **Section III: Guidelines for Interpretation and Implementation**

#### **Scope of Review**

Any University agent charged with reviewing a formal grievance may, at his or her discretion, gather additional relevant facts if necessary and/or meet with involved parties. The reviewer will base her/his decision on documented evidence.

#### **Deviation from Procedures**

In unusual circumstances, the Provost, at her/his sole discretion, may approve or direct a deviation from these Procedures, for example, postponement of a time limit or elimination or addition of a step in the process.

#### **Grievance Record**

Documentation in support of a grievance will be held by the person responsible for considering the grievance at that stage and passed along to the person responsible for the next step, if any. A record of meetings or interviews must be made and kept as part of the grievance record as well. The complete grievance record will consist of the original grievance, all documentary evidence, and all formal decisions made at each step of the process.

### **Failure to Meet Deadlines**

If, after a formal grievance is filed, the University agent charged with review of the grievance fails to meet any deadline at any stage of the process, the grievant may proceed directly to appeal to the next higher University administrator in the manner prescribed by these Procedures, subject to the relevant time limitation calculated from the date of the missed deadline. The failure of any University administrator to meet any deadline shall not entitle the grievant to any relief requested, nor shall such a failure be construed as tantamount to a decision in the grievant's favor. Any grievant who fails to meet the deadlines imposed by these Procedures will be bound by the decisions previously made. Extension of a Degree Program

### **Extension of Degree Program**

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

### **Letters of Recommendation**

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

### **Professional Membership**

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

## Degree Requirements

### Master's Degree (M.A.)

The **CFSP Masters (M.A.) degree** is a six quarter (i.e., 1 ½ to 2 year) program that involves specialized coursework and practica in early childhood and school-age student service delivery. Students in the M.A. degree program develop the knowledge and practical skills needed to work successfully within school and community agencies that serve infants, toddlers, preschoolers and school-age students and their families. The M.A. degree requires a minimum of 51 quarter hours depending on prior individual experiences and coursework. Please see the **M.A. Coursework Plan** (Appendix A).

*Table 1: M.A. Degree – Recommended Course Sequence*

YEAR 1-FALL	YEAR 1-WINTER	YEAR 1-SPRING	
4310 Infant Dev (3) 4304 Diversity Communities and Schools (3) 4349 Mentorship (2)	4311 Child Dev (3) 4312 Lrng Appl & Anal (3) SOWK 4712 Law of Family and Child (3)	4305 Except Child (3) 4330 Fam-School Part & Consul (3) 4336 Presch Interv (3) OR 4308 Early Lang & Lit (3)	
8 credit hours	9 credit hours	9 credit hours	
YEAR 2-FALL	YEAR 2-WINTER	YEAR 2-SPRING	
QRM 4910 Ed. Resear & Meas (4) SOWK 4670 Policy Development & Analysis (3) 4352 CFSP Practicum (1)	4302 Legal and Ethical (3) 4338 Low Incidence (3) 4352 CFSP Practicum (2) One other class (3 credits) approved by advisor	4342 Crisis Intervention and Prevention 4363 Prog Dev & Eval (3) or approved alternative	
8 credit hours	8 credit hours	6 credit hours	Total: 51 credits

### M.A. Comprehensive Exam

As of fall quarter of the 2009-2010 school year, all entering CFSP MA students will be required to take oral or written MA comprehensive exams. Comprehensive exams are offered in fall and spring quarters only. Below are several frequently asked questions:

When are the MA comprehensive exams offered? The CFSP MA oral comprehensive exams are offered twice a year, towards the middle of the fall and the spring quarters during the same week that written MCE comprehensive exams are scheduled, given space availability.

When should MA students take the MA comprehensive exam? CFSP MA students should discuss when to take the MA exam with their advisor. Most students take the MA comprehensive exam after they have completed at least a year of full-time core MA coursework in the quarter before graduation.

How to sign up for the MA oral comprehensive exam? MA students who may be ready to take comprehensive exams during an upcoming academic quarter are notified by the MCE Admissions and Enrollment Management Office. Students sign up to take the MA oral comprehensive exam through this office in the same way as for written comprehensive exams.

How long is the MA comprehensive exam? The exam is scheduled for 90 minutes with the expectation that the total time may fluctuate slightly by individual. The time allotted for oral comprehensive exams is typically less than that of written exams since oral presentations typically allow for coverage of more information in less time.

Who will be at the MA comprehensive exam? A minimum of two CFSP faculty members will conduct the exam. Faculty for each scheduled MA exam will be randomly selected by the Program Coordinator from the pool of potential full-time tenure or clinical track program faculty.

What will occur during an MA comprehensive exam? One CFSP faculty member will be the presiding chair of the exam. This person will have discussed a list of exam questions with the second exam faculty before the student enters. Once the exam has formally begun, each faculty member will present selected exam question to the student. The student will have several minutes to reflect upon the question and prepare their thoughts before presenting an answer. The student can bring pen and paper to jot down notes. A general designated timeframe of 15-20 minutes is given for each question so the student can gauge the time to complete an answer. Either faculty member can ask one follow-up question to gain further clarification or information.

How many MA comprehensive questions will be given? It is expected that students will receive no fewer than four and can receive up to six prepared oral comprehension questions during the 90 minute exam period.

How will MA oral comprehensive answers be evaluated? The evaluation criteria for an oral format are much the same as that used in evaluating a written comprehensive exam. Answers should be well organized and completely address the question posed. Answers should reflect sufficient breadth and depth of critical content. Justification should be provided for opinions and for application of principles to applied practice. Answers should be supported by theory and empirical research as much as possible. Prepared answers should reflect current understanding of the underlying theoretical foundations, ethical principles, and legal guidelines that impact the field. It is not required that a student be prepared to recite full citations, however, it should be clear to the faculty examiners that the student is aware of critical research and researchers in the field.

How will the MA oral comprehensive exam be scored? There will be similar designated scoring outcomes for the oral exam as that used in the past for scoring written exams. Each answer to each question posed can be scored as: honorary pass, pass, conditional pass, or fail. A general description of each scoring designation is provided below.

- **Honorary pass:** Students who receive an honorary pass show exemplary depth of understanding of the literature through extensive referencing, integrative connections across content areas, and inclusion of theory and research.
- **Pass:** Students who receive a pass have demonstrated strong and complete breadth of understanding of critical content areas.

- **Conditional pass:** Students who receive a conditional pass have not demonstrated enough breadth or depth of understanding or may have included incomplete or inaccurate information in one or two of their answers. A conditional pass will require the submission of a written response to the designated areas identified as below proficiency. Students will have until the end of the following week to resubmit their written answers to the Program Coordinator who will select two full-time faculty members to rate the answer as either pass or fail. The faculty may not necessarily be the same faculty as the ones who were at the exam. Both faculty members must anonymously rate the conditional written answers as pass. If not, the student will be required to retake the whole MA oral exam.
- **Fail:** Students who receive a fail have not demonstrated enough depth or breadth of knowledge of critical content areas in most answers. Answers may have been disorganized, unsupported, or may have included inaccuracies. Overall a fail is given when answers reflect a shallow or underdeveloped understanding or application of key practices, theories, ethical principles, or legal guidelines. It is possible that a student would pass some questions but fail others. In the case of a failing response(s), a later exam date will be scheduled and the student will return to sit for a written exam on the content area(s) that were failed.
- When will I know my score on the MA oral comprehensive exam? At the end of the exam, the student will be asked to step out of the exam room while the faculty confer on their evaluation decision. Upon return, the faculty chair will provide immediate feedback on the student's exam performance. The faculty chair also will notify in writing the exam outcome to the CFSP Program Coordinator and the appropriate person in the MCE Admissions and Enrollment Services Office.

The M.A. Comprehensive Exam can cover the following knowledge areas.

**Developmental Theory** - Knowledge of different developmental theories, how they relate to each other, how they relate to current issues, and how they relate to current problems and policies.

**Exceptional Children** – Knowledge of characteristics, classification processes and educational programs for students with high and low incidence disabilities.

**Infant and Child Development** - Knowledge of developmental sequences within cognition, speech and language, gross and fine motor and social emotional functioning.

**Interacting with Families** - Knowledge of how to communicate effectively with parents taking into account cultural issues and family systems and how to develop and coordinate services with families within the structure of current societal issues.

**Current Issues** - Knowledge of current issues, professional standards, legal statutes, regulations, and research related to the field of child and family studies.

**Educational Theory and Methods** - Knowledge of teaching and intervention practices for young children including an understanding of specific issues related to children with high and low incidence disabilities and their typically developing peers.

**Policy Development** – Knowledge of how to identify social problems, existing policies, needed change, and strategies to implement policy change.

### **Representative M.A. Comprehensive Questions**

- You are consulting with a program that provides services for children with disabilities. The program director is concerned that the program does not utilize a “family-centered” approach, and has asked for your assistance in this regard. Describe what a family-centered approach is, and then how you would help the organization. Support your answer with both theoretical and current research documentation.
- Use your experience and theoretical understanding of the field to discuss a time when you developed or helped develop a program for an individual, small group, or organization based on a pre-identified need. Describe the steps you took to develop the program, the theoretical foundation upon which the program was based, and the strategies selected to evaluate the program in regards to outcome and impact.
- Rosa is a five-year old girl who is very withdrawn. She was physically abused when younger and is now in foster care. She is functioning at approximately the three-year level in language and cognition, the five-year level in motor development and the two-and-one-half year level in social development. First, describe in detail what would you expect to see developmentally when you observe her in the classroom? Next, discuss the specific areas and behaviors you would focus on initially and provide a rationale for your decisions. Finally, discuss the modifications and adaptations that might be needed to assist this child in the classroom and at home.

## **Educational Specialist Degree (Ed.S)**

### **Ed.S. Degree – School Psychology Generalist**

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

minimum of 93 quarter hours depending on prior individual experiences and coursework. Please see the **Ed.S. – Generalist Coursework Plan** (Appendix B).

#### **Ed.S. Degree – School Psychology with Early Childhood Certification**

***The CFSP Educational Specialist degree – School Psychology with Early Childhood Specialty Certification (Ed.S.-EC)*** is a four-year program with three years of coursework and a fourth year 1200-hour full-time paid Internship that prepares professionals in all aspects of School Psychology services to work with children and families from birth to age 21. Through the addition of 18 hours of integrated core and practical coursework beyond that required for the Ed.S.-Generalist degree, this degree track also leads to a supplemental Certificate in Early Childhood School Psychology. The Ed.S. Early Childhood School Psychology Specialty Certification track requires a minimum of 111 quarter hours depending on prior individual experiences and coursework. Please see the **Ed.S. – Early Childhood Certification Coursework Plan** (Appendix C).

**Table 2: Ed.S. – Recommended Course Sequence: EdS Cohort**

FALL			WINTER			SPRING			SUMMER
		Class (Credits)			Class (Credits)			Class (Credits)	
<b>RECOMMENDED FOR YEAR 1</b>									* Gen and EC must take ** EC only
		4310-Infant Dev (3)*			4311-Child Dev (3)*			CNP 4641-Adol Dev (3)*	
		4301-Prof Issues (3)*			4312-Lrng App & Analy (3)*			4305-Exp Child (3)*	
		4304-Family Sys & Diversity* (3)			4335- Inf & Fam Interv (3) ** (Option for General)			4308 Early Language and Literacy (3) **	Offered every 2 years
		4349- Mentorship (1) <i>*EC&amp;GEN Ed.S. ½ Gen</i>			4349 – Mentorship (2)* ½ Generalist			4349-Mentorship **(2 ?????)	4339-Play Therapy (3)
					4333 Models & Methods (3)** (Option for General)			RMS 4930 Ed Measure (3)*	4360-Adv Seminar (3)
<b>RECOMMENDED FOR YEAR 2</b>									
		4322-Assess I (5)*			4323-Assess II (5)*			4324-Soc-Emot Assess (5)*	
		4320-Assess Infants & Preschoolers (6)*			4337 Acad. Interv. (4)*			4342 Crisis Intervention and Prevention (3) *	
		4351- CFSP (Sec. 1) Tuesday morning Clinic & Sem Fri 1- 3:30 <b>EC take 2 credits in Fall</b>			4351-CFSP (Sec. 1) Tuesday morning Clinic & Seminar Fri 1-3:30 <b>General - 2 credits, EC - 2 credits in Winter</b>			4351-CFSP ( Sec. 1) Tuesday morning Clinic & Seminar Fri 1-3:30 <b>General - 2 credits, &amp; EC - 3 credits in Spring</b>	
		4351- CFSP (Sec. 2) Friday morning Clinic & Sem Fri 1- 3:30 (School-age) (General take 1 credit only in Fall)			4351-CFSP (Sec. 2) Friday morning Clinic (2) & Seminar Fri 1-3:30  <b>Generalist- 2 credits in Winter</b>			4351-CFSP (Sec. 2) Friday morning Clinic (2) & Seminar Fri 1-3:30 <b>Generalist – 2 credits in Spring</b>	



RECOMMENDED FOR YEAR 3							
		4303 Risk and Resiliency (3) *			4332-Classroom Manag & Cons (4)*		
		4340-Counsel Child & Adol (4)*			CNP 4720 Group Counseling (3) (Gen) Add EC?		4330-Fam-Sch Partnerships & Consultation (3)*
		4353- CFSP Pract General - 2 credits, EC - 3 credits			4353 – SP Practicum General - 2 credits, EC - 3 credits		4353 – SP Practicum <b>General</b> - 2 credits, EC - 3 credits
					4338 Low Incidence (3)*		4363-Prog Dev & Eval (3) *
RECOMMENDED FOR YEAR 4 2011-12							
		4355- SP Intern (1 credit)*			4355- SP Internship (1 credit)*		4355- SP Internship (1 credit)*
					EdS Gen= 93 Minimum total credits		
					EdS EC= 111 Minimum total credits		

## Ed.S. Praxis II/NASP Exam

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

## Doctoral Degree

### Ph.D. – School Psychology Licensure Track

***The CFSP Ph.D. degree - School Psychology Licensure track (Ph.D.-SP) requires and MA degree in an associated field and generally takes*** five to six years to complete. It prepares professionals in all aspects of doctoral level School Psychology services. Students are expected to complete all corresponding coursework and practice experiences required to obtain a state Ed.S. School Psychology license (see above coursework sequence for Ed.S. degree). In addition, Ph.D.-SP students take advanced classes in assessment, clinical practice, supervision, and research methods that lead to a concentrated expertise in the field. All Ph.D.-SP candidates also must complete a supervised 1500 hour advanced full-time Internship after completing all coursework, passing doctoral comprehensives, and successful proposition of a dissertation study. The Ph.D. School Psychology Licensure degree requires a minimum of 140 credits. Please refer to the MCE Bulletin for more information regarding course waivers and transfers, as well as **Ph.D. – School Psychology Licensure Coursework Plan** (Appendix D).

### Ph.D. – Child and Family Leadership Track

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

research and program evaluation, and policy development that are designed to develop expertise matched to individual interests and proficiency. Coursework options can be taken through other programs in the MCE as well as in related Graduate departments across the University. Although students take courses across a broad range of areas, they must select from advanced coursework that emphasizes research, teaching, program development, administration, policy or advocacy. This degree does **not** lead to School Psychology Licensure, and thus, does not require an advanced clinical Internship. The Ph.D. Child and Family Leadership degree requires a minimum of 111 credits. Please refer to the MCE Bulletin for more information regarding course waivers and transfers, as well as the **Ph.D. – Child and Family Leadership Coursework Plan** (Appendix E).

#### **Ph.D.—Pathway for Ed.S. Professionals**

A unique PhD in the Child, Family, and School Psychology Program has been specially designed for EdS professionals who wish to retool, increase their earning potential, and increase their expertise in the dynamic field of education and school psychology.

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

#### **Ph.D. Recommended Course Sequences**

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

Table 3 : MCE PhD Research Course Sequence (modified 5/2011)

<b>I. Introductory Level</b>		
<u>Courses</u>	<u>Credit Hours</u>	<u>Prerequisites</u>
RMS 4910: Introductory Statistics*	5 hrs.	None
RMS 4920: Educational Measurement*	3 hrs.	None
RMS 4930: Empirical Research Methods*	3 hrs.	None
RMS 4940: Structural Foundations of Research in Social Sciences	3 hrs	None
RMS 4941: Introduction to Qualitative Research*	3 hrs.	RMS 4940
<b>*May test out; #Please consult your Program Handbook to determine introductory level research requirements; EOY = Every Other Year</b>		
<b>MINIMUM REQUIRED</b>	<b>0-17 HRS<sup>#</sup></b>	
↓ ↓ ↓	↓	↓
<b>II. Intermediate Level</b>		
<u>Select from these Courses</u>	<u>Credit Hours</u>	<u>Prerequisites</u>
CFSP 4364: Single-Case Research Design	3 hrs.	RMS 4930
RMS 4945: Community Based Research in Urban Settings	3 hrs.	RMS 4942
RMS 4947: Art-Based Research	3 hrs	RMS 4942
RMS 4946: Ethnographic Research	3 hrs.	RMS 4942
RMS 4921 Psychometric Theory	3 hrs	RMS 4910
RMS 4932: Meta-Analysis in Social Science Research	2 hrs.	RMS 4910
RMS 4931: Survey Design and Analysis	3 hrs.	RMS 4910
RMS 4911: Correlation and Regression [or PSYC 4300 (5hrs)]	4 hrs.	RMS 4910
RMS 4912: Analysis of Variance (ANOVA) [or PSYC 4330 (5 hrs)]	5 hrs.	RMS 4910
RMS 4959 Topics in Research Design	3hrs.	RMS 4930
SOWK 5402: Qualitative Research Methods	4 hrs.	
SOWK 5405: Qualitative Data Analysis	4 hrs.	
STAT 4680: Sampling Theory and Applications	4 hrs.	
STAT 4810 Nonparametric Statistics	4 hrs.	
<b>MINIMUM REQUIRED</b>	<b>8 HRS.</b>	
↓ ↓ ↓	↓	↓
<b>III. Advanced Level<sup>1</sup></b>		
<u>Select from these Courses</u>	<u>Credit Hours</u>	<u>Prerequisites</u>
RMS 4911: Correlation and Regression	4 hrs.	RMS 4910
RMS 4929: Topics in Psychometrics	1-3 hrs.	RMS 4921
RMS 4922: Item Response Theory	3 hrs.	RMS 4921
RMS 4914: Structural Equation Modeling	5 hrs.	RMS 4911
RMS 4913: Multivariate Analysis	5 hrs.	RMS 4911
RMS: 4919: Topics in Statistics	1-5 hrs	
RMS 4915: Hierarchical Linear Modeling	4 hrs.	RMS 4911
RMS 4916: Latent Growth Curve Modeling	3 hrs.	RMS 4914
<b>MINIMUM REQUIRED</b>	<b>3 HRS.</b>	<b>Min Req'd</b>
<sup>1</sup> For more information regarding Advanced Research options, please see the <u>MCE Bulletin</u> .		
↓ ↓ ↓	↓	↓
<b>IV: Program Requirement</b>		
Dissertation Design Course (consult program requirements)	<b>2-3 HRS.</b>	
↓ ↓ ↓	↓	↓

<b>V: Dissertation Credits</b>		
Dissertation Research (course XXX 5995, must register for at least 1 credit during fall, winter, and spring until graduation.)	<b>10 HRS. Min.</b>	
↓                      ↓                      ↓	↓	↓
<b>TOTAL MINIMUM RESEARCH CREDITS</b>	<b>23 - 40 HRS<sup>#</sup></b>	

## Dissertation Credits

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

## Dissertation Policies and Guidelines

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

## Doctoral Comprehensive Exams

Doctoral comprehensive exams are designed to assess theoretical, empirical, and applied content knowledge of current and historical issues related to professional practice in the fields of Child and Family Studies and School Psychology. The exam covers content consistent with either the Licensure, Leadership or new pathway track. Doctoral comprehensive exams are taken over two consecutive days typically during the fourth year of study. Comprehensive Exams are offered in the fall and spring quarters only. Students must sign up one quarter before they intend to take this exam. More information about Comprehensive Examinations is found in the ***MCE Bulletin***.

The Ph.D. Comprehensive Exam covers the domains consistent with degree coursework and can include the following:

- **Developmental Psychology and Biological Bases of Behavior** - Knowledge of developmental theory, sequences of development, physiological and neuropsychological processes that can influence understanding of individuals and interventions.
- **Learning and Cognition** - Knowledge of principles of learning and cognitive processes central to the development of adaptive and maladaptive behavior.
- **Personality and Abnormal Behavior** - Knowledge of theories of intra-individual, affective and interpersonal domains that contribute to personal and social competence and developmental psychopathology.
- **General Education and Curriculum** - Knowledge of teaching practices, curriculum models, administrative structures, and education reforms essential for effective work within regular and special education.
- **Measurement, Research, and Evaluation** - Working knowledge of advanced measurement principles, research design and evaluation practice, including knowledge of quantitative and qualitative procedures and analyses.
- **Ethics, Law, and Cultural Diversity** - Knowledge of legal regulations, guidelines and ethical principles that impact the practice of School Psychology. Knowledge of the development of ethnic, racial and cultural identity and its impact on individual performance and all areas of professional practice.
- **Psychological and Academic Assessment** - Understanding of general assessment principles, testing practices, and the strengths and weaknesses of a variety of traditional and alternative assessment instruments and approaches.
- **Prevention-Intervention** - Knowledge of empirically valid practices and treatments for building strengths and competencies and overcoming weaknesses in cognitive, academic, social-emotional, and adaptive behavior.
- **Family, Educational and Organizational Consultation** - Knowledge of effective consultative practices and systems principles for optimizing educational, home, and community environments to promote learning and social competencies.

#### Representative Ph.D. Comprehensive Exam Questions

- You are working for a district currently investigating the use of a response to intervention and curriculum-based measurement approach to monitor student progress before special education referrals are made. Explain the value and potential drawbacks of these alternative approaches and support your answer with current research findings. Point out the major drawbacks and obstacles that have been voiced about these alternative approaches.

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

#### Ph.D. Comprehensive Exam Process

Students, in consultation with their advisor, select the appropriate quarter in which to complete a comprehensive examination. An Application for Examination must be submitted to the MCE Office Academic Services at least one quarter before a student intends to take a comprehensive examination. The CFSP Ph.D. Comprehensive Exam is offered in the fall and spring quarters only. The Program Coordinator confirms the eligibility of all students who are registered to complete a comprehensive exam each quarter. Once completed, the MCE Exam Coordinator distributes anonymous copies of the on-campus Ph.D. comprehensive exams to a minimum of two designated CFSP faculty members. - The reviewers are given four to six weeks to read, evaluate, and submit exam scores to the MCE Exam Coordinator.

Faculty reviewers refer to the following criteria to evaluate exam answers: 1) The answer is well-written and organized with all parts of the question answered completely and appropriate grammar and punctuation used throughout, 2) The answer reflects accurate information of key principles and a thorough understanding of basic concepts and how they are applied to real settings, 3) The answer ties key ideas together in an integrative fashion that reflects a depth

and breadth of knowledge rather than reporting fragmented and isolated facts, and 4) The answer is founded upon historical and contemporary literature and includes citations to pertinent, primary references. Scoring discrepancies are discussed with the Program Coordinator and are resolved after a third faculty member reads and rates the exam. Once a score is finalized, students are informed in writing by email of their comprehensive results.

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, reflects a high level of integrative and comprehensive information, and is strongly supported by relevant research literature and citations. A *Pass rating* means that the exam was acceptable and complete and that no rewrites are necessary. A *Conditional Pass rating* means that a major section or portion of the exam was not adequately explained, completed or supported with appropriate citations and references to professional literature. A student will be given one chance to rewrite the portion of the exam that was deficient with explicit criteria outlined by the Faculty Review Committee. Completed conditional pass revisions must be resubmitted for approval within two weeks of the date of the exam. Two faculty members re-read the revision and rate it as either failure or pass. Students who do not pass this revision must reschedule to retake the entire exam the next available date. The student will then be given one opportunity to retake the entire exam. A *Fail rating* means that the majority of the exam was not acceptable and the student will be given one opportunity to retake the entire exam. A student must pass the comprehensive exam in order to graduate. For more detailed information on comprehensive exams, review the section on **Testing Information** in the *MCE Bulletin*.

## Field Experiences

### Programmatic Field Experiences

Integrated and well supervised field experiences taken during coursework and as independent placement courses are an integral part of the training of future school psychologists and child and family professionals. Such experiences in total provide opportunities for students to build and reflect upon professional roles and competencies and to master critical professional skills. Field coursework experiences are designed as a developmental **Chain of Relevant Experiences (CoRE)** (see Figure 1, pg. 7) where students progress from being *Critical Observers*, to *Directed Participants*, to *Active Contributors*, and ultimately to become *Independent Practitioners* in professional practice. Although the structure and content of our field courses differ across degree programs, all licensure students complete a required Mentorship, a Clinic Practicum, and a Field Practicum. Ed.S. and Ph.D. School Psychology Licensure track students also complete a 1200-hour (Ed.S.) or 1500-hour (Ph.D.) Internship, which can occur over one full year or two consecutive years. Each of these field placements is discussed briefly below and more comprehensively in the supplemental field manuals that have been developed for each placement. Students receive a copy of the relevant field manuals when they enroll for each placement course.

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



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

### Requirements for Field Experiences and Placements

Due to the enactment of Colorado Senate Bill 06-176, students are **required to be fingerprinted at the outset of the CFSP program and prior to any field experience**. Students should refer to the section on fingerprinting for detailed information.

In addition, each fall students who will be at field sites during the up-coming school year are strongly encouraged to obtain personal malpractice insurance. Students can obtain affordable malpractice insurance through their membership with the National Association of School Psychologists, Council for Exceptional Children or the American Psychological Association.

### Field-Based Placement Courses Across Degrees

The required field-based courses expected across each CFSP degree program are presented below. Additional field-based experiences embedded within our core courses are not reflected below.

*Table \_4\_: Field-based Placement Courses Across Degree Programs*

Year in Program	M.A. Candidates	Ed. S. Candidates	Ph.D. Candidates-Licensure Track
1	Mentorship 100 hrs (2 cr.)	Mentorship 50 hrs for General Track (1 cr.) 250 hrs for EC Certification (5 cr.)	Research Mentorship 50 hrs (1 cr.)
2	CFSP Field Practicum 200 hrs min (2 cr)	Clinic Practicum for Generalist 250 hr. (5 cr.)  EC track 300 hrs. (6 cr.)	Clinic Practicum minimum of 150 hrs (3 cr.)
3		Field Practicum 300 hrs for Generalist (6 cr.) 400-500 hrs for EC Certification (9 cr.)	Field Practicum 150 hrs for School Psych track (minimum) (3 cr.)
4		School Psych Internship 1200 hrs (3 cr.)	Supervision Practicum 50 hrs (1 cr.)

5/6/7			School Psych Internship 1500 hrs for School Psych track
Total Field Hours	300 hrs min	Generalist-1800 hrs min Early Childhood Certification- 2150 hrs min	1900 hrs min

## Mentorship

### Mentorship Description

Mentorship is designed to expose students to a variety of home-, community- and school-based agencies that serve families and children who have developmental and special needs or that conduct related research in this area. The goal is to enhance students' preparedness for subsequent Clinic, Practicum and Internship practice requirements. During Mentorship, students act as *Critical Observers*, engaging in activities that provide them with the opportunity to increase their knowledge base by linking theory and empirically based concepts through observation. These activities challenge the students to integrate information while critiquing current practices. Students in all degree programs take at least one quarter of a supervised site- or research-based Mentorship during the first year, depending upon degree expectations.

M.A. degree students take 2 credits, typically, in the fall quarter. Ed.S. students enroll in one quarter of Mentorship during the fall quarter of their first year and then Ed.S. students in the Early Childhood Certification degree program complete another two quarters of Mentorship during their first year and are assigned to a minimum of two different early childhood placement sites. Ph.D. licensure-track students take a minimum of one quarter of research Mentorship in their first year. Students are assigned a Mentorship site and supervisor each quarter by the instructor on record. Students are expected to make arrangements to complete required Mentorship activities on a timely and professional basis.

### Mentorship Requirements

During Mentorship, students fulfill a series of observational activities, complete a weekly reflective journal, and attend weekly class seminars. Each week for up to four hours, students are expected to "shadow" a selected Mentorship supervisor and to attend, observe, and participate in a range of site-specific team meetings and services. Mentorship placement options across rural and urban sites are plentiful and the types of activities offered at each site are dependent upon the site needs and also on individual degree requirements. Mentorship is not meant to replace Practicum or Internship experiences, but rather to enhance the relevancy of coursework and to broaden students' awareness of the diverse service systems and settings in which School Psychology and child and family professionals work. Research mentorships are designed to provide ongoing exposure and experiences with current research or evaluation projects. It is expected that all assigned Mentorship tasks and activities will be completed in a professional manner. More specific descriptions of expected activities, supervision requirements, and evaluation procedures can be found in the ***CFSP Mentorship Manual***.

## Clinic Practicum

### CFSP Clinic Practicum Description

Clinic Practicum is an advanced, supervised experience designed to enhance and extend knowledge and skills developed during ongoing assessment, intervention and consultation coursework. During Clinic Practicum, students act as *Directed Participants*, engaging in activities specifically outlined and directed by faculty to address professional skill development and enhancement. The tasks include, but are not limited to role-play, team activities, and actual collaborative participation in authentic client cases. Most students complete the Clinic Practicum during their second year at either the Counseling and Educational Services Clinic (CESC) located in Ruffatto Hall, or at an off-campus school partnership site. Ed.S. students in the Early Childhood Certification track must complete additional Clinic credit hours (with infants and preschoolers) to fulfill the EC coursework requirements. The CFSP Clinic serves early childhood populations from birth to age five using a play-based team assessment approach and normative assessments and families and students in elementary to college settings using a more traditional individualized clinical approach. In addition, off-campus school partnerships provide opportunities for students under supervision to provide teacher and parent consultation, student interventions, and progress monitoring. Further descriptions and required activities of the clinic can be found in the following section and in the section on **Program Resources** in this Handbook.

### CFSP Clinic Practicum Requirements

The Clinic Practicum fulfills program and training goals while simultaneously providing vital community services. During Clinic Practicum, students receive real-time and videotaped supervision from a licensed faculty Clinic Supervisor and other licensed community professionals who provide in-vivo supervision and guidance as students engage in assessment and diagnosis of social-emotional, cognitive, learning, and behavioral needs and in consultation with parents and school or community professionals. Advanced doctoral students also gain supervision experience by working collaboratively with beginning level students under the supervision of the Clinic Supervisor. Clinic Practicum also offers ongoing research opportunities for graduate students and faculty. Students typically take Clinic Practicum simultaneously with integrated coursework during the second year in the Program (or during the first year for some Doctoral degree students).

Written formal evaluations of a student's clinic performance and areas in need of further improvement are completed at the end of each quarter by the Clinic Supervisor. Mastery of specific diagnostic, interviewing, report writing, and teaming skills must be evident in order for a student to be recommended for placement in a school or community Field Practicum. Ed.S. and Ph.D. advancement to Field Practicum depends on satisfactory Clinic Supervisor performance ratings and the completion of the **Continuing Professional Development Plan** and **Intent to Complete a School Psychology Practicum** forms which contain individualized professional development goals for Practicum that are collaboratively developed with the Clinic Supervisor. Students who are not deemed ready to move onto the next Field Practicum

experience will develop a remediation plan with the Clinic Supervisor and faculty advisor that may include repeated coursework, extended or additional clinic experiences, or other appropriate remedial actions. Forms mentioned above, along with specific performance expectations, descriptions of expected activities, supervision requirements, and evaluation procedures can be found in the **CFSP Clinic Manual**.

## Field Practicum

### Field Practicum Description

Field Practicum is an advanced off-campus, site-based, supervised experience designed to extend knowledge and skills and to enhance critical intervention competencies that are addressed in simultaneous coursework. During Field Practicum, 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. Field Practicum is typically taken in the second year of the M.A. program and in the third year of the Ed.S. or Ph.D. degree programs after successful completion of a CFSP Clinic Practicum. Students are assigned to an approved Practicum site after consulting with the assigned faculty Practicum Supervisor. Students must commit to a designated Field Practicum site for one to two days per week for a minimum of two quarters. Ed.S. School Psychology Licensure track students complete three quarters of Field Practicum and PhD students complete less depending on prior experience.

Most approved Practicum sites are located within driving distance of the University and are scattered throughout the greater metropolitan Denver area. Practicum sites for students enrolled in the Ed.S. program or Ph.D. School Psychology Licensure track must meet all standards outlined by NASP, DEC, and CDE, including appropriately credentialed supervisors who are able to provide one hour minimum of weekly face-to-face supervision and who also agree to help oversee all Practicum activities at the site. Students in consultation with the faculty Practicum Supervisor select and make necessary arrangements for their own site placements, which must be officially approved by the Program Director through the completion of a **Field Practicum Supervision Memorandum** before a student begins a Practicum placement. Students are informed that a verbal acceptance of a Practicum placement is considered binding and thus, breaking such an agreement is considered to be in violation of professional standards. Exceptions will be considered only for extenuating circumstances.

### Field Practicum Requirements

During Field Practicum, students complete a series of activities to meet explicit Program and professional development requirements that differ for M.A., Ed.S. and Ph.D. placements. Students are expected to act in strict accordance with ethical principles established by the National Association of School Psychologists (NASP) and the Division of Early Childhood (DEC). Practicum students are supervised by an appropriately credentialed on-site field supervisor and also receive supervision during a weekly seminar class taught by a University faculty member.

Sites are selected that allow students to experience working collaboratively with students and families across regular and special education settings and to be involved in a range of site-based activities. Students are expected to design, conduct, and evaluate intervention and prevention services and consult with parents, teachers, and other school or community agency personnel. The University Supervisor meets with the student and the Field Supervisor at the beginning, middle, and end of the field placement to develop and then evaluate individual performance goals and objectives and also visits at other times to observe specific student activities. Students maintain a weekly log of hours and submit a supervisor-signed cumulative summary of all Practicum hours each quarter.

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

## School Psychology Internships

### School Psychology Internship Description

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

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

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

### **School Psychology Internship Requirements**

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

Written mid-term and end-of-placement evaluations of student competencies and attainment of professional goals are completed by the student and Field Supervisor and then are shared with the University faculty who will assign a grade for completion of all Internship placements. Internship students must maintain a monthly time sheet log and submit a cumulative summary of all Internship hours at the end of each quarter. In addition, the Intern is expected to select and submit one case study written in the NCSP format with outcome data and materials for one in-service or training presentation (Refer to the Internship Manual for scoring guidelines and rubrics). A cumulative Internship grade is entered after documentation of completed hours and satisfactory performance for the entire Internship. Students who do not successfully complete Internship may be required to retake Internship at the same or at a

new site based on a remediation plan developed in conjunction with their Field and University Supervisors. In rare cases, students who do not successfully complete an Internship can be dismissed from the licensure degree program. Forms mentioned above, along with specific performance expectations, description of expected activities, supervision requirements, and internship evaluation procedures can be found in the ***CFSP Internship Manual***.

### **Internship Registration Policy**

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

1. You must obtain program approval every academic quarter for clearance to register for the field experience course (CFSP 4356) by contacting Nora Shelton ([nshelton@du.edu](mailto:nshelton@du.edu)) who will confirm that you are eligible for field experience registration. She will contact you via your DU email account once she has determined that you are eligible to register for CFSP 4356.
2. You must then register for **CFSP 4356 School Psych Field Experience** EVERY academic quarter during your year-long internship. This is listed in the regular course offerings for CFSP students. You will need to go online and register yourself each academic quarter (fall, winter, and spring) to reflect that you are involved in the off-campus field experience. This course looks like a regular course but it is not graded. Once you register for this new course, CFSP 4356 School Psych Field Experience, you will be “flagged” as a full time student even though you have only 1 credit for that quarter (recall that you must register for CFSP 4355 each quarter as well). You will be required to pay the necessary DU fees associated with this new course just like the old CE fees.

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

For doctoral students only, once you complete the year-long internship and are working on your dissertation you must register for **CFSP 5995 for EACH** academic quarter until you successfully complete and defend your dissertation at a minimum of 1 credit hour per fall,

winter, and spring quarters (i.e., during the academic year) as per the MCE Continuous Enrollment Policy. Nothing has changed with this phase of your doctoral work at all but it is important to be reminded of this long-standing policy with MCE. So please register for CFSP 5995 as required once you have completed the internship phase of your doctoral program. IF you are receiving financial aid while working on your dissertation and/or you wish to defer any potential loan repayments, you must also register for the DU Graduate Studies Continuous Enrollment. You must first complete the CE Approval form (found at DU Office of Graduate Studies: <http://www.du.edu/grad/current-students/forms.html>) with signatures from your advisor and the Associate Dean of MCE. Once you have been approved you will need to register online for CENR 5600 EACH academic quarter until you successfully defend and complete your dissertation. See the DU Graduate Studies website for more information about their Continuous Enrollment process. If financial aid issues are not concerns for you while working on your dissertation, you only need to register for CFSP 5995 each academic quarter until you successfully complete and defend your dissertation at a minimum of 1 credit hour per term.

### **Performance-Based Assessment and Accountability**

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

### **Program Performance Evaluation**

The CFSP Program engages in an ongoing Program evaluation process during the year that assists in making informed decisions about how to better prepare students for their chosen professions. Our accountability process includes 1) review of student indicators: ratings, course grades, field supervisor evaluations, job placements, other professional accomplishments, and comprehensive and national examination results, and 2) review of Program indicators: course evaluations, yearly student Program feedback, college-wide student perception surveys, post-graduate exit interviews, faculty performance reviews, and evaluations of Field Supervisors and placement sites. We also meet regularly with Field Supervisors and conduct regular alumni and employer satisfaction surveys to evaluate the continued success of our graduates. All Program evaluation data is systematically compiled annually and reviewed during a formal fall quarter Program evaluation meeting attended by faculty, student representatives, MCE administrators, selected alumni, field supervisors, and current employers of our graduates. The goal of these meetings is to review our progress in regards to stated Program and student objectives and to generate annual goals and recommendations to enhance our effectiveness and overall student outcomes. The following table is a summary calendar of Program and student assessment. Please note that Program and student assessment is a continuous and ongoing process that occurs throughout the year during monthly CFSP Program meetings.



*Table \_5\_: Calendar of Program and Student Assessment*

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

## Student Performance Evaluation

As students acquire increasing levels of competency as *Consumers, Collaborators, Interventionists*, and *Advocates* (see section on **Program Philosophy and Mission**), student progress is comprehensively and continuously evaluated throughout the Program using a variety of methods to assess individual progress across stated performance objectives and competency areas. Our student performance evaluation progression begins at entry, where normative exams (i.e., GRE), prior coursework, grades, and relevant life experiences are examined to evaluate verbal, written, quantitative and professional competence and to determine if the student is accepted with or without provisions. Professional skills and competencies are closely monitored during the Program through an annual review process that includes a holistic performance review of grades, coursework, curriculum-based assessments, work samples, self-reflective statements, professional accomplishments, professional work dispositions, field supervisor evaluations, and documentation of successful fieldwork. Based on this process, a student may be placed on inadequate progress status if either academic or professional work disposition deficiencies are noted or if a student's grade point average falls below a 3.0 average. A written remediation plan must be developed for any student placed on inadequate progress status that details specific actions to be taken within a specified time-frame. Such actions can include, but are not limited to, additional or repeated coursework or fieldwork; skill building assignments outside of the regular class; psychological evaluation; professional counseling/psychotherapy; remedial coursework to enhance writing, quantitative, or oral presentation skills; or other appropriate remedial actions. All students must successfully complete a summative comprehensive examination at the end of their degree program to gauge attainment of professional knowledge and competencies.

In addition to the previously described review process, the following table represents how student progress is measured in each of the NASP Standard II Domains. Specific performance-based learning outcomes are aggregated according to Domains identified below. In addition, aggregate data for Praxis Exam II results and Internship Supervisor results are gathered and reported.

[illegible]

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

## **Annual Review**

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

Multiple sources of evidence are compiled for the Annual Review to reflect progressive evidence of professional competence and independence. Each year the student is asked to include an updated transcript and vita and to review professional dispositions and characteristics not easily captured in course grades. The student also will be asked to summarize and evaluate experiences gained through coursework and field experiences and to develop (or update) a professional identity statement.

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

### **Annual Review Process**

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

A student who has made inadequate progress due to academic or professional disposition deficits but is allowed to progress, must develop a written remediation plan in conjunction with their advisor to address all identified deficiencies. The plan must outline corrective actions to be completed within a specified time-frame and may include, but is not limited to, additional or repeated coursework or fieldwork, skill-building assignments outside of the regular class, psychological evaluation, professional counseling/psychotherapy, remedial coursework to enhance writing, quantitative, or oral presentation skills, or other appropriate remedial actions. The remediation plan is agreed upon and signed by the student, the advisor, and the Program Coordinator. Students with inadequate progress will either be allowed to progress in the Program under restrictions or will not be allowed to continue in the Program until all required remediation is completed. Students who do not meet agreements detailed in the remediation plan or who do not demonstrate mastery of essential skills and competencies within the designated time-frame may be dismissed from the Program.

**Program Faculty**  
(in alphabetical order)

**Karin Dittrick-Nathan, Ph.D., Assistant Clinical Professor**  
**303-871-2528 – [kdittric@du.edu](mailto:kdittric@du.edu) – KRH 257**

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

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

**Cynthia E. Hazel, Ph.D., Associate Professor and Program Coordinator**  
**303-871-2961 – [chazel@du.edu](mailto:chazel@du.edu) – KRH 256**

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

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

**Gloria E. Miller, Ph.D., Professor 303-871-3340 – [glmiller@du.edu](mailto:glmiller@du.edu) – KRH 254**

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

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

**Karen Riley, Ph.D., Associate Professor  
303-871-7874 – [kriley@du.edu](mailto:kriley@du.edu) – KRH**

Dr. Riley is an Associate Professor at the University of Denver in the Morgridge College of Educational in the Child, Family and School Psychology Program and the Faculty Director of the Fisher Early Learning Center. Her education includes a B.S. in Psychology from Colorado State

University; a M.A. in Early Childhood Special Education from the University of Denver and a Ph.D. in Educational Psychology with an emphasis in Child and Family Studies from the University of Denver. She was awarded a FRAXA National Post-doctoral fellowship which she completed at The Children's Hospital in Denver in the Fragile X Treatment and Research Center and subsequently worked in the Child Development Unit within The Children's Hospital. She has over 20 years of experience in teaching and administration in early childhood special education programs. She has an additional 15 years of experience working with children with neurodevelopmental disorders and their families. She has been involved in several psychopharmacological studies and other research projects related to fragile X syndrome and other neurodevelopmental disorders. Dr. Riley has been the PI on several large grants including Project InSPECT, a 1.5 million dollar federally funded personnel preparation grant. Particular areas of interest and expertise include assessment and intervention of infants and preschoolers, curriculum development, school consultation, behavioral interventions, social emotional development and low incidence disabilities. She lectures extensively throughout the US as well as internationally, on behavioral and educational interventions for children with neurodevelopmental disorders. A full curriculum vita is available upon request.

**Shayna Whitehouse, Ph.D., Co-Director, Counseling and Educational Services Clinic**

303-871- 4414/12528 - [shayna.whitehouse@du.edu](mailto:shayna.whitehouse@du.edu) – KRH 146

Dr. Shayna Brody Whitehouse received her B.A. in Psychology and Sociology from Case Western Reserve University in Cleveland, OH and her M.A. in Educational Psychology and Ph.D. in School Psychology from the University of Denver. Since becoming a school psychologist in 2000, Shayna has worked in both Colorado and California and with students in preschool through high school in rural, suburban, and urban settings. She also has worked as a Preschool Special Education Coordinator often helping to ensure successful transitions from infant, to preschool, and to school age services for students with special needs. Currently, Shayna has several research interests. These interests consist of the transition from elementary to middle school and its impact on school engagement for students from various ethnic groups and the anxieties felt during this transition. In addition, Shayna is interested in best practices in multicultural assessment.

Shayna joined the CFSP faculty in the Fall of 2007 as the CFSP Clinic Director and thoroughly enjoys supervising second year students during their University and field based Clinic experiences. Shayna is the proud parent of two young boys. During her free time, Shayna enjoys playing with her children, practicing Karate, and hiking.

### **Program Resources**

#### **General University Services**

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



## **Disability Services Program (DSP)**

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

## **Financial Aid**

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

## **Morgridge College of Education Student Association (COESA)**

The Morgridge College of Education Student Association (COESA) (<http://www.du.edu/education/resources/current-students/associations.html>) is open to all MCE graduate students. The organization promotes a community of program support in the MCE and augments personal and professional development for graduate students in the College. The organization plans professional and social activities, provides funding for conference attendance, gets involved with special College-wide activities, and elects voting representatives to standing College committees. It is strongly recommended that students join this organization as soon as possible and also to consider running for office. The primary goals of COESA are to:

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

- Promote community within the MCE.
- Augment the graduate experience for students in the MCE.

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

### **Morgridge College of Education Computer Lab**

The computer lab in Katherine A. Ruffatto Hall is located in Room 210.

Fall Quarter 2011 Hours:

Monday 8:30am -9:00pm

Tuesday 8:30am - 9:00pm

Wednesday 8:30am - 9:00pm

Thursday 8:30am - 9:00pm

Friday 8:30am - 8:00pm

Saturday 10:00am - 4:00pm

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

### **Penrose Library Computer Lab**

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

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

### **Technology Support and Services**

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

### **Student Laptops**

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

## **Student Training**

University Technology Services (UTS) offers various training and events to accommodate the specific needs of DU students. Their goal is to help students become familiar with various software applications, the University Internet, user login and e-mail use, and course resources such as Blackboard. Courses are available free of charge to all students who have a DU ID number. The DU Discoveries program provides setup assistance to entering students.

## **Computer and Software Purchases**

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

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

## **Check-out Program**

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

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

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

## **Psychological Assessment Library (PAL)**

The Psychoeducational Assessment Library (PAL) houses an array of materials relevant to psychoeducational assessment and research for use by students and faculty in the MCE. The PAL is a professional library equipped with cognitive, behavioral, and social-emotional assessment measures, protocols, scoring software, training videos and other mental health resources. Materials in the PAL are accessible to currently matriculated, qualified CFSP graduate students enrolled in assessment classes and field-based placements. A list of all PAL resources can be obtained from the Program Coordinator. Procedures for signing out PAL materials are handed out and reviewed in core classes. The PAL is overseen by the Program Coordinator and is staffed by a graduate assistant who posts hours each quarter when students can access PAL materials.

**Access and management of test materials:** Each school year, before any test is signed out, users must complete and place on file a current, signed PAL User Responsibility Form. Test

materials can be checked out for a period of 14 days. Materials must be signed in and out by the same person so they can be checked for completeness. Materials should not be passed from student to student. The original recipient is solely responsible for the condition and inventory of the returned test materials. Students may check out a maximum of 5 tests at a time and cannot sign out any other testing materials until others are returned. One protocol will be provided with each test unless covered under lab fees. There is a charge for any other protocols not covered under student lab fees. Some professors prepare protocol packets for the entire class, but if an assessment class professor has not done so, it is the student's responsibility to determine what is needed and to pay for protocols before a test is checked out. Computer scoring programs for a variety of the PAL instruments are available in the computer lab, which is open during posted hours.

**Guidelines for the use and treatment of materials:** Under no circumstances should test library materials be written in or on, underlined, or highlighted. Sticky notes and flags may be placed within the materials but must be removed before returning the materials. Avoid writing on the test manual. Instead, test protocols should be used for highlighting, underlining, and making notes pertaining to testing administration rules. Missing or damaged materials will require that the user (student or faculty) pay the cost of replacing these items. Grades for assessment classes will be withheld for students not returning materials and/or not paying replacement fees.

### **Counseling and Educational Services Clinic**

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

## Program Course Descriptions

### Foundation Courses

#### CFSP 4301 - Professional Issues in School and Community Programs

This course examines professional issues pertinent to working with early childhood through adolescent populations in school and community settings. Professional issues and contemporary service models pertinent to the field of early childhood and school psychology will be reviewed, including an introduction to legal and ethical issues, federal mandates, professional training, and roles and responsibilities. Students will learn and be involved in casework discussion pertinent to the application of best practices in the delivery of early childhood and school psychologist assessment, intervention, and consultation services. There will be a focus on a broad array of informal and formal assessment, direct and indirect intervention, environmental analysis and collaborative teaming. Special emphasis is given to current mental health and education regulations and reforms. Controversial issues highlighted in the field will be covered including differential issues facing early childhood and school psychology professionals in urban and rural settings.

3.000 Credit Hours

#### CFSP 4302 - Legal and Ethical Issues: School and Community

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

3.000 Credit Hours

#### CFSP 4303 - Risk, Resiliency, and Prevention

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

3.000 Credit Hours

#### CFSP 4304 – Diversity in Communities and Schools

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

3.000 Credit Hours

#### CFSP 4305 - Exceptional Child: Biomedical and Psychosocial Aspects

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

3.000 Credit Hours

#### CFSP 4308 - Early Language and Literacy Development and Interventions

This course provides an overview of early language and literacy development in diverse populations. A comparative analysis of early literacy environments and curriculum, and a review of current evaluation and instructional language and literacy practices for working with teachers, families, and young children is undertaken. Play-based and other informal methods of assessment and intervention are covered, including the integration of technology and strategies to promote literacy in home and preschool settings.

3.000 Credit Hours

#### CFSP 4310 - Infant Development

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

3.000 Credit Hours

#### CFSP 4311 - Child Development

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

3.000 Credit Hours

#### CFSP 4312 - Learning Application and Analysis

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

3.000 Credit Hours

#### CFSP 4313 - Anatomy of Memory and Learning

This course explores the neuropsychological basis of memory and learning. Special emphasis is placed on changes in physiological structures and psychological processes as a result of learning and memory

development.  
3.000 Credit Hours

#### CFSP 4314 - The Nature of Intelligence

This course investigates the following questions about human intelligence: (1) What is the fundamental nature of human intelligence? (2) What is the best way to measure intelligence? (3) What is the role of genes and environment in the making of intelligence? (4) Are there group differences in intelligence? (5) Can we teach intelligence? Students will develop answers to these questions by reading, studying, and discussing the ideas of major theorists.  
3.000 Credit Hours

#### CFSP 4320 - Assessment of Infants and Preschoolers

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

#### CFSP 4322 - Psychoeducational Assessment I

This course is one of two required courses designed to provide students in School Psychology with expertise in individual intelligence and achievement test administration, scoring, interpretation, and report writing. Each student has an opportunity to administer various cognitive and achievement measures, with particular emphasis on the Wechsler Scales. Contemporary issues pertinent to the assessment of intelligence are covered. Emphasis is placed synthesizing and integrating information from cognitive and achievement assessment with other sources to produce effective educational recommendations. In addition, the role of these tools in the special education qualification process is highlighted. Important issues regarding the use of such tests are discussed, as well as the use of tests in schools and clinical practice. The focus of the class is primarily on the assessment of school-aged children. Lab fee required.  
5.000 Credit Hours

#### CFSP 4323 - Psychoeducational Assessment II

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

#### CFSP 4324 - Social-Emotional Assessment

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

5.000 Credit Hours

#### CFSP 4325 - Alternative Assessments in Education

This course is designed to provide school mental health professionals, early childhood service providers, and educators with knowledge and skills to apply alternative assessments of children's learning and performance in classroom and community settings. Curriculum-based, criterion referenced, and progress monitoring approaches are emphasized as well as observation, environmental analysis, and other alternative performance-based diagnostic approaches. Students will develop proficiency in designing and administering alternative assessments, will learn to integrate results from such assessments with standard assessment data, and will use such assessment outcomes to plan effective academic and behavioral intervention.

3.000 Credit Hours

#### CFSP 4330 – Family-School Partnering and Consultation

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

3.000 Credit Hours

#### CFSP 4331 - School and Organizational Consultation

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

3.000 Credit Hours

#### CFSP 4332 - Classroom Management and Consultation

This course is designed to acquaint students with current directions in classroom management and school-based consultation. Covered are issues related to consultant and consultee characteristics,



consultation practices and processes, models and stages of consultation, facilitating desired outcomes in consultation, and evaluation of consultation outcomes. Special emphasis is also given to problems of classroom management and collaboration with parents, teachers and other educational and community personnel. Case analysis and practice are required. (Permission of Instructor).

4.000 Credit Hours

#### CFSP 4333 – Models and Methods in Early Childhood

This course provides an overview of educational and service delivery models for infant and preschool children. Students will critique curricula for early childhood programs, including those for children with special needs or children at risk. Fieldwork involves observation of models in the community and comparison of inclusion practices and program strengths and weaknesses. Students review and design observational tools to determine the model fidelity and to learn standards for developmentally appropriate practice.

3.000 Credit Hours

#### CFSP 4334 - Play-Based Assessment and Intervention

This course provides research-based strategies for working with infants and preschoolers in natural environments. Students are involved in problem solving related to intervention strategies for children with delays and disorders of sensory, cognitive, motor, communication, and social-emotional development. Field experiences involve students in activities working with children in daily routines, play, and literacy routines.

3.000 Credit Hours

#### CFSP 4335 - Infant and Family Interventions

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

3.000 Credit Hours

#### CFSP 4336 - Preschool Interventions

This course covers early childhood interventions applicable within community, preschool and home environments. A hierarchy of intervention strategies is addressed including universal, targeted, and intensive approaches. There is a focus on building supportive networks, routine-based intervention strategies, and collaboration to enhance family resources. Students review empirically validated early interventions and curriculum for young children exhibiting both normal and delayed development.

3.000 Credit Hours

#### CFSP 4337 - Academic Interventions

This course is focused on learning how to link assessment and intervention for students at risk for language, learning and reading disabilities. Current theories of learning and reading disability, and

literacy and numeracy development are reviewed. Students will review standardized, curriculum-based and informal diagnostic assessments and will practice aligning assessment intervention with instructional objectives that match a learner's strengths and needs. Empirically valid interventions for strengthening oral language, phonemic awareness, word identification, fluency, comprehension, mathematics, writing and content area study skills will be reviewed. Students will gain knowledge of class-wide, small group and individual instructional modification, and accommodation strategies for universal, targeted and intensive academic interventions.

4.000 Credit Hours

#### CFSP 4338 - Low-Incidence Disabilities and Interventions

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

3.000 Credit Hours

#### CFSP 4339 - Introduction to Play Therapy

This course examines the history and theoretical bases of major theories of play to enhance children's social-emotional and adaptive functioning. Child-centered, interpretive, and structured play therapy models are reviewed. Information is covered regarding preparation, selection of materials and toys, playroom characteristics, facilitative responses, and how to adapt play therapy in school, home and clinical settings. The play therapy process is illustrated from the initial referral and contact through termination, including observing and responding during sessions, facilitation and interpretation, therapeutic limit setting, and group play therapy strategies. Case studies, role play, video and script analysis are incorporated as is brief play therapy and applications with special populations. Efficacy, evaluation and future areas for professional development are reviewed. This course is designed as an introductory experience to prepare students for further supervised practica in play therapy. This course is offered every other summer.

3.000 Credit Hours

#### CFSP 4340 - Counseling Children and Adolescents

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

4.000 Credit Hours

#### CFSP 4341 - Advanced Play-Based Assessment and Intervention

This course is a follow up to CFSP 4334 Play-Based Assessment and Intervention or for practitioners who

have had previous experience using play-based strategies for working with infants and preschoolers. Students will learn how to consult with parents and community professionals in providing transdisciplinary services, coordinate community agencies, and work with children in home and community settings. Field experiences with children and families will be required to practice the skills addressed in class.

3.000 Credit Hours

#### CFSP 4342 - Crisis Intervention and Prevention

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

3.000 Credit Hours

#### CFSP 4349 - Early Childhood Mentorship

Taken during the first year of entry, the mentorship is a supervised initial year field experience designed to expose students to a variety of home-, community- and school-based agencies that serve families with infants, toddlers and preschoolers who have developmental and special needs. Each week for up to four hours, students are expected to shadow a selected mentorship supervisor and to attend, observe, and participate in a range of site-specific team meetings and services offered to families and children in rural and urban settings.

1.000 TO 3.000 Credit Hours

#### CFSP 4351 – CFSP Clinic

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

2.000 TO 3.000 Credit Hours

#### CFSP 4353 –CFSP Practicum

Supervised School Psychology field experience taken after clinic practicum in a public or private school setting. Advanced standing in the program and 300-500 clock hours of practicum experience required. Casework includes assessment, intervention, consultation, and program development and evaluation on a variety of psychoeducational problems encountered within a school setting. (Permission of Instructor).

1.000 TO 5.000 Credit Hours

#### CFSP 4354 - Child, Family, and Community Internship

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

1.000 TO 6.000 Credit Hours

#### CFSP 4355 - School Psychology Internship

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

1.000 TO 6.000 Credit Hours

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

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

1.000 TO 3.000 Credit Hours

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

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

1.000 TO 6.000 Credit Hours

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

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

3.000 Credit Hours

#### CFSP 4363 – Child, Family, and School Psychology Program Development and Evaluation

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

3.000 Credit Hours

#### CFSP 4364 - Single-Case Research Design

This course reviews alternatives to the group-comparison approach to experimental educational and psychological research. Students learn principal 'within-subject' or 'single-case' designs: the reversal design, the multiple-baseline design, the alternating treatment design, and the changing criterion design. Students also learn how to develop a measurement system to analyze data using these designs and how to assess the reliability and validity of their measurements.

2.000 TO 3.000 Credit Hours

#### CFSP 4991 - MA Independent Study

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

1.000 TO 17.000 Credit Hours

**CFSP 4992 - Directed Study**

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

1.000 TO 10.000 Credit Hours

**CFSP 4995 - Research - M.A. Thesis**

This course is for students whose program requires completion of a masters level thesis.

1.000 TO 17.000 Credit Hours

**CFSP 5991 - PhD Independent Study**

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

1.000 TO 17.000 Credit Hours

**CFSP 5992 - Directed Study**

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

1.000 TO 10.000 Credit Hours

**CFSP 5995 - Dissertation Research**

This course is for PhD Child, Family, and School Psychology students engaged in completing their doctoral dissertation.

1.000 TO 20.000 Credit Hours

## Other Program Courses

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

**CNP 4720 Group Counseling Theory:** This course is designed to give you an introduction to group theory, research, and practice. This course will focus on theory and group research but will also provide you with instruction and experiences in a variety of group techniques. The course is designed for students in counseling psychology, School Psychology, student development, and other related fields who work with persons in a group context. Students learn about group theory, research, and techniques through class lectures and discussion, group demonstrations, videotapes on group topics, reading assignments, a group presentation, an experiential task group, and other required assignments. 3 qtr hrs.

**RMS 4920 Educational Measurement:** This course examines the meaning, characteristics, and processes of educational measurement and evaluation. Descriptive statistics, reliability, and validity are the primary focus of the course. Development and interpretation of both standardized and informal tests are considered. This course content lays the foundation for more advanced courses in the program.

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

**Appendix A**  
**M.A. Coursework Plan** (rev. 04/08)

Name of Student: \_\_\_\_\_ ID No.: \_\_\_\_\_

CORE KNOWLEDGE BASE AND FOUNDATIONS		T = 27	
Developmental and Psychological Foundations		Credits	Completed
CFSP 4304	Family Systems and Diversity	3	
CFSP 4310	Infant Development	3	
CFSP 4311	Child Development	3	
CFSP 4312	Learning Application and Analysis	3	
<b>Required Credits</b>		<b>12</b>	
Learning Theory, Educational Foundations and Special Education Leadership			
CFSP 4305	Exceptional Children: Biomedical and Psychosocial Aspects	3	
CFSP 4338	Low Incidence Disabilities and Interventions	3	
<b>Required Credits</b>		<b>6</b>	
Legal, Ethical and Professional Foundations + Prevention, Wellness Promotion, Counseling and Crisis Intervention			
CFSP 4302	Legal and Ethical Issues in School and Community	3	
SOWK 4712	Law of Families and Children	3	
Option	Select Intervention Class	3	
<b>Required Credits</b>		<b>9</b>	
PROFESSIONAL SKILLS AND TRAINING		T = 19	
Program Development and Evaluation; Leadership			
CFSP 4363	Program Development & Evaluation (3)	3	
SOWK 4670	Policy Development and Analysis (or approved alternative)	3	
<b>Required Credits</b>		<b>6</b>	
Research			
RMS 4900	Ed Research & Measurement	4	
<b>Required Credits</b>		<b>4</b>	
Collaborative Consultation with Families and Schools			
CFSP 4330	Family-School Partnering and Consultation	3	
CFSP 4336 or 4308	Preschool Interventions OR Early Lang & Lit ( <i>select ONE</i> )	3	
Option	Select one Consultation class	3	
<b>Required Credits</b>		<b>9</b>	
APPLIED COURSEWORK		T = 5	
Applied Courses			
CFSP 4349	Mentorship (100 clock hours)	2	
CFSP 4352	CFSP Practicum (150 hours taken over two or three quarters)	3	
<b>Required Credits</b>		<b>5</b>	
<b>Total Minimum Total Credits</b>		<b>51</b>	
M.A. DEGREE	CREDITS/ SCORE	SIGNATURE	DATE
Program Requirements			
Transfer Credits			
Comprehensive Exam Score			

**Student's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Advisor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Appendix B**  
**Ed.S. Generalist Coursework Plan**

Name of Student: \_\_\_\_\_ ID \_\_\_\_\_

No.: \_\_\_\_\_

<b>CORE KNOWLEDGE BASE AND FOUNDATIONS</b>				<b>T = 27</b>
	<b>Developmental and Psychological Foundations</b>	<b>Credits</b>	<b>Completed-Yr/Quar</b>	
CFSP 4304	Diversity in Community	3	1-F	
CFSP 4310	Infant Development	3	1-F	
CFSP 4311	Child Development	3	1-W	
CNP 4641	Adolescent Development	3	1-S	
	<b>Required Credits</b>	<b>12</b>		
	<b>Learning Theory, Educational Foundations, and Special Education Leadership</b>			
CFSP 4305	Exceptional Children: Biomedical and Psychosocial Aspects	3	1-S	
CFSP 4312	Learning Application and Analysis	3	1-W	
CFSP 4338	Low Incidence Disabilities and Intervention	3	2-W	
	<b>Required Credits</b>	<b>9</b>		
	<b>Legal, Ethical, and Professional Foundations</b>			
CFSP 4301	Professional Issues in School and Community	3	1-F	
CFSP 4302	Legal and Ethical Issues: School and Community	3	1-W	
	<b>Required Credits</b>	<b>6</b>		
<b>PROFESSIONAL SKILLS AND TRAINING</b>				<b>T = 51</b>
	<b>Research, Measurement, Program Evaluation, and Technology</b>	<b>Credits</b>	<b>Completed</b>	
RMS 4920	Educational Research and Measurement or approved substitution	3	1-S	
CFSP 4363	Program Development and Evaluation	3	3-S	
	<b>Required Credits</b>	<b>6</b>		
	<b>Individual Evaluation and Assessment</b>			
CFSP 4320	Assessment of Infants and Preschoolers	6	2-F	
CFSP 4322	Psychoeducational Assessment I	5	2-F	
CFSP 4323	Psychoeducational Assessment II	5	2-W	
CFSP 4324	Social-Emotional Assessment	5	2-S	
	<b>Required Credits</b>	<b>21</b>		
	<b>Prevention, Wellness Promotion, Counseling, and Crisis Intervention</b>	<b>Credits</b>	<b>Completed</b>	
CFSP 4303	Risk, Resiliency, and Prevention	3	3-S	
CFSP 4337	Academic Intervention	4	2-W	
CFSP 4340	Counseling Children and Adolescents	4	3-F	
CFSP 4342	Crisis Intervention and Prevention	3	2-S	
CNP 4720	Group Counseling Theory	3	3-W	
	<b>Required Credits</b>	<b>17</b>		
	<b>Collaborative Consultation with Families and Schools</b>	<b>Credits</b>	<b>Completed</b>	
CFSP 4330	Family-School Partnering and Consultation	3	3-S	
CFSP 4332	Classroom Management and Consultation	4	3-W	
	<b>Required Credits</b>	<b>7</b>		



APPLIED COURSEWORK			T = 15
	Applied Courses		Completed Year/Qtr
CFSP 4349	Mentorship (take <b>one</b> quarter)	1	1-F or W
CFSP 4351	CFSP Clinic (take 1 cr Fall, 2 cr Winter and 2 cr Spring)	5	2-FWS
CFSP 4353	School Psychology Practicum (take <b>two – three</b> quarters)	6	3-FWS
	<b>Minimum Required Credits</b>	12	
	<b>Culminating Field Experience</b>		
CFSP 4355	School Psychology Ed.S. Internship (1200 hrs over <b>one year full-time</b> or <b>two years half-time</b> )	3	4-FWS
	<b>Required Credits</b>	3	
	<b>Final Assessment</b>		
	Praxis II/NASP Exam (score of 165 or greater)	PASS	
	<b>Total Minimum Total Credits</b>	<b>93</b>	

ED.S. DEGREE GENERALIST	CREDITS/ SCORE	SIGNATURE	DATE
Program Requirements			
Transfer Credits			
Internship Completed			
Official Praxis II/ CO NASP Passing Score			

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix C**  
**Ed.S. Early Childhood Certificate Coursework Plan**

Student Name: \_\_\_\_\_ ID \_\_\_\_\_

No.: \_\_\_\_\_

<b>CORE KNOWLEDGE BASE AND FOUNDATIONS</b>		<b>T = 27</b>	
	<b>Developmental and Psychological Foundations</b>	<b>Credits</b>	<b>Completed Yr/Quar</b>
CFSP 4304	Diversity in Communities and Schools	3	1-F
CFSP 4310	Infant Development	3	1-F
CFSP 4311	Child Development	3	1-W
CNP 4641	Adolescent Development	3	1-S
	<b>Required Credits</b>	<b>12</b>	
	<b>Learning Theory, Educational Foundations, and Special Education Leadership</b>		
CFSP 4305	Exceptional Children: Biomedical and Psychosocial Aspects	3	1-S
CFSP 4312	Learning Application and Analysis	3	1-W
CFSP 4338	Low Incidence Disabilities and Intervention	3	2-W
CFSP 4333	Models and Methods	3	1-F
	<b>Required Credits</b>	<b>12</b>	
	<b>Legal, Ethical, and Professional Foundations</b>		
CFSP 4301	Professional Issues in School and Community	3	1-F
CFSP 4302	Legal and Ethical Issues: School and Community	3	1-W
	<b>Required Credits</b>	<b>6</b>	
<b>PROFESSIONAL SKILLS AND TRAINING</b>		<b>T = 60</b>	
	<b>Research, Measurement, Program Evaluation, and Technology</b>	<b>Credits</b>	<b>Completed</b>
RMS 4920	Educational Research and Measurement <b>OR</b> approved substitution	3	1-S
CFSP 4363	Program Development and Evaluation	3	3-S
	<b>Required Credits</b>	<b>6</b>	
	<b>Individual Evaluation and Assessment</b>		
CFSP 4320	Assessment of Infants and Preschoolers	6	2-F
CFSP 4322	Psychoeducational Assessment I	5	2-F
CFSP 4323	Psychoeducational Assessment II	5	2-W
CFSP 4324	Social-Emotional Assessment	5	2-S
	<b>Required Credits</b>	<b>21</b>	
	<b>Prevention, Wellness, Counseling, and Crisis Intervention</b>		
CFSP 4303	Risk, Resiliency, and Prevention	3	3-F
CFSP 4335	Infant and Family Interventions	3	1-W
CFSP 4337	Academic Intervention	4	2-W
CFSP 4340	Counseling Children and Adolescents	4	3-F
CFSP 4342	Crisis Intervention and Prevention	3	2-S
CFSP 4308	Early Language and Literacy Development and Interventions *	3	1-S
CFSP 4336	Preschool Interventions*	3	1-S
CFSP 4339	Intro to Play Therapy	3	Sum 2012
CNP 4720	Group Counseling	3	3-W
	<b>Required Credits</b>	<b>26</b>	
	<b>Collaborative Consultation with Families and Schools</b>		
CFSP 4330	Family-School Partnering and Consultation	3	3-S
CFSP 4332	Classroom Management and Consultation	4	3-W
	<b>Required Credits</b>	<b>7</b>	

APPLIED COURSEWORK		T = 21	
	<b>Applied Courses</b>		
CFSP 4349	Mentorship (1 Fall, 2 Winter, 2 Spring)	5	1-FWS
CFSP 4351	CFSP Clinic (2 Fall, 2 Winter, 3 Spring)	7	2-FWS
CFSP 4353	School Psychology Practicum (3 cr. quarter)	9	3-FWS
	<b>Minimum Required Credits</b>	<b>21</b>	
	<b>Culminating Field Experience</b>		
CFSP 4355	School Psychology Ed.S. Internship (1200 hours over <b>one year full-time</b> or <b>two years half-time</b> )	3	4-FWS
	<b>Required Credits</b>	<b>3</b>	
	<b>Final Assessment</b>		
	Praxis II/NASP Exam (score of 165 or greater)	PASS	
	<b>Total Minimum Required Credits</b>	<b>111</b>	

ED.S. DEGREE EARLY CHILDHOOD	CREDITS/ SCORE	SIGNATURE	DATE
Program Requirements			
Transfer Credits			
Internship Completed			
Official Praxis II/CO NASP Passing Score			

**Student's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Advisor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

\* Choose 4308 or 4336

## Appendix D: Ph.D. School Psychology Licensure Coursework Plan

*\*Courses below are expected and equivalent to those taken for an Ed. - Generalist degree*

*\*\*May waive or test out.*

Name: \_\_\_\_\_

ID No.: \_\_\_\_\_

CORE KNOWLEDGE BASE AND FOUNDATIONS		T=15	
	Developmental and Psychological Foundations	Credits	Completed
CFSP 4304	* Family Systems and Diversity	3	
CFSP 4310	* Infant Development	3	
CFSP 4311	* Child Development	3	
CFSP 4312	* Learning Application and Analysis	3	
CNP 4641	* Adolescent Development	3	
	<b>Required Credits</b>	<b>15</b>	
PROFESSIONAL SKILLS AND TRAINING		T = 100	
	Research, Measurement, Program Evaluation, and Technology	Credits	Completed
CUI 4951**	Design and Methods for Qualitative Research	3	
QRM 4900**	* Educational Measurement <b>OR</b> approved substitution	3	
QRM 4903**	Empirical Research Methods	3	
QRM 4920	Statistical Foundations of Research in the Social Sciences	3	
QRM 4930**	Introduction to Statistics	5	
	<b>Select 8-9 hrs from:</b>		
CFSP 4364	Single-Case Research Design	3	
CUI 4036	Community Based Research in Urban Settings	3	
CUI 4057	Educational Criticism and Connoisseurship	3	
CUI 4059	Ethnographic Research	3	
QRM 4905	Psychometric Theory	3	
QRM 4907	Meta-Analysis	2	
QRM 4921	Survey Design and Analysis	3	
QRM 4952	Correlation and Regression	4	
QRM 4960	Analysis of Variance (ANOVA)	5	
SOWK 5402	Qualitative Research Methods	4	
SOWK 5405	Qualitative Data Analysis	4	
STAT 4680	Sampling Theory and Applications	4	
STAT 4810	Nonparametric Statistics	4	
	<b>Select 3-5 hrs from:</b>		
CUI XXXX	Mixed Methods	3	
QRM 4906	Topics in Psychometrics	3	
QRM 4925	Structural Equation Modeling	3	
QRM 4950	Multivariate Analysis	5	
QRM 4955	Topics in Statistics I	5	
QRM 4956	Hierarchical Linear Modeling	3	
CFSP 4990	Dissertation Seminar <b>OR</b> alternative	2	
CFSP 5995	Dissertation Research (Register for 1 cr. every quarter until grad)	10+	
	<b>Required Credits</b>	<b>40 min.</b>	
Learning Theory, Educational Foundations, and Special Education Leadership			
CFSP 4303	* Risk, Resiliency, and Prevention	3	
CFSP 4305 or CFSP 4308	* Exceptional Children: Biomedical and Psychosocial Aspects Early Language & Literacy Dev & Intervention	3	
CFSP 4338	* Low Incidence Disabilities and Interventions	3	
CFSP 4342	* Crisis Intervention and Prevention	3	
	<b>Required Credits</b>	<b>12</b>	

	<b>Legal, Ethical, and Professional Foundations</b>	<b>Credits</b>	<b>Completed</b>
CFSP 4301	* Professional Issues in School and Community	3	
CFSP 4302	* Legal and Ethical Issues in School and Community	3	
	<b>Required Credits</b>	<b>6</b>	
	<b>Evaluation and Assessment</b>	<b>Credits</b>	<b>Completed</b>
CFSP 4363	* Program Development and Evaluation	3	
CFSP 4322	* Psychoeducational Assessment I	5	
CFSP 4323	* Psychoeducational Assessment II	5	
CFSP 4324	* Social-Emotional Assessment	5	
CFSP 4320	* Assessment of Infants and Preschoolers	6	
	<b>Required Credits</b>	<b>24</b>	
	<b>Collaborative Consultation with Families and Schools</b>	<b>Credits</b>	<b>Completed</b>
CFSP 4330	* Family-School Partnering and Consultation	3	
CFSP 4340	* Counseling Children and Adolescents	4	
CFSP 4332	* Classroom Management and Consultation	4	
CFSP 4337	* Academic Intervention	4	
CNP 4720	* Group Counseling or alternative	3	
	<b>Required Credits</b>	<b>18</b>	
<b>APPLIED COURSEWORK AND COGNATE</b>		<b>T = 25</b>	
	<b>Applied Courses</b>	<b>Credits</b>	<b>Completed</b>
CFSP 4349	* Research Mentorship (must take either Winter or Spring)	1	
CFSP 4351	* Clinic	3	
CFSP 4353	* School Psychology Practicum	3	
CFSP 4361	Seminar: CFSP Supervision (take during one quarter)	1	
CFSP 4355	School Psychology PhD Internship (1 yr full-time or 2 yrs half-time)	3	
	<b>Required Credits</b>	<b>11</b>	
	<b>Cognate Courses</b>		
Approved options	Minimum of five courses in a defined advanced specialization selected in consultation with advisor	14+	
	<b>Required Credits</b>	<b>14+</b>	
	<b>Total Minimum Required Credits</b>	<b>140</b>	

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

**Student's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Advisor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Appendix E**  
**Ph.D. Child and Family Leadership Coursework Plan**

Student Name: \_\_\_\_\_ ID No.: \_\_\_\_\_

<b>CORE KNOWLEDGE BASE AND FOUNDATIONS</b>		<b>T = 15</b>	
	<b>Developmental and Psychological Foundations</b>	<b>Credits</b>	<b>Completed</b>
CFSP 4304	Family Systems and Diversity	3	
CFSP 4310	Infant Development	3	
CFSP 4311	Child Development	3	
CFSP 4312	Learning Application and Analysis	3	
CNP 4641	Adolescent Development	3	
	<b>Required Credits</b>	<b>15</b>	
<b>PROFESSIONAL SKILLS AND TRAINING</b>		<b>T = 78</b>	
	<b>Research, Measurement, Program Evaluation, and Technology</b>	<b>Credits</b>	<b>Completed</b>
CUI 4951**	Design and Methods for Qualitative Research	3	
QRM 4900**	* Educational Measurement <b>OR</b> approved substitution	3	
QRM 4903**	Empirical Research Methods	3	
QRM 4920	Statistical Foundations of Research in the Social Sciences	3	
QRM 4930**	Introduction to Statistics	5	
	<b>Select 8-9 hrs from:</b>		
CFSP 4364	Single-Case Research Design	3	
CUI 4036	Community Based Research in Urban Settings	3	
CUI 4057	Educational Criticism and Connoisseurship	3	
CUI 4059	Ethnographic Research	3	
QRM 4905	Psychometric Theory	3	
QRM 4907	Meta-Analysis	2	
QRM 4908	Topics in Research Design	3	
QRM 4921	Survey Design and Analysis	3	
QRM 4952	Correlation and Regression	4	
QRM 4960	Analysis of Variance (ANOVA)	5	
SOWK 5402	Qualitative Research Methods	4	
SOWK 5405	Qualitative Data Analysis	4	
STAT 4680	Sampling Theory and Applications	4	
STAT 4810	Nonparametric Statistics	4	
	<b>Select 3-5 hrs from:</b>		
CUI XXXX	Mixed Methods	3	
QRM 4906	Topics in Psychometrics	3	
QRM 4925	Structural Equation Modeling	3	
QRM 4950	Multivariate Analysis	5	
QRM 4955	Topics in Statistics I	5	
QRM 4956	Hierarchical Linear Modeling	3	
CFSP 4990	Dissertation Seminar <b>OR</b> approved substitution	2	
CFSP 5995	Dissertation Research (Register for 1 cr. every quarter until grad)	10+	
	<b>Required Credits</b>	<b>40 min.</b>	
	<b>Learning Theory, Educational Foundations, and Special Education Leadership</b>	<b>Credits</b>	<b>Completed</b>
CFSP 4305	Exceptional Children: Bio and Psychosocial	3	
CFSP 4303	Risk, Resiliency, and Prevention	3	
CFSP 4338	Low Incidence Disabilities and Interventions	3	
CFSP Options	Other CFSP options (select <b>two</b> options)	- 5	
	<b>Required Credits</b>	<b>14</b>	

	<b>Legal, Ethical, and Professional Foundations</b>		
CFSP 4301	Professional Issues in School and Community	3	
CFSP 4302	Legal and Ethical Issues: School and Community	3	
Options	Leadership and Management (select <b>two</b> options)	3	
	<b>Required Credits</b>	<b>9</b>	
	<b>Evaluation and Assessment</b>		
CFSP 4320	Assessment of Infants and Preschoolers	6	
CFSP 4363	* Program Evaluation	3	
	<b>Required Credits</b>	<b>9</b>	
	<b>Collaborative Consultation with Families and Schools</b>		
CFSP 4330	Family-School Partnering and Consultation	3	
CFSP 4308 <b>OR</b> CFSP 4335	Preschool Interventions <b>OR</b> Infant and Family Interventions	3	
	<b>Required Credits</b>	<b>6</b>	
<b>APPLIED COURSEWORK</b>		<b>T = 18</b>	
	<b>Applied Courses</b>		
CFSP Options	Practicum or Independent Research options	3	
	<b>Required Credits</b>	<b>3</b>	
	<b>Cognate Courses</b>		
Approved options	Minimum of five courses in a defined advanced specialization selected in consultation with advisor	15 +	
	<b>Required Credits</b>	<b>15+</b>	
	<b>Total Minimum Required Credits</b>	<b>111</b>	

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

**Student's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Advisor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Appendix F

### Ph.D. for Ed.S. Professionals Coursework Plan (Completed & Approved Ed.S. Degree)

Student Name: \_\_\_\_\_ ID No.: \_\_\_\_\_

RESEARCH, MEASUREMENT, PROGRAM EVALUATION T=?		Credits	Completed
QRM 4900	* Educational Measurement <b>OR</b> approved substitution	-	
CFSP 4364	* Program Evaluation	-	
CFSP 4349	Research Mentorship – taken the first year of the Program	2	
QRM 4903	Empirical Research Methods	3	
QRM 4930	Intro to Statistics	5	
CUI 4951	Qualitative Research Methods or approved alternative	3	
<b>Select 3 or more courses. Note: some may require prerequisites):</b>		17	
Community Based Research - Educ. Criticism-Connoisseurship - 3 Ethnographic Research -3 Qualitative Research - 3 Qualitative Advanced Methods - 3 Meta-Analysis - 2 Single-Case Research Design - 3	Psychometric Theory - 3 Survey Design and Analysis -3 Analysis of Variance (ANOVA) Correlation & Regression - 4 Topics in Psychometrics - 3 Structural Equation Modeling - 5 Multivariate Analysis - 5 Hierarchical Linear Modeling - 3		
CFSP5995	Dissertation Research	10+	
	<b>Required Credits</b>	<b>40</b>	<b>Minimum</b>
APPLIED COURSES		T = 12	
		Credits	Completed
CFSP xxxx	Clinic Supervision Seminar (take two quarters, 1 credit each)	2	
CFSP 4353	Optional 1 yr Internship (must be taken for further PhD licensing)	-	
	<b>Required Credits</b>	<b>2</b>	
Cognate Courses		Credits	Completed
Approved options	Possible concentrations include: Data-based Decision Making, Assessment and Evaluation Prevention, Intervention, and Consultation Advanced Developmental Theory Advocacy, Policy and Leadership	10 +	
	<b>Required Credits</b>	<b>10</b>	<b>minimum</b>
	<b>Total Minimum Required Credits</b>	<b>52</b>	<b>minimum</b>

PH.D. DEGREE – SCHOOL PSYCHOLOGY	CREDITS/ SCORES	SIGNATURE	DATE
EdS must be earned within 8 years of application & from a NASP approved program			
Already Passed NASP Exam			
Program Requirements	52 or more		
Ph.D. Comprehensive Exam			
Ph.D. Dissertation			

Student Signature \_\_\_\_\_ Date: \_\_\_\_\_

Advisor Signature \_\_\_\_\_ Date: \_\_\_\_\_

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



### Appendix G: Advising Checklist

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Advisor Name

#### Year 1:

Requirements	Date & Initials	Comments
Vita		
Initial Professional Identity Statement		
Goals		
Coursework Plan-sign		
DU transcript-unofficial		
Other		

#### Year 2:

Requirements-update:	Date & Initials	Comments
Vita		
Professional Identity Statement		
Goals		
Coursework Plan-sign		
DU transcript-unofficial		
Dissertation Checklist (PhD)		
Other		

Notes:

**Year 3:** \_\_\_\_\_ **Student Name**  
**Name**

\_\_\_\_\_ **Advisor**

Requirements-update	Date & Initials	Comments
Vita		
Professional Identity Statement		
Goals		
Coursework Plan-sign		
DU transcript-unofficial		
Other		

**Year 4:**

Requirements-update	Date & Initials	Comments
Vita		
Professional Identity Statement		
Goals		
Coursework Plan-sign		
DU transcript-unofficial		
Dissertation Checklist (PhD)		
Other		

Notes:

### Appendix H: Cumulative Sequence of Annual Review

Review Period	Degree	Reviewer	Admissions and Required Progress Monitoring Components	Date & Initials	Comments
Admissions	PhD/EdS-Licensure	Faculty	Statement of Interest Prior Transcript(s) Vita Letters of recommendation GRE scores Phone interview		
End of year 1	PhD/EdS-Licensure	Advisor in consultation w/ faculty	DU Transcript-unofficial Coursework Plan – signed by advisor Professional Work Characteristics		
Mid-year 2 End-of-year 2	PhD/EdS-Licensure	Assessment /clinic/AI faculty (advisor as needed)	<b>Mid-year &amp; End-of-year:</b> (details in Clinic Manual) Academic Case Study-review Assessment assignments Clinic reports <b>End-of-year</b> Update Professional Work Characteristics DU Transcript-unofficial Coursework Plan-signed		
Mid-year 3 End-of-year 3	PhD/EdS-Licensure	Practicum faculty (advisor as needed) Practicum student & Field Supervisor;  PhD—faculty for comps	<b>Mid-year &amp; End-of-year</b> (details in Practicum Manual) Case studies Professional presentations Supervisor evaluations <b>End-of-year</b> DU Transcript-unofficial Coursework Plan-signed Update Professional Work Characteristics Praxis II Exam Score  *PhD-Comprehensive exam		
End-of –fall & End-of-winter quarters	PhD & EdS on Internship	University faculty & Interns	<b>End of Fall &amp; Winter Quarters</b> (details in Internship Manual) Case study Professional presentations		

<b>year 4</b>  <b>Mid-year 4 &amp; End-of- year 4</b>		Intern & Field Supervisor	Assignments <b>Mid-year &amp; End-of-year</b> Supervisor evaluations		
---	--	------------------------------	--	--	--

<b>Review Period</b>	<b>Degree</b>	<b>Reviewer</b>	<b>Admissions and Required Progress Monitoring Components</b>	<b>Date &amp; Initials</b>	<b>Comments</b>
<b>Admissions</b>	MA	Faculty	Statement of Interest Prior Transcript(s) Vita Letters of recommendation GRE scores Phone interview		
<b>End-of – year 1</b>	MA	Advisor in consultation w/ faculty	DU Transcript-unofficial Coursework Plan – signed by advisor Professional Work Characteristics		
<b>Mid-year 2 &amp; End-of-year 2</b>	MA	Faculty for comps	Comprehensive Exam		

<b>Review Period</b>	<b>Degree</b>	<b>Reviewer</b>	<b>Admissions and Required Progress Monitoring Components</b>	<b>Date &amp; Initials</b>	<b>Comments</b>
<b>Admissions</b>	PhD Leadership & Pathway	Faculty	Statement of Interest Prior Transcript(s) Vita Letters of recommendation GRE scores Phone interview <b>Additional Pathway Components:</b> NCSP Case Study Professional Presentation Most recent supervisor evaluation		

End of year 1	PhD Leadership & Pathway	Advisor w/ faculty consultation	DU Transcript-unofficial Coursework Plan – signed by advisor Professional Work Characteristics  Professional Goals		
End-of-year 2	PhD Leadership & Pathway	Advisor	Professional Work Characteristics Grades (unofficial transcript) Coursework Plan-signed by advisor		
Mid-year 3  End-of-year 3	PhD Leadership & Pathway	Advisor   Faculty for comps	Grades (unofficial transcript) Coursework Plan—signed by advisor Dissertation checklist Comprehensive exam		
Mid-year 4 + and End- of year 4+	PhD Leadership & Pathway	Advisor	Dissertation checklist		

**Cumulative Evaluation:**

\_\_\_\_\_ **Student Name**  
 \_\_\_\_\_ **Advisor Name**

## Appendix I: CHECKLIST OF DISSERTATION COMPLETION TASKS and FORMS

Review Program Handbook for specific department or program requirements	<input type="checkbox"/>
Pass Doctoral Comprehensive Exam	<input type="checkbox"/>
Register for at least 1 Dissertation credit (fall, winter, and spring quarters) until graduation	<input type="checkbox"/>
Determine if you should also register for Continuous Enrollment via the web each quarter until graduation: <a href="http://www.du.edu/media/documents/graduates/CE.pdf">http://www.du.edu/media/documents/graduates/CE.pdf</a>	<input type="checkbox"/>
Prepare an outline version of your Proposed Research Project	<input type="checkbox"/>
Schedule a Meeting with Dissertation Director: Discuss additional committee members	<input type="checkbox"/>
Select 2 More Dissertation Committee Members who agree to participate	<input type="checkbox"/>
Begin the Study: Proposal	
Introduction	<input type="checkbox"/>
Statement of the Problem	<input type="checkbox"/>
Review of the Literature	<input type="checkbox"/>
Conceptual/Theoretical Framework	<input type="checkbox"/>
Methods, including research questions	<input type="checkbox"/>
Contribution to the literature of the field	<input type="checkbox"/>
Proposal Distributed to Committee 4 Weeks before the Scheduled Meeting Date	<input type="checkbox"/>
Two (2) Copies of Schedule for Proposal Meeting filed with OAS: <a href="http://www.du.edu/education/display/docs/forms/Proposal_Defense_Mee.pdf">http://www.du.edu/education/display/docs/forms/Proposal_Defense_Mee.pdf</a>	<input type="checkbox"/>
Bring Dissertation Proposal Form to Proposal Meeting: <a href="http://www.du.edu/education/display/docs/forms/Dissertation_Proposa.pdf">http://www.du.edu/education/display/docs/forms/Dissertation_Proposa.pdf</a>	<input type="checkbox"/>
Dissertation Proposal Approval Process	<input type="checkbox"/>
Copy of Approved Proposal to Dissertation Advisor and MCE Office of Academic Services	<input type="checkbox"/>
Prepare IRB (Dissertation Director's Approval is required)	<input type="checkbox"/>
Submit Application to IRB: <a href="http://www.du.edu/orsp/download/irb_application_eprotocol.pdf">http://www.du.edu/orsp/download/irb_application_eprotocol.pdf</a> <input type="checkbox"/>	
Approval from Other Human Subjects Boards	<input type="checkbox"/>
Begin Data Collection, Continue the Study:	
Begin Data Collection	<input type="checkbox"/>
Finish Data Collection	<input type="checkbox"/>
Begin Analysis of Data	<input type="checkbox"/>
Finish Analysis of Data	<input type="checkbox"/>
	Submit
Application for Graduation by deadlines posted at: <a href="http://www.du.edu/currentstudents/graduates/graduationinformation.html">http://www.du.edu/currentstudents/graduates/graduationinformation.html</a> <input type="checkbox"/>	
Prepare Tables of Data, Write Results	<input type="checkbox"/>
Update Literature Review, Finish Final Chapters	<input type="checkbox"/>
Schedule Intermittent Meetings with Director and/or Committee:	
Refine and Complete First Chapters	<input type="checkbox"/>
Finish Summary, Discussion Chapter	<input type="checkbox"/>
Prepare Abstract (350 Word Limit)	<input type="checkbox"/>
Refine Table of Contents, References, Appendices, Title Page, Etc.	<input type="checkbox"/>
Meeting with Director and Committee to receive approval for defense	<input type="checkbox"/>
Schedule the Defense:	
Select Oral Defense Committee Chair from another Department who meets Graduate Study requirements	<input type="checkbox"/>
Identify Date, Time, Location for the Defense: Schedule with Director, Committee	<input type="checkbox"/>
Four (4) weeks prior to defense, Schedule of Oral Defense Form with Office of Graduate Studies and the MCE Office of Academic Services: <a href="http://www.du.edu/education/display/docs/forms/Proposal_Defense_Mee.pdf">http://www.du.edu/education/display/docs/forms/Proposal_Defense_Mee.pdf</a>	<input type="checkbox"/>

AND

File the Proposal Defense Meeting form with the MCE Office of Academic Services:

[http://www.du.edu/education/display/docs/forms/Proposal\\_Defense\\_Mee.pdf](http://www.du.edu/education/display/docs/forms/Proposal_Defense_Mee.pdf) ☐

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

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

Pass Oral Defense 3 weeks prior to graduation date ☐

Revisions Completed, Approved/Signed by Dissertation Director ☐

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

☐

All Holds, Incompletes, Parking Tickets, Fees Fulfilled ☐

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

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

Graduation ☐

### Appendix J: Cumulative Evaluation Form

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



**Appendix K**  
**Professional Work Characteristics Development Annual Review**

**NASP 4.3**

Rev. 04/09

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

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

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

**Ratings**

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

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

Please describe one or more incidents that you feel demonstrate your time management and/or organizational abilities or lack thereof.		
<b>4. Respect for Human Diversity</b> – exhibits awareness of and sensitivity to racial, cultural, socioeconomic, religious, gender-based, sexual orientation and other human differences; seeks out further understanding and skills needed to work with diverse populations.	Self	Fac.
Please describe one or more incidents that you feel demonstrate your respect for human diversity or need for improvement.		
<b>5. Oral Communication</b> – expresses self orally in a clear and organized manner.	Self	Fac.
Please describe one or more incidents that you feel demonstrate your ability or struggle to communicate orally.		
<b>6. Written Communication</b> – expresses self in writing in a clear and organized manner.	Self	Fac.
Please describe one or more incidents that you feel demonstrate your ability or struggle to communicate in writing. If rated below expectations by faculty, devise improvement or remediation plan.		

<b>7. Attending/Listening Skills</b> – listens attentively; attends to important communications.	<b>Self</b>	<b>Fac.</b>
Please describe one or more incidents that you feel demonstrate your attending/listening abilities or struggles.		
<b>8. Interpersonal Relations</b> – relates effectively with colleagues, faculty, supervisors and clients.	<b>Self</b>	<b>Fac.</b>
Please describe one or more incidents that you feel demonstrate your interpersonal relationship abilities or challenges.		
<b>9. Adaptability/Flexibility</b> – adapts effectively to demands of situation; exhibits flexibility in face of change.	<b>Self</b>	<b>Fac.</b>
Please describe one or more incidents that you feel demonstrate your adaptability and flexibility or rigidity.		

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

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

## Appendix L

### On-Line Field Placement Performance Evaluation Worksheet

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

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

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

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

## Appendix L (continued)

Date of Evaluation: \_\_\_\_\_ Completed by: ☐ Self or ☐ Supervisor  
Student Name: \_\_\_\_\_ ☐ Ed.S. ☐ Ph.D.

Supervisor Name: \_\_\_\_\_ Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Placement Site: \_\_\_\_\_ ☐ Field Practicum ☐ Internship

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

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

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

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

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

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

### **DEFINITIONS**

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

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



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

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

**Competency Scale**

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

**Acceptability Scale**

- 1 = Not Acceptable
- 2 = Marginally Acceptable
- 3 = Acceptable/Expected
- 4 = Exceeds Expectations

**DOMAIN 1: Data-Based Decision Making and Accountability**

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

Please offer specific suggestions for growth in these areas.

**DOMAIN 2: Consultation and Collaboration**

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

Please offer specific suggestions for growth in these areas.

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

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

Please offer specific suggestions for growth in these areas.

**DOMAIN 4: Socialization and Development of Life Skills**

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

Please offer specific suggestions for growth in these areas.

**DOMAIN 5: Diversity in Development and Learning**

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

Please offer specific suggestions for growth in these areas.

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

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

Please offer specific suggestions for growth in these areas.

**DOMAIN 7: Prevention, Crisis Intervention, and Mental Health**

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

Please offer specific suggestions for growth in these areas.

**DOMAIN 8: Home-School-Community Collaboration**

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

Please offer specific suggestions for growth in these areas.

**DOMAN 9: Research and Program Evaluation**

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

Please offer specific suggestions for growth in these areas.

**DOMAIN 10: School Psychology Practice and Professional Development**

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

Please offer specific suggestions for growth in these areas.

**DOMAIN 11: Information Technology**

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

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

**PERSONAL QUALITIES**

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

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

## FINAL EVALUATION

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

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

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

51. Please give recommendations for future professional development.

---

Field Supervisor's Signature

Date

**Appendix M**  
**Field Placement Site Evaluation Form**

**Date of Evaluation:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_ **Level:** ☐ Ed.S. ☐  
Ph.D.

**Placement Dates:** \_\_\_\_\_

**Site/School Name:** \_\_\_\_\_ ☐ Practicum ☐  
Internship

**District:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **E-mail:** \_\_\_\_\_

Check all the opportunities that are available on this site:

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

Types of clients served:

\_\_\_\_\_

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

What kind of supervision is provided?

- ☐ Individual Supervision    Hours/Week: \_\_\_\_\_
- ☐ Group Supervision    Hours/Week: \_\_\_\_\_    Number of students: \_\_\_\_\_

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



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

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

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

What was the pay/stipend at this site?

What types of benefits were provided at this site?

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

Would you recommend this site?

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

Would you recommend your Field Supervisors?

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

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

CFSP COURSES Aligned with NASP DOMAINS			NASP Domains	Data-Based Decision Making and Accountability 2.1	Consultation and Collaboration 2.2	Effective Instruction and Development of Cognitive/ Academic Skills 2.3	Socialization and Development of Life Skills 2.4	Student Diversity in Development & Learning 2.5	School and Systems Organization, Policy Development and Climate 2.6	Prevention, Crisis Intervention and Mental Health 2.7	Home/School/Community Collaboration 2.8	Research and Program Evaluation 2.9	School Psychology Practice and Development 2.10	Information Technology 2.11
	Course #	Course Title												
Assessment Courses	4320	Assessment of Infants and Preschoolers		X		X	X	X			X			
	4322	Psychoeducational Assessment I		X		X		X			X		X	X
	4323	Psychoeducational Assessment II		X		X		X			X		X	X
	4324	Social-Emotional Assessment		X		X	X	X			X		X	X
	4325	Alternative Assessments in Education												
Consultation And Intervention Strategy Courses	4330	Family Collaboration and Consultation		X	X			X	X		X			
	4331	School and Organizational Consultation												
	4332	Classroom Management and Consultation		X	X		X	X	X					
	4333	Models and Methods in Early Childhood				X		X	X		X	X		
	4335	Infant and Family Interventions		X		X	X	X		X	X			
	4336	Preschool Interventions		X		X	X				X			

CFSP COURSES Aligned with NASP DOMAINS			NASP Domains	Data-Based Decision Making and Accountability 2.1	Consultation and Collaboration 2.2	Effective Instruction and Development of Cognitive/ Academic Skills 2.3	Socialization and Development of Life Skills 2.4	Student Diversity in Development & Learning 2.5	School and Systems Organization, Policy Development and Climate 2.6	Prevention, Crisis Intervention and Mental Health 2.7	Home/School/Community Collaboration 2.8	Research and Program Evaluation 2.9	School Psychology Practice and Development 2.10	Information Technology 2.11
	Course #	Course Title												
Cont'd Consultation and Intervention Strategy Courses	4337	Academic Interventions		X	X	X		X			X	X	X	X
	4338	Low Incidence Disabilities and Interventions				X	X	X			X			X
	4339	Introduction to Play Therapy					X	X		X	X		X	
	4340	Counseling Children and Adolescents		X	X		X	X		X	X		X	
	4341	Advanced Play Assessment and Intervention												
	4342	Crisis Intervention and Prevention		X	X		X	X	X	X	X	X	X	X
Clinical Practice Courses	4349	Mentorship		X	X			X	X		X		X	
	4351	CFSP Clinic		X	X	X	X	X			X		X	X
	4353	CFSP Practicum		X	X	X	X	X	X	X	X	X	X	X
	4355	School Psychology Internship		X	X	X	X	X	X	X	X	X	X	X

CFSP COURSES Aligned with NASP DOMAINS			NASP Domains	Data-Based Decision Making and Accountability 2.1	Consultation and Collaboration 2.2	Effective Instruction and Development of Cognitive/ Academic Skills 2.3	Socialization and Development of Life Skills 2.4	Student Diversity in Development & Learning 2.5	School and Systems Organization, Policy Development and Climate 2.6	Prevention, Crisis Intervention and Mental Health 2.7	Home/School/Community Collaboration 2.8	Research and Program Evaluation 2.9	School Psychology Practice and Development 2.10	Information Technology 2.11
	Course #	Course Title												
Advanced Seminars and Specialized Research Courses	4360	Advanced Seminar: Child, Family, and School Psychology												
	4361	Seminar: Child, Family, and School Psychology Supervision												
	4363	Child, Family, and School Psychology Program Dev and Eval		X	X				X	X	X	X		
	4364	Single Case Research Design												
	4991	Independent Study												
	4395	M.A. Thesis Research												
	5991	Independent Study												
	5995	Dissertation Research												
Courses Taken Outside the Program	CNP 4641	Adolescent Development				X	X	X						
	CNP 4720	Group Counseling					X	X		X				
	QRM 4900	Educational Measurement		X								X		X