

School Psychology Student Handbook

Doctor of Philosophy (PhD) Program

2024–2025



**Morgridge College
of Education**

UNIVERSITY OF DENVER

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Handbook Overview

This Doctoral (PhD.) Student Handbook provides students in the School Psychology (SP) Program with policies and procedures to assist them as they matriculate through the Morgridge College of Education (MCE). Please take time to review this handbook and become familiar with the program. Upon completion of your review, please sign [Appendix G](#) and upload it to the EdS Canvas page.

You are responsible for familiarizing yourself with the contents of this Handbook, as well as the policies outlined in the Graduate Policies and Procedures Bulletin, the University of Denver (DU) [Bulletin](#), and the [MCE Policies and Procedures](#). Although every effort has been made to ensure agreement between these documents, it is the student's responsibility to read them all.

DU and its programs are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) and other major accrediting agencies, including the American Psychological Association (APA) and the National Association of School Psychologists (NASP).

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

Inquiries concerning allegations of discrimination based on any of the above factors may be referred to the University of Denver Office of Equal Opportunity/ADA Compliance, Mary Reed Building, Room 422, 2199 S. University Blvd., Denver, CO 80208. Phone: 303-871-7436. Fax: 303-871-3656. For more information, see <http://www.du.edu/deo/>.

You may also contact the Office of Diversity and Equal Opportunity/ADA Compliance regarding religious or disability accommodations and /or issues with access.

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About the School Psychology (SP) Program

Program Overview

School Psychology students are accepted into one of two graduate programs:

- Educational Specialist (Ed.S.), with an optional concentration in either Early Childhood Special Education or Adolescent Addictions in Schools;
- Doctoral degree (PhD.)

PhD graduates 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, they are prepared for administrative, supervisory, and teaching and research positions in higher education. Our curriculum provides a strong grounding 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 members.

The SP program is committed to providing high-quality educational and field experiences. The curriculum aligns with NASP standards and is updated to ensure consistency with best practices. Our program is designed, delivered, and assessed by highly qualified faculty members who primarily are school psychologists, hold doctoral degrees with specialization in school psychology, and are actively engaged in school psychology (e.g., possess state and/or national credentials; have relevant experience; participate in professional associations; contribute to research, scholarly publications, and presentations). Other MCE/DU faculty members, who hold doctoral degrees in psychology, education, or a closely related discipline, are supportive and aware of their responsibilities in the program.

Both SP degree programs involve innovative, integrative, closely supervised hands-on practice, and independent field experience begins in the first year. Ed.S. and PhD students complete a culminating year-long internship where they gain additional experience. Practices are designed as a developmental Chain of Relevant Experiences (CoRE; see Figure 1) where students progress through coursework and supervised field placements, initially as Critical Observers, then as Directed Participants, then as Active Contributors, and finally as Independent Practitioners. These levels are defined as follows:

- *Critical Observers*: Students engage in activities that increase their knowledge base by linking theory and empirically based concepts through observational activities. These activities challenge the students to integrate information while learning current practices.

- *Directed Participants*: Students engage in activities addressing professional skill development and enhancement (e.g., role play, simulation activities, and supervised experiences).
- *Active Contributors*: Students engage in professional activities that are managed and dictated by the needs and policies of the field placement. These activities, developed collaboratively and completed in consultation with a faculty member and site supervisor, bring about a specific result that adds to the productivity of the field placement.
- *Independent Practitioners*: Students apply advanced skills through self-initiated and self-governed professional engagement within a network of collegial supervision.

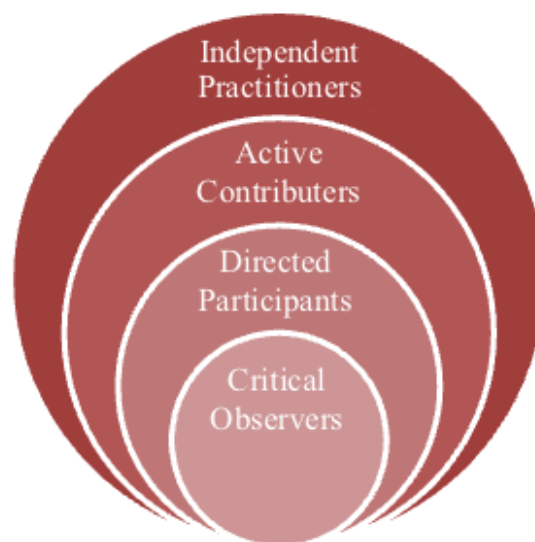


Figure 1: CoRE Model

All SP students are encouraged to participate in research, advocacy, and service at local, state, national or international levels. There are multiple opportunities to engage in collaborative, innovative projects that offer in-depth expertise and exposure to critical issues in the field, and individual research interests are supported through faculty mentoring and advising. Students can take coursework from other programs both inside and outside MCE, including quantitative and qualitative research methods, curriculum and instruction, school administration, social work, and counseling psychology. They also gain experience at MCE’s Psychoeducational Clinic, the Fisher Early Learning Center, and the Ricks Center for Gifted Children, or local public and private schools.

Accreditation

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

Questions about APA accreditation should be directed to:

Office of Program Consultation and Accreditation

750 First St, NE

Washington, DC 20002-4242

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

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

Program Philosophy and Aims

We are aligned with the MCE vision “to train global leaders who employ innovative and effective approaches to advance learning throughout the lifespan, educational change, and social equity.” Our philosophy is built upon a scientist-practitioner model, 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 experiences and cultures, a focus on early prevention and supportive intervention, collaborative problem-solving, and the promotion of family involvement in development and education.

Our mission is to provide students with the knowledge and skills relevant for collaboration with diverse parties, in order to meet the educational and mental health needs of children and families within a rapidly changing global society, based on a strong understanding of the relationship between environmental, neurobiological, and cultural influences.

Program Objectives and Competencies

Our goal is to prepare highly competent, collaborative, ethical, and self-reflective scientist-practitioners who can optimize social-emotional, cognitive, academic, and behavioral outcomes for children and youth and are *Consumers, Collaborators, Interventionists, and Advocates*:

- *Consumers*: able to apply, translate, and expand upon scientifically-based pedagogy and professional practice;

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

Students who graduate from the SP Program are expected to demonstrate mastery of skills and competencies according to both APA and NASP standards. The two accrediting bodies present specific and general professional benchmarks. Please read them carefully:

- <https://www.nasponline.org/standards-and-certification/nasp-practice-model>
- <https://www.apa.org/ed/graduate/benchmarks-evaluation-system>

Doctoral Program Overview

The PhD curriculum provides a strong 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. Doctoral students acquire competency in conducting collaborative and original research, grant writing, advanced qualitative and quantitative analysis, research design, and statistics. Graduates assume positions as administrators, university professors, researchers, clinicians, and educational evaluators.

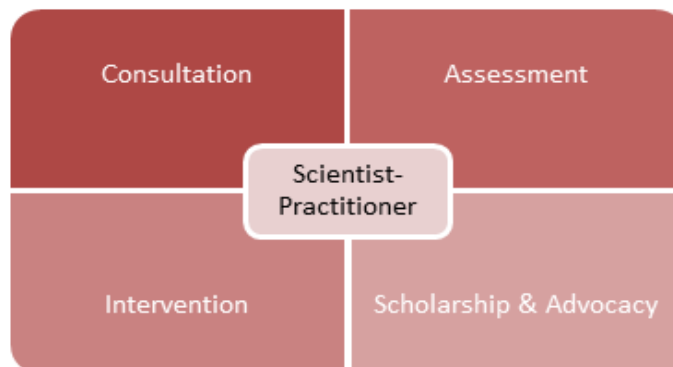
Doctoral Program Objectives and Competencies

The SP PhD program, as a bachelor's to doctoral degree, generally takes 5 to 7 years to complete, including all coursework and practice required to obtain a Colorado Department of Education School Psychology license. In addition, students take advanced classes in assessment, clinical practice, supervision, and research methods that lead to a concentrated expertise in the field. The PhD requires a minimum of 135 credits. Students with a Specialist or Master's degree may be allowed to transfer or substitute credits toward the degree, on a case-by-case basis. See [Appendix D](#) for the complete coursework plan.

Our doctoral training is designed to prepare highly competent, collaborative, ethical, and self-reflective scientist-practitioners who can optimize social, emotional, cognitive, academic, and behavioral outcomes for typically and atypically developing children and youth. They are competent in *consultation, assessment, intervention, and scholarship/advocacy* (see Figure 2):

- *Consultation*: able to collaborate in strengths-based, problem-solving, interdisciplinary teams with families, teachers, administrators, and other school and community personnel and to demonstrate appropriate interpersonal relations and professional characteristics.
- *Assessment*: able to demonstrate evidence-based and culturally competent decision-making regarding selection, administration, and interpretation of assessments.
- *Intervention*: able to employ data-based decision-making that links assessment outcomes to effective individual, family, and group change and to deliver preventative, remedial accommodations, intervention, and crisis services in a timely and professional manner.
- *Scholarship and Advocacy*: able to apply, translate, and expand upon scientifically-based pedagogy and professional practice; able to advocate for the needs of children and families, to respect the dignity and worth of all persons, to exhibit compassion and self-awareness, and to demonstrate strong listening, oral and written communication skills.

Figure 2: SP Doctoral Competencies (see also [Appendix A](#))



General PhD Information and Requirements

Advisors and Advising

Upon admission to the PhD program, new students are paired with a tenured/tenure-track SP faculty advisor who collaboratively directs all degree and curriculum decisions. To ensure appropriate advising, there must be an academic match between the student and the advisor.

Faculty members will: 1) serve as role models by conducting research and presenting research findings; 2) involve students in their research projects; and 3) support student projects and progress as needed.

Students are expected to keep their advisors updated on any substantial academic changes or personal needs. Students are expected to meet with their advisor at least once each quarter. Advisors will be notified when a student is given a warning of any sort. Any concerns will be documented and discussed by core faculty. Students must submit an Advisor Change Request Form ([Appendix P](#)) to the ASA to initiate a change of advisors.

Admission Policy

Although general admissions requirements are listed in the DU Graduate Studies Policies and Procedures, doctoral admissions decisions are guided by applicants who demonstrate:

- Completion of a BA/BS in a related field (e.g., psychology, education, science).
- Emerging skills in foundational areas of school psychology and/or related areas including, but not limited to:
 - research and clinical practice
 - multicultural orientation
 - ethical and professional behavior
 - Reflective practices.
- Alignment with program's goals, objectives, and competencies as well as the program's values and philosophies.
- Complimentary research interests with tenured/tenure-track SP program faculty.

The admission process is as follows:

- Applications are processed by the Morgridge Office of Admissions and those meeting minimum standards are given to program faculty;
- Applications are reviewed by program faculty;
- A select group of applicants is invited to an on-campus or virtual interview;
- Faculty meet to assess the interviews and make admissions recommendations;
- The applicants are reviewed by the Office of Graduate Education;
- Applicants are notified of admissions decision.

The SP program admits students of any racial, national, ethnic, and/or cultural identity, sexual orientation and/or identity, age, non-disqualifying disability, and religion or creed, and does

not discriminate in educational policies, admissions policies, scholarship and loan programs, and other school-administered programs.

For students who have already earned an MA or and EDS, prior graduate work will be evaluated to determine transfer/substitution of credits.

Adequate Progress

Students are expected to earn a “B” or higher in all their classes to demonstrate adequate progress. Two or more non-passing grades (including Incomplete and lower than B) are a sign of inadequate academic progress and could result in probation or termination. Please see the “Grades” section of this handbook and <http://bulletin.du.edu/graduate/general-information/university-grading-system/incompletes/>

Background Check/Fingerprinting

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

Students must disclose if they have ever been convicted of or pleaded guilty to a criminal offense other than a minor traffic violation, or if there are pending criminal charges at admission, on entry to the program, and at any time while they are enrolled at MCE. Failure to self-disclose may result in probation or dismissal from the program. If a criminal offense occurs after admission or while they are actively enrolled, students must notify their advisor within five business days. Failure to do so may result in probation or dismissal.

Infractions are reviewed by a committee consisting of the MCE Associate Dean, the School Psychology Program Lead, the Office of Student Conduct and/or Office of Graduate Studies, and Campus Safety and additional members as deemed necessary. Results will be communicated to the student in writing. If an offense occurred prior to application, the committee determines if the applicant will be admitted. If it occurs during the program, the committee determines if the student will be put on probation or dismissed.

Students in some practicum and/or internship sites may need additional fingerprinting. The cost of all additional requirements is the student’s responsibility. The procedures for fingerprints can be found below.

Procedure for Submitting Fingerprints for the Background Check

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

The Colorado Bureau of Investigation (CBI) will only accept digital fingerprints. In order to obtain this, you need to go to a Colorado Applicant Background Service (CABS) vendor.

Process:

1. Visit a Current Approved Vendors:

• **IdentoGo – Service Code: 25YQ54**

- Appointment Scheduling Website:
- <https://uenroll.identogo.com/>
- Call Center: 844.539.5539 (toll free)
- IdentoGO CABS Information: www.identogo.com/locations/colorado

• **Colorado Fingerprinting**

- **Unique ID Numbers: CONCJ5768**
- Colorado Fingerprinting Phone: 720-292-2722
- Email: info@coloradofingerprinting.com
- Online pre-registration: www.coloradofingerprinting.com

2. Employer and Address: The University of Denver, 1999 E. Evans Ave., Denver, CO 80208

3. Purpose of background check/fingerprinting: NCPA/VCA Volunteer.

4. Ensure you request CBI and FBI background checks.

NOTE: If you were recently fingerprinted for a background check by another entity, you are still required to go through the process again for the University of Denver.

For more information on fingerprinting and background checks in Colorado, visit their website [here](#). In addition, each school or district may have its own rules for fingerprinting and background checks. It is the student’s responsibility to comply with all requirements.

Bereavement Policy

A student’s absence from class will be excused in the event of a death in the student’s immediate family or household for up to three consecutive business days for in-state funeral services and five consecutive business days for out-of-state funeral services. The student is still responsible for fulfilling all course requirements and working with instructors on an appropriate timeline to submit any missed assignments. [The Office of Student Outreach & Support \(SOS\)](#) can offer further options if the death has a major impact on the student’s academic progress.

Canvas

Students will be added to the SP PhD Canvas (canvas.du.edu) page; please check your DU email and accept any outstanding Canvas invitations. Requirements for program completion apart from coursework are listed on this page. Failure to complete or upload required items may result in delayed graduation.

Coursework Plan (CWP)

Students must complete an official CWP with their advisor during the first quarter they are enrolled and upload it, signed by both parties, on Canvas. The CWP will be accompanied by the preferred sequence of courses. Given that many of the SP courses are sequential in nature, deviations from the sequence are approved on an individual basis through discussions with your advisor.

A CWP can be revised at any time with advisor approval. When modifications are made, a revised coursework plan must be submitted. When a student applies for graduation, their transcript is checked against the coursework plan to ensure that they have taken all the listed courses. This is the only time that such a check is officially made by the University. Students are expected to actively monitor their progress and keep copies of all important documents.

Email and Communication

All students are assigned a DU e-mail address (often Firstname.Lastname@du.edu) and are responsible for checking it regularly, for critical information such as course correspondence, scheduling, deadlines, conferences, field placements, and job opportunities. Please use your DU email for all official and program-based correspondence.

Any email communications from your DU email should include a signature including your name, program, roles (example: SASP position, GA-ship, etc.), email address, and student number. It is also expected that any emails sent are professional.

Employment

The SP program is a full-time commitment and is not compatible with full-time employment. Part-time employment outside of the university may also be a challenge due to course and field placement demands. Students are encouraged to pursue part-time Graduate Assistant and Work Study positions while in the program. Yearly, students must complete a “Discussion of Employment” form with their advisor and submit it to the PhD canvas page.

Students are expected to engage in a full-time internship in their last year and are prohibited from employment outside of this placement. Internships in Colorado are often paid.

Family Educational Records and Privacy Act (FERPA)

The University of Denver is committed to the safeguarding and maintenance of student records, as outlined in The Family Educational Rights and Privacy Act (FERPA) of 1974. You have the right to view any educational records about yourself, and to have the privacy of those records respected. DU will not release these records without your written consent. Please see <https://www.du.edu/registrar/other-student-services/privacy-ferpa> or contact the Office of the Registrar at 303.871.4300 or registrar@du.edu.

Grievance Policy

If a student has a grievance involving another student, a faculty member, or staff, they must follow a process to work toward repair and resolution:

1. Meet directly with the offending party
2. Meet with your Advisor (if the grievance is with the advisor, move to step 3)
3. Meet with the TLS Department chair
4. Meet with the MCE Associate Dean of Student Affairs
5. Follow University Academic Grievance Procedure, which can be found here: <https://www.du.edu/site-utilities/studentcomplaint>
6. Office of Equal Opportunity and Title IX: https://www.du.edu/equalopportunity/about_equal_opportunity

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

The goal of this meeting should be restoration. **All** parties should express their views and feel heard. We acknowledge potential power differentials, so the student may have their advisor or other trusted faculty member support them throughout the process. If any step is unsuccessful, they may direct their concern to their advisor or proceed to the next step.

Initial Meeting involving a faculty advisor

If the grievance involves the Faculty Advisor, the student should direct their concern to the Department Chair and follow the same course of action as before. If the grievance is not resolved to the student's satisfaction, they may escalate the process to the Associate Dean.

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

Matters of Discrimination

If a student feels that another DU community member is unlawfully discriminating against them due to race, ethnicity, gender, sexual orientation, disability, religion, etc., or creating a hostile learning environment, they are encouraged to follow the above grievance-reconciliation policy. If this is not successful, they may contact the DU Office of Equal Opportunity and Title IX: <https://www.du.edu/equalopportunity>.

Letters of Recommendation

Faculty members receive numerous requests to write letters of recommendation, so please alert them at least four to six weeks in advance of the deadline. A student should provide an updated vita, description of the requested position or award, and complete all basic information on any forms. It is customary for faculty to send letters directly to the requesting party, and students should provide the necessary mail or email addresses. Faculty generally do not supply students with copies of recommendation letters.

Malpractice Insurance

Students are encouraged to purchase personal malpractice insurance for fieldwork. While the University provides some coverage, students can obtain affordable insurance through membership with the Council for Exceptional Children (CEC) or NASP.

MCE Strike Policy

The University of Denver and Morgridge College of Education understands the complexity of labor negotiations and does not take sides in any contract disputes. DU students should contact their supervisors as soon as they hear about an event such as a strike or work stoppage. We strongly discourage students from attending field and service placements during a labor strike, due to issues including, but not limited to, supervision and liability concerns. Students should consult with their supervisors to ensure that they are able to complete their work and use their own professional judgement. Their actions will have no academic consequences or impact on their status within the program.

Office of Research Integrity and Education

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

MCE students, staff and faculty must review the [Office of Research Integrity and Education](#) website to determine if any research project qualifies as human-subject research. If so, you are required to submit a proposal to be reviewed by the Institutional Review Board (IRB). Please review the examples of research activities that may or may not require an IRB proposal, and MCE graduate students should additionally consult with their faculty advisor. If you have additional questions, please contact ORIE staff at 303-871-2121.

Personal Hardship

In general, the SP faculty will support students through a short-term crisis, 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 hardships. These may not be used as an excuse for unethical or irresponsible behavior. Concerns can exist due to any or all of the following:

- The student is unable to attend class regularly over an extended period of time;
- The student is frequently poorly prepared, or unprepared, for class or other activities;
- The student is significantly behind in coursework or other benchmarks;
- The student has difficulty participating in required group learning activities, team projects, with clients, or at field-based sites;
- The student is unable to attend or is removed from a field placement site.

When such situations exist, the student and faculty should determine whether it is appropriate to take a leave of absence until the educational experience can be given appropriate attention. In such instances, the student’s advisor will consult with relevant faculty and the Department Chair, then meet with the student to evaluate options. If the student chooses, a Leave of Absence form would be completed. If the student remains active, the faculty will create a probation plan to clarify expectations and responsibilities.

Probation and Dismissal

For general information on policies and procedures related to probation and termination, refer to [“Academic Requirements, Policies and Procedures” in the DU Bulletin](#). For program-specific expectations, please refer to the Field Placement manual and the following sections of this handbook:

- General SP PhD Program Information and Requirements
- Academic Policies
- Performance-Based Assessment and Accountability
- Grades

A remediation plan will be developed by the Department Chair, in consultation with the advisor, for any student placed on probation. Such actions can include additional or repeated coursework or fieldwork; skill-building assignments outside of regular class; psychological evaluation; professional counseling/psychotherapy; remedial coursework to enhance writing, quantitative, or oral presentation skills; or other appropriate actions.

Failure to progress after reasonable intervention or a failure to comply with the probationary plan can result in dismissal. For egregious violations, such as unethical behavior or a major criminal conviction, a student may be immediately dismissed without probation.

Professional Membership

Students are required to join one national and preferably one state professional organization. They are also encouraged to annually attend at least one regional or national conference. National professional organizations include the American Educational Research Association (AERA), the American Psychological Association (APA), the National Association of School Psychologists (NASP), the Council for Exceptional Children (CEC), the National Association for the Education of the Young Child (NAEYC) and the Council for Exceptional Children Division of Early Childhood (DEC). State professional organizations include the Colorado Council for Exceptional Children (CCEC), and Colorado Society of School Psychologists (CSSP).

Social Media and Online Activities Policy

Students are entering a formal role as a representative of the University of Denver and the school psychology profession, which relies on strict adherence to ethical standards. Students are expected to carefully consider their use of social media in any context, check privacy settings and online presence, and avoid posting unhealthy or offensive behavior and speech, as future employers, colleagues, or clients may access these posts. They are encouraged to review all content prior to publishing on social media platforms or other online forums, to ensure that it aligns with university and program expectations for professional and ethical conduct.

Students are prohibited from posting anything about clinic and fieldwork that gives any identifying information or could in any way jeopardize anyone's safety. They must likewise take care to safeguard digital client and student information in accordance with state law, university clinic guidelines, and field training placement policies. They are required to take

precautions in the storage and transfer of both formal records and informal communication. For more information, visit the [Colorado Department of Education - Data Privacy and Security](#) and the [Colorado Department of Healthcare Policy and Financing - HIPAA](#).

Students must take extra precautions to never identify client information, confidential data belonging to fellow students and colleagues, and sensitive programmatic information (e.g. handbooks, assignments, and exams). Instructor and course content is proprietary. Although we encourage students to advocate for and disseminate information about the field, they must not share lecture slides and class materials beyond their fellow SP students.

Failure to adhere to these guidelines is grounds for expulsion from the program. APA has established policies about social media, which should be carefully reviewed by all students: [APA Social Media Policy](#). Students are also encouraged to review NASP standards, which include guidelines for professional online communication: [NASP Professional Ethics](#).

Academic Policies

Annual Review

Each year, typically towards the end of spring quarter, the student undertakes an Annual Review. This process is a formal, cumulative account of progress, attributes, and conduct, and is designed to encourage integrative and personal self-reflection. This process also gives faculty a chance to monitor and recognize the student's progress and provide feedback. Multiple sources of evidence are compiled to reflect evidence of professional competence and independence. These may include grades, coursework, curriculum-based assessments, work samples, professional accomplishments, work dispositions, field supervisor evaluations, and fieldwork. The student will include an updated transcript and vita and self-reflect on achievements and characteristics not easily captured in formal grades.

Once these materials are submitted to the advisor, the advisor will review and present it at a program meeting. A student who has made inadequate progress may be placed on probation or, for extreme violations, dismissed.

Class Attendance

Class attendance is a critical component of this program. Absences result in a reduction in competence, since there is no way to recreate the personal experience of class lectures, discussions, group activities, and peer interactions. Students are allowed one (1) excused absence from class. A second absence during a 10-week quarter, no matter the cause, will result in a 10% reduction of all possible course points. If students miss a third class, they will receive a C+ or lower.

Attending via remote access does not count as attendance, except for extreme personal or family reasons. Students are responsible for obtaining instructor permission to Zoom into a class and making arrangements for how to get this done.

Missing 5 to 15 minutes of class is counted as a tardy; missing more than 15 minutes is considered an absence. Two tardies will be counted as an absence. If a student has a prolonged illness that causes them to miss more than two classes, they should have verified medical documentation. If more than two classes will be missed, students must communicate with the instructor and their advisor to determine if a leave of absence is warranted. If students have other commitments that will necessitate frequently missing classes or being tardy, they may want to reconsider whether taking this class is the most appropriate decision at the time.

If a portion of or an entire class is missed, it is THE STUDENT'S responsibility to contact a classmate and gather missed course content prior to the next session, and to notify the instructor at least 24 hours beforehand. In case of an emergency, the student should contact the instructor as soon as possible via text, phone call, or email.

**During severe weather, the University maintains a Weather Line at 303-871-3747 that is updated by 3 p.m. Campus closures are also announced on the DU website.*

Class Engagement

Class engagement is essential for developing a professional identity and collaborative sense of responsibility. Active listening and personal participation are extremely important. It is expected that students will come to all classes and professional commitments on time, prepared to discuss readings and assignments and to fully listen and engage with peers.

Professional engagement also means that students are NOT multi-tasking or engaged in personal texting, phoning, answering emails, surfing the web, or other distractions. In online classes, this is still the expectation. For in-person classes, a no-laptop policy is in place, unless otherwise instructed, to promote optimal learning.

Grades

You must maintain at least a 3.0 GPA throughout the Program. If your GPA falls below 3.0 at any time, you may be removed from fieldwork and placed on probation. For individual classes, grades lower than B must be repeated until a passing grade is earned, and any grade of "B-" or lower will result in automatic review by the SP faculty. Three grades of "B-" or below may result in dismissal. Please see below for a review of program progress.

An Incomplete is a temporary grade that can be given when illness, unavoidable absence, or other reasons beyond the student's control prevent the completion of course requirements by

the end of the quarter. Students may not be allowed to begin/continue academic courses or fieldwork until all Incompletes are removed. It is the responsibility of the student to request an Incomplete, and for the instructor to resolve it. See <http://bulletin.du.edu/graduate/general-information/university-grading-system/incompletes>).

Students may appeal a grade by following this process:

<http://bulletin.du.edu/graduate/academic-and-student-support-services-policies-and-procedures/academic-exceptions-complaints-grievances-and-appeals/procedures-for-grade-appeals/>.

Online Learning Policy

If a course has moved online for any reason, including due to state and federal COVID guidelines, the instructor will determine if it will be offered asynchronously or synchronously. During synchronous classes, students are expected to log into class at the designated time, have their videos turned on, and remain visible for the full period. Students should not be doing other activities at this time. While the instructor or another student is speaking, all others are expected to keep their microphones muted. It is the student's responsibility to ensure all technology is working, and it is highly recommended to double-check prior to the first class. Instructions for using Zoom can be found at the IT desk website.

SP Doctoral Degree Requirements

Minimum Requirements

All PhD candidates must complete the following requirements:

1. field-specific coursework (the recommended doctoral course sequence varies depending on prior coursework and identified interests)
2. PRAXIS exam
3. doctoral residency requirements;
4. comprehensive exam
5. an original dissertation; and
6. a supervised minimum 1500-hour advanced full-time Internship (students must complete all other coursework, pass the doctoral comprehensive exam, and successfully propose their dissertation study prior to starting Internship).

Praxis II

Students must take and pass a national professional certification exam, Praxis II. This is offered through Educational Testing Services (ETS) and endorsed by the National Association of School Psychologists (<http://www.nasponline.org>). It is typically taken at the end of the second year of the program. A passing score is required **before** starting 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>). Typically, the Praxis II/NASP exam is offered six times per year, and registration is required at least one month in advance. The [Praxis School Psychologist exam #5403](#) will be **available beginning September 1, 2022**. This new version is designed to align with NASP 2020 Professional Standards. On this exam, NCSP applicants must achieve a minimum score of **155**.

The majority of students take the test electronically. Since NASP has implemented a new version of the test, you will be held to the NASP standard of passing based on the version of the test you take. If you test before **August 31, 2023**, you may take either the old or new version.

Individuals applying for the NCSP credential as a graduate of a **NASP-approved program** must **submit their applications within 10 years of completing the program**. Applicants who completed a program more than 10 years ago, regardless of the status of their programs at the time, must apply as **graduates of a program without NASP approval**.

Students must submit official exam scores (total and section scores) to their Canvas page.

Residency Requirement

The purpose of the doctoral residency is to provide students with a set of extended research experiences beyond those offered by formal coursework. All doctoral students must complete these requirements. During this time, students will spend time in four category areas:

1. Research
 - a. Work with faculty members on research projects.
 - b. Take research-specific coursework.
2. Scholarship
 - a. Complete a project that provides research experience prior to the dissertation. It may include, but is not limited to, a journal article, a white paper, a NASP proposal, a practitioner article, a technical report, a grant submission, or other examples of concerted scholarly efforts intended for dissemination. Although the student will most often be the first author, the student and advisor will determine the authorship of any publications or presentations connected to the project. A prior thesis or publication does not fulfill this requirement

- b. Present at a professional conference (e.g., CSSP, NASP, APA, AERA, ISPA).

3. Service and Collegiality

- a. Actively participate in the SASP or NASP conference.
- b. Engage in guest lectures or teaching in higher education.

4. Professional development in the field of school psychology:

- a. Attend a minimum of one dissertation defense scheduled within SP.
- b. Attend a minimum of one lecture, colloquium and/or symposium offered in MCE.
- c. Attend a minimum of one professional conference (e.g., CSSP, NASP, APA, AERA, ISPA).

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

Doctoral Comprehensive Exam (Comps)

The Doctoral Comprehensive Examination is a double-masked procedure designed to assess knowledge of current zeitgeist and historical issues related to professional practice in School Psychology. The examination contains two questions designed to provide you with an opportunity to demonstrate your expertise and ability to integrate and extend information across the school psychology program content areas of advocacy, assessment, consultation, intervention, and scholarship.

The first question is theoretical. This is a big picture question pertaining to the past, present, and future of the field. It is focused on new and materializing theories and concepts in school psychology. Your response should illustrate how you think about the field and demonstrate your identity as an emerging scholar. The second question is applied. This is a practical question emphasizing clinical decision making. It is focused on current issues the field is grappling with. Your response should illustrate your technical skills in school psychology and demonstrate your integrated content knowledge as an emerging practitioner.

Responses to each question should be no less than 15 pages and no more than 30 pages, excluding cover page, references, figures, and tables. Responses should be (a) completed in Microsoft Word, (b) typed in 12 pt. Times Roman, (c) double-spaced, (d) formatted with 1-inch margins, and (e) follow all other APA 7th edition formatting and organization guidelines.

Please note that an exceptional response to a question may be shorter than 30 pages, and longer responses will not necessarily receive more favorable evaluations.

The comprehensive exam is meant to be an assessment of your understanding of school psychology research and practice. You are expected to independently complete your written responses. You must not collaborate or discuss your responses with others. You may, however, use your notes, books, and other academic resources to complete your responses.

You are expected to produce work that is both supported by evidence and demonstrates innovative and critical thinking. For each question, you must cite sources and include a list of references with your response. Your work must demonstrate organization and completeness of responses, application and critical evaluation of professional knowledge, and integration of concepts and constructs. Consideration of professional, legal, ethical, and cultural factors must be present.

Faculty reviewers evaluate exam answers as outlined in [Appendix G](#). Students are expected to cite their sources and include a list of references. Although faculty are primarily interested in the content of the responses, students should limit errors in spelling, grammar, or APA style. Please remember that poorly written responses are more difficult to read and score, and excessive errors could result in failure.

Comprehensive exams receive one of four ratings: **Honors**, **Pass**, **Conditional Pass**, or **Fail**:

- An **Honors** rating is reserved for exams that are extremely well-written and consists of honors ratings across the four scoring rubrics.
- A **Pass** means that the exam was acceptable, and no rewrites are necessary.
- A **Conditional Pass** means that a major portion of the exam was not adequately explained, completed, or supported with appropriate citations and references. In this case, a student will be given one chance to rewrite the deficient portion. Completed revisions must be resubmitted within two weeks of the receipt of corrections. Two faculty members read the revision and rate it as either pass or fail. Students who fail the revision must retake the entire exam at the next available date.
- A **Fail** means that the majority of the exam was not acceptable and the student will be given one additional opportunity to retake the entire exam. A student must pass the comprehensive exam in order to graduate.

The comprehensive exam is offered twice each year. It should be scheduled soon after **completion of the residency** and **successful passing of PRAXIS**. Comps **MUST** be satisfactorily completed before a dissertation proposal can be scheduled and defended.

It is highly recommended that doctoral students participate in study groups to prepare. However, students are expected to independently complete their written responses; they

should not collaborate or discuss specific content with others. The use of notes, books, and other resources is permitted.

Doctoral Dissertation

Dissertation Credits

Registration for dissertation credits is reserved for focused work on the dissertation, which generally occurs after successful completion of the comprehensive examination. In some cases, a student may register earlier if: a) the advisor agrees to work directly with the student on a regular basis throughout the quarter in which the student is registering for dissertation credit; and b) the student is 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. The form can be obtained from the Registrar's website: <https://www.du.edu/registrar/other-student-services/forms>.

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

As first researcher and primary author, the student will have full responsibility for the form and content of the dissertation. The dissertation chair and committee members are intended to oversee the general substance, direction, and writing of the research, in addition to providing guidance on style and formatting.

The key to successfully writing the dissertation is the student's own effort and collaboration with their major advisor (i.e., dissertation committee chair). Please note that there is considerable variation in the form and content of dissertations and proposals (see below). Students should discuss these expectations prior to choosing a committee.

Dissertation Options

A SP dissertation may take one of two formats: Traditional Dissertation or Manuscript Dissertation. Please meet with your dissertation chair **BEFORE** beginning any work to determine which format you will be using.

Option 1: Traditional Dissertation:

The traditional format has five chapters:

1. Chapter 1: Introduction and Statement of the Problem: The Introduction should describe the nature, significance, and purpose of the study. It should also present the specific aims and hypotheses addressed by the project, clearly relating these to relevant scholarly literature and historical work. The chapter should end with clearly defined concepts, terms, and citations to be used throughout the dissertation.
2. Chapter 2: Literature Review: Chapter 2 presents a thorough and critical analysis of prior scholarship related to the central questions of the dissertation. The exact degree of literature review that is necessary for the proposal is a question for the committee, but it is important that it:
 - a. Demonstrates an informed understanding of the subject, chiefly via review of previous research;
 - b. Identifies chief research areas to which the dissertation is meant to contribute;
 - c. Identifies areas of consensus, dispute, and/or lack of knowledge in the scholarship, and evaluates the nature and quality of support for various contentions;
 - d. Draws new insights or new questions in order to identify the dissertation's conceptual or theoretical framework;
 - e. Examines potential methods for investigating the hypotheses or research questions of the dissertation;
 - f. Prepares the reader to appreciate how the dissertation will contribute significant new understanding to this area.
3. Chapter 3: Methods: This chapter is typically divided into labeled subsections. These might include:
 - a. Study population: (Subjects and setting): The characteristics of participants of the study, how they were selected, and the setting of the study in detail.
 - b. Any measures, tools or instruments, such as assessment, surveys, interviews, observation protocols, and data collection devices), should be described thoroughly and supplied in appendices. If subjects interacted with special equipment or software, or other materials, a detailed description is essential.
 - c. Data collection procedures: Give a thorough description of all the steps involved in data collection. Timelines are helpful, either in outline or graphic representation. Efforts to protect the reliability of findings and the validity of inferences should be explained.
 - d. Data analyses should describe the analytic strategies employed and a rationale for their use, in terms understandable to a layperson or non-specialist.

- e. For Quantitative studies, the chapter should address:
- i. Methods of “data cleaning,” refinement, any test of assumptions;
 - ii. Completeness of data, how missing/incomplete data was handled;
 - iii. Categorization schemes, how they were developed, interrater reliability;
 - iv. Checks on psychometric properties of instruments – reliability, validity;
 - v. Tables of raw data, summary data, or any data transformations performed;
 - vi. Description of statistical tests to be used for all analyses.
- f. For Qualitative studies, the chapter should address:
- i. Credibility: This evaluates whether or not the representation of data fits the views of the participants studied; whether the findings hold true. Techniques include: having outside auditors or participants validate findings, peer debriefing, attention to negative cases, independent analysis by a second researcher, verbatim quotes, persistent observation, etc.
 - ii. Transferability: This evaluates whether research findings are transferable to other specific settings. Techniques include: providing details of the study participants to enable readers to evaluate for which target groups the study provides valuable information, providing contextual background information, demographics, the provision of thick description about the sending and the receiving context, etc.
 - iii. Dependability: This evaluates whether the research is logical, traceable and clearly documented, particularly in the methods chosen and decisions made. Techniques include: peer review, debriefing, audit trails, triangulation in the context of the use of different methodological approaches to look at the topic of research, reflexivity to keep a self-critical account of the research process, calculation of inter-rater agreements, etc.
 - iv. Confirmability: This evaluates the extent to which findings are qualitatively confirmable through the analysis being grounded in the data and through examination of the audit trail. Techniques include: assessing the effects of the researcher during all steps of the research process, reflexivity (biases and attitudes), providing background

information on the researcher's background, education, perspective, school of thought, etc.

4. **Chapter 4: Results:** The fourth chapter summarizes and analyzes the results with only minimal interpretation. It should bring readers as close as possible to the original data and experiences of the study, giving them the chance to form their own inferences and match them against conclusions in Chapter 5. It should begin with a brief review of the purpose of the study and research method. The presentation order in Chapter 4 should closely follow the guiding questions or hypotheses articulated earlier in the dissertation. The results should be first presented in their simplest form (such as basic narrative descriptions, counts of frequency, and descriptive statistics), and then in more complex forms (2x2 or RxK, Chi-square, correlational analyses, factor analyses, simple and complex statistical modeling, or other inferential statistics. A description should be included of the tests used for any of the analyses, if these were not described in the methods chapter. All data, analyses, and tables must be included here. Note: Generally, interpretation and analysis is reserved for Chapter 5, but if the study is complex, it may be useful to highlight each of the most important findings with simple conclusions, or a final summary of the key findings overall. These conclusions should point to what is included and further interpreted within Chapter 5.
5. **Chapter 5: Discussion, Conclusions, and Recommendations:** Chapter 5 is the most crucial chapter, as it presents the overall contribution to the research literature and some cursory readers will only review this chapter. Therefore, it is typical to give a brief summary of essential results (Chapter 4) and to interpret them in light of the studies already conducted and reviewed in Chapter 2. The reader should understand how the dissertation contributes both to extant literature and the discipline overall. It is important to add any new research that has been discovered since the Oral Proposal Defense (Ch. 2). The remainder of this chapter lays out the implications of the results and the strengths and weaknesses of the work. These can be grouped into: 1) theory or generalization, 2) educational practice, and 3) future research. Theoretical implications involve interpretation of the dissertation findings in terms of the questions and hypotheses that guided the study. Practical implications should lay out ways to solve real and significant educational issues. Future implications include both those based on the study's findings and those based on its limitations. It is appropriate to suggest which of these approaches are likely to be most fruitful. The last words of the dissertation should give the "take-home message," or the enduring ideas or conclusions. This should be presented in the simplest possible form.

The candidate selects a dissertation topic and develops a proposal consisting of three chapters: Introduction, Review of the Literature, and Methods to propose to their committee. That is, students must successfully *propose* their dissertation prior to data collection. A

completed proposal document must be sent to the committee at least 14 days prior to the proposal. Students must include:

- Chapters 1-3 (Introduction and Specific Aims, Review of the Literature, Methods (including plans for study population, data collection, and statistical analysis) in their document and proposal presentation.
- A draft of their IRB forms to be submitted upon successful proposal.
- Of note, document must adhere to formatting guidelines and written tense should be appropriate to the situation.

Upon completion of data collection and analyses, the remaining chapters (Results and Discussion/Conclusion) and any revisions to the first three chapters based on the proposal feedback, students will then defend their dissertation. The complete document, with appropriate formatting, must be sent to the committee at least 14 days prior to the formal defense

After completion of the dissertation, it is recommended to draft a condensed version that would be appropriate to submit as a journal article. This often requires substantial revision and reduction to fit within approximately 25–35 pages. The candidate should identify and select an appropriate peer-reviewed journal. The preparation of the manuscript would then be specifically guided by this journal’s criteria. Typically, a journal manuscript begins with a short introduction to the study and research questions, addressing the relevance and scholarly contribution of the work. The remaining sections include a concise summary of the methodology, data results and analyses, and discussion of the findings, including how these results do or do not correspond to prior and current work in this area. It also requires all associated tables, appendices, and references.

Option 2: Manuscript Dissertation

The second dissertation option is the manuscript format. This option, while shorter, is just as rigorous as the traditional option. It also requires the student’s committee to approve the specific journals that will be targeted for submission.

This version of the dissertation is formatted as two manuscripts, with an opening and closing commentary, instead of chapters. The candidate, with the approval of the committee, will select a dissertation subject and develop two unique but thematically related manuscripts. They will then choose two peer-reviewed journals where they plan to submit each one. The committee will help select journals that will offer a reasonable chance of success. Manuscript 1 should be submitted by the dissertation defense, and Manuscript 2 by graduation.

The completed dissertation for this option must include the following:

1. **Abstract** covering the entire scope of the dissertation from both manuscripts. This must span the topic, methodology, and findings from both studies.

2. **Opening Commentary** that provides a brief reasoning for each manuscript, an explanation of their cohesion, any relevant analytical frameworks or methodologies, and the student's area of specialization. It should include an overview of both the overall/connecting themes, and each manuscript's specific aims/hypotheses.
3. **Manuscript 1** is conceptual in nature (no data collected), and produces an innovative synthesis of the literature, a theoretical framework, a conceptual model, a call to action, or best practices in the field.
4. **Manuscript 2** must report on extant or original data that are analyzed by the student. Manuscript 2 must include significance to the field of study, questions investigated, methodology, analysis, and results, and the implications of the research.
5. **Closing Commentary.** This should provide a brief overview of conclusions from the entire dissertation. It must summarize findings across studies, overarching implications for research and practice, and future considerations for the topic.

Up completion of the Opening Commentary, Manuscript 1, and the review of the literature and methods of Manuscript 2, students propose their dissertation. A successful *proposal* is required in order to begin data collection for Manuscript 2. For their proposal, students must submit a complete and correctly formatted document to the committee at least 14 days prior to the defense, consisting of:

1. Title page
2. Abstract
3. Table of Contents
4. List of Tables
5. List of Figures
6. List of Abbreviations
7. Opening Commentary
8. A completed draft of Manuscript 1.
9. A partial draft of Manuscript 2 (Introduction, Review of the Literature, Significance of Study and Specific Aims, Methodology). Typical methodology discussion (e.g., plans for study population, data collection, and statistical analysis) found in journals may be referenced for Manuscript 2.
10. Both manuscripts must have a reference list, appendices, tables, charts, and figures expanding on the content (e.g., Chapter 1 – theoretical frameworks for proposed conceptual model, Chapter 2 – methodology, specific analysis of data procedures), as needed.

11. Visual presentation of the above information.

Upon completion of data collection and analyses, the remainder of Manuscript 2, the closing commentary, and any revisions to Manuscript 1 based on the proposal feedback, students will then defend their dissertation. A completed and correctly formatted document must be sent to the committee **at least 14 days prior** to the defense, consisting of:

1. Title page
2. Abstract
3. Acknowledgements
4. Table of Contents
5. List of Tables
6. List of Figures
7. List of Abbreviations
8. Opening Commentary
9. Completed Manuscript 1
10. Completed Manuscript 2
11. Closing Commentary
12. Both manuscripts must have a reference list, appendices, tables, charts, and figures expanding on the content
13. A visual presentation of the above information:
 - a) Section 1: Introduction to the study:
 - i) Framework for the two manuscripts (e.g., overarching theme, student's area of focus, opening commentary)
 - ii) Overview of each manuscript's specific aims/hypotheses, methods
 - iii) Rationale for each journal selection
 - b) Section 2: **Brief** Review of completed manuscript 1:
 - i) All components required by the specific journal guidelines
 - ii) Questions and hypotheses that guided the study
 - iii) Theoretical implications involved in interpretation of each manuscript findings,
 - iv) Practical implications and new insights derived from the manuscripts to solve real and significant educational issues

- v) Implications for future research based on the study's findings and limitations. Generally, future research could look at different settings, interventions with new protocols or dependent measures, or new theoretical issues that emerge from the study. It is appropriate to suggest which of these possibilities are likely to be most fruitful.
- vi) A "take-home message" of enduring ideas or conclusions. This should be presented in the simplest possible form.
- c) Section 3: **Comprehensive** Review of completed Manuscript 2
 - i) See criteria for Section 2
- d) Section 4: Closing Commentary (final implications for research and practice, and recommendations for the overarching area of study).

While overall page limits and formats are dictated by the selected journal, appendices, tables, charts, and figures should be used to provide additional details of methodology, analyses, results, and other information. These items may not appear in the final submitted manuscript (to the journal), but should be part of the submitted dissertation (to the university).

There should be a connecting theme or themes between the manuscripts, without heavy content overlap. A certain amount is acceptable. For example, portions of Manuscript 1 may be cited in the literature review for Manuscript 2. However, excess redundancy must be reduced. Self-plagiarism – reusing one's own previous written work or data – is prohibited.

Each manuscript must include an abstract, introduction and statement of the problem, literature review, methods, and reference list. A journal style manual, a copy of the journal, or an article from the journal must be submitted with the dissertation, in order to demonstrate expected style components. It is also recommended that a copy of this is made available to each committee member. If a manuscript has been accepted for publication, permission to reprint must be obtained from the journal (see [Appendix K](#)).

Students are first author on all articles produced from their dissertation. As such, they are responsible for development and articulation of the proposal, research content, design, and analysis, interpretation of results, and actual writing of the manuscript. Committee members may be listed as other authors. Please discuss this with your advisor prior to submission.

Selecting a Dissertation Topic

The first step is to choose a topic that aligns with your research interests and offers a critical perspective on your field of study. You should also discuss the dissertation options (Traditional or Manuscript) and select one.

Choosing a Committee

You and your chair should select two additional faculty members to serve on your committee: <https://www.du.edu/media/documents/graduates/doctoraldefenseinstructions.pdf>.

Committee members should be interested in your topic, be doing thematically related work, or have expertise in your methodology. Ask individual faculty members to meet and discuss your topic, and if it is a good fit, request them to be on your committee. When all members have been selected, you must complete the dissertation committee form.

Preparing a Proposal

You will submit an initial draft proposal to your chair. You will continue to revise and resubmit it, based on feedback, until it is approved for wider distribution to your committee, along with a potential meeting date, time, and location.

Scheduling an Oral Defense (Proposal or Dissertation)

Please keep in mind that you MUST allow all committee members **no less than 14 days** to review your draft. Oral defenses must be scheduled BEFORE Week 8 of any given quarter.

With approval from your chair, you will select a date for your defense that works for all participants. You are responsible for reserving a room in Katherine Ruffatto Hall that can accommodate at least 15 people, on [25Live](#). You must also complete the oral defense announcement form ([Appendix I](#)). This must be circulated **no less than 14 days beforehand**. The student is responsible for completing this form and submitting it to the SP ASA.

When your defense is scheduled, you should select a peer scribe. This individual will take notes throughout your defense, so you may focus on scholarly dialogue with your committee.

The defense is attended by you, your committee, and any interested faculty and students. It usually lasts 90 minutes in total. Your chair will begin by introducing the committee members and asking you to present your proposal. Your proposal presentation typically lasts for 60 minutes, 30-40 of which is the presentation. This time limit is important.

Following your presentation, the committee will ask questions and make comments. Your scribe should write down all of these. When questioning is complete, you and all outside observers will step out of the room while the committee formally deliberates. You will then be invited back into the room and your chair will inform you of the decision.

There are four possible outcomes: a) proceed with no alteration; b) make relatively minor revisions in consultation with the chair [most typical outcome]; c) make relatively major revisions, which must be resubmitted either to the chair or the whole committee; and d) you must entirely revise your proposal and hold a new defense.

If your proposal was approved, you must complete the Dissertation Proposal Approval, which can be found here: <https://morgridge.du.edu/handbooks-forms>.

No later than 30 days after approval, complete the Thesis/Dissertation Oral Defense Committee Recommendation Form: <https://www.du.edu/graduate-education/current-student-resources/dissertation-thesis-information>. The student is responsible for completing the form and submitting it to the Office of Graduate Education (gradservices@du.edu).

Conducting the Research

Once you have successfully passed your defense, you can carry out your research. However, if this includes human subjects, you must first complete the Institutional Review Board process (see the [Office of Research and Sponsored Programs](#)). Your chair must be given access to all materials and forms, and officially approve your draft documents, prior to IRB submission. You cannot submit your application until you have successfully defended your proposal.

Once you begin collecting data, you must remain in close communication with your chair. You may also consult with other committee members. **Please note:** Any major changes to the originally approved methods or analyses must be reviewed by all committee members.

Preparing the Dissertation

Once data are collected, analyzed, and written up, you will submit a dissertation draft to your chair for feedback. Other committee members may be consulted, but you and your chair are principally responsible for reviewing and revising the draft. When your chair is satisfied with the final document, you will disseminate it to each of your committee members for final review. As before, you MUST allow all committee members **no less than 14 days** to review.

At least two weeks prior to your defense, run your document through Turnitin and write a one-page response on the results. This must be submitted with the final draft and reviewed by the committee. Please be advised that repeated submissions to Turnitin will result in inflated similarity scores; settings must be adjusted to prevent this issue.

Dissertation Defense

When your chair has given approval, schedule your final Dissertation Defense. Complete the scheduling form **four weeks prior to the date of defense**, it can be found here: <https://morgridge.du.edu/handbooks-forms>.

You must satisfactorily complete your defense three weeks prior to the end of the term in which your degree is to be awarded. See [Scheduling an Oral Defense](#) for additional guidelines.

The final Dissertation Defense is attended by your committee, interested faculty and students, and anyone else you wish to invite, including friends and family. It usually lasts 90 minutes and follows a similar format as the proposal defense. The presentation focuses on the full study and includes results and implications (40-50 minutes). Your peer scribe should take notes during the feedback and response (30-40 minutes). When all discussion is complete, everyone will be asked to leave the room while the committee makes their decision.

There are four possible outcomes: a) proceed with no alteration; b) make relatively minor revisions in consultation with the chair [most typical outcome]; c) make relatively major revisions, which must be resubmitted either to the chair or the whole committee; and d) you must entirely revise your dissertation and hold a new defense.

Final Written Dissertation

Revisions and final edits are made in consultation with your chair. See <https://www.du.edu/graduate-education/current-student-resources/dissertation-thesis-information>. Once all edits have been approved, submit your dissertation to [ProQuest](#) or similar electronic database. See the Bulletin for [e-publication options](#).

Scheduling and Time Management

The most frequent problem encountered in completing a dissertation is poor planning and time management.

[Appendix J](#) provides an overview of guidelines. In general, you:

- must successfully propose no later than October 15 of your APPLIC application quarter to apply for doctoral internship; since the majority of sites require a completed proposal in the application, it is highly recommended that you propose by Week 8 of the Spring Quarter prior to your internship year. Students WILL NOT be allowed to apply if their proposal is scheduled after October 15.
- must have successfully passed your PRAXIS and Comps.
- must have completed your Residency Year.

In the spring quarter of each year, all doctoral students are required to document their progress by completing a Dissertation Progress Checklist (see [Appendix L](#)) with their advisor.

Field Requirements

In order to participate in any field placement, students must receive faculty/advisor approval. The first consideration is the wellbeing of the children and adults with whom the student would be interacting. As such, a SP student must be in good academic standing **and** demonstrate appropriate professional and interpersonal behaviors. These include:

- Punctuality and attendance
- Attendance at training and supervisory sessions
- Timeliness with reports and assignments
- Professional appearance and demeanor
- Consistency, perseverance, industry, and initiative

- Adaptability to novel and unexpected situations
- General attitude and interest in program and assignment
- Insight, sensitivity, commitment, and active participation
- Poise, tactfulness, and rapport with families, children, and others
- Preparation and organization
- Ability to handle constructive criticism professionally
- Ethical practice

A student can be removed from a field placement at any time due to professional or ethical concerns; these can also be grounds for probation or dismissal from the degree program. Students receive feedback from university supervisors and other licensed educational professionals. They are provided with real-time supervision and guidance as they engage in assessment and diagnosis of social-emotional, cognitive, learning, and behavioral needs and in consultation with parents and school or community professionals.

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

The student is responsible for all transportation related to field placements. The student is not required to attend their field placement on their assigned day if either the school or the University of Denver is closed due to weather. Students are encouraged to participate in professional development at their field placement and other professional outlets. However, no more than 10% of field placement hours can come from professional development.

An electronic tracking system (Time2Track) is used to keep time. Students are required to enroll in the system in conjunction with all field-based experiences (Practicum I, Practicum II, Clinic, Advanced Practicum, EdS Internship & PhD Internship) at their own expense.

Students are not covered by DU for injuries sustained in field placement positions. Field placement agencies should consult the Division of Workers' Compensation at (303) 575-8700, or a professional accountant for advice on coverage. Further clarification may be obtained from the DU Risk Management Director: (303) 871-2327.

Field experiences include the following:

- **Practicum I:** Practicum I is designed to enhance knowledge and skills developed in coursework. Students act as Directed Participants and complete Practicum I during their first year, at both the Counseling and Educational Services Clinic and at an off-

campus site. 200 total hours are required: approximately 190 hours in a school setting and 10 in the clinic.

- **Practicum II:** Practicum II is designed to extend knowledge and enhance competencies for students acting as Active Contributors. Practicum II is taken after successful completion of Practicum I. As well as working in the CESC clinic, students are assigned to a Practicum site for two days a week. Practicum II is completed across three quarters and requires 500 total hours.
- **Educational Services Clinic:** The Counseling and Educational Services Clinic (CESC) houses the Counseling Psychology Services Clinic (led by the Counseling Psychology Clinic Director) and the Educational Services Clinic (led by the SP Clinic Director). Assessment and intervention services are provided by SP Ed.S or PhD students, and are geared toward children, adolescents, and young adults who are experiencing learning difficulties and school-related behavior problems. The Clinic provides the opportunity for graduate students to obtain first-hand assessment, intervention, collaborative problem-solving, interpersonal communication, and report-writing experience under the supervision of licensed psychologists for a full academic year. Students engage in the Clinic during their first year, in conjunction with the Practicum I course. All other hours are arranged and approved by the SP Clinic Director. All students are required to log at least 100 hours, typically during the second year of coursework.
- **Advanced Practicum:** The PhD program requires six quarters of full-time Advanced Practicum, for a minimum of 600 hours (200 of direct client contact). Note that to receive certification as a school psychologist (i.e., NCSP), at least 600 hours – across all field experiences – must be completed in a school-based setting. It is possible, with faculty approval, to arrange a 600-hour advanced practicum in a special school, clinic, or non-school setting, if it provides experiences consistent with SP practices and includes appropriate supervision by a licensed psychologist. For students entering with an Ed.S. or equivalent, the committee will determine whether they have sufficient skills and field experience to meet the criteria for an advanced practicum. Some students may consider enrolling in an additional practicum experience.

The culmination of field experiences is a year-long internship. A comprehensive discussion of internship can be found below.

School Psychology Doctoral Internship

Internship is an advanced, off-campus, culminating supervised experience designed to broaden overall professional skills, provide advanced clinical practice, and enhance readiness for independent work. During internship, students act as *Independent Practitioners*. Internship

is typically completed during one entire academic year for a minimum of 2000 hours, as carried out in accordance with APA, CDSPP, and NASP standards.

Students must complete the SP internship readiness form and pass their dissertation proposal before applying for internship. APA/APPIC-approved internship sites can be found at the local, state, or national level. Students must identify preferred sites with their faculty advisor and Director of Clinical Training (DCT) and confirm that the site meets all Program expectations and standards, including appropriately credentialed supervisors. A memorandum outlining university, field supervisor, and student roles and responsibilities must be signed and approved by the DCT and Program Director before a student begins an internship. Acceptance of a site placement is binding and cannot be broken unless in exceptional circumstances.

Although students function as *Independent Practitioners* during internship, they must receive a minimum of two hours of supervision a week from a qualified and currently licensed psychologist. Placements must allow a student to work with at least two different age groups (i.e., infant, preschool, elementary, middle, or high school) and involve both general and special education populations. Internship students must participate in quarterly discussions with their university supervisor and peers. These sessions are used to share and review professional activities and issues and often take place online. At the beginning of internship, students collaborate with their Field and University Supervisors to outline goals and activities.

Mid-term and end-of-placement evaluations are completed by the student and Field Supervisor, then shared with SP faculty, who assign a grade. Internship students must maintain a monthly time sheet and submit it at the end of each quarter. Students who do not successfully complete internship may be required to retake it. All relevant forms can be found in the Field Placement Manual.

Students must register for the CFSP 4359 PhD Internship course each quarter that they are on internship. They must also simultaneously register for CFSP 4369: School Psychology PhD Terminal Internship, in order to maintain full-time status. Failure to maintain full-time status can impact loans, financial aid, scholarships, visa status, and access to university resources.

Performance-Based Assessment and Accountability

Student Performance Evaluation

As students acquire increasing competency as Consumers, Collaborators, Interventionists, and Advocates, their progress is closely monitored through a series of mechanisms, including faculty review, exams, written work, and Annual Review.

Annual Review and Process

Each year, typically toward the end of spring quarter, every student will undertake an Annual Review (see [Appendix M](#)). This is a formal, cumulative account of progress, attributes, and conduct. The Annual Review is designed to encourage integrative and personal self-reflection. It also allows faculty to monitor and recognize the student's work and provide feedback.

Multiple sources of evidence are compiled for the Annual Review, including coursework, curriculum-based assessments, work samples, reflective statements, professional accomplishments, work dispositions, supervisor evaluations, and documentation of fieldwork. The student is asked to include an updated transcript and vita, and to self-reflect on issues and developments not easily captured in course grades. A student who has made inadequate progress may be placed on probation or, for extreme violations, dismissed.

Inadequate Progress

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

- 1. Failure to maintain minimum academic standards:*** Students are required to maintain a 3.0 GPA, and will be placed on academic probation if it falls below 3.0. They then have one quarter to return to good academic standing (3.0 GPA or over). A student failing to meet this requirement will not be permitted to re-enroll unless recommended by the department and approved by the MCE Associate Dean. No Incomplete grades may accrue during a probationary quarter and any Incomplete grades assigned prior to the probationary period must be completed by the end of the probationary quarter.

Grades of B or higher are required for all courses. Students must retake all courses (up to two) in which they earned a grade of B- or lower. Any grades of B- or lower will receive automatic review. Three grades of B- or lower will result in dismissal.

Doctoral students may not accrue more than two grades below B- in any coursework. Two grades of B- or below will result in the student's dismissal from the program.

- 2. Unsatisfactory performance in practicum or internship:*** Upon the recommendation of the student's clinical supervisor or internship site and/or in conjunction with input from their university supervisor, a student who has failed to meet expectations for the quantity or quality of clinical work or supervision during any practicum or doctoral internship, will be recommended for probation or dismissal.
- 3. Academic misconduct or dishonesty:*** Academic misconduct or dishonesty includes, but is not limited to, disruption of classes, giving or receiving of unauthorized aid on examinations, or in the preparation of notebooks, themes, reports, or other assignments, knowingly misrepresenting the source of any academic work, falsification of research results, plagiarism, violation of regulation or ethical codes for the treatment

of human participants, or otherwise acting dishonestly in research. **Plagiarism**, or using other people's ideas, words, or data without giving properly sourced, cited, or acknowledged credit, is fundamentally unethical. An instructor may treat as unsatisfactory any student work that is a product of academic misconduct or dishonesty, including that which happens by accident or genuine mistake. The instructor will also complete a student misconduct report and inform the department chair. If suitable solutions are not reached, the student may be dismissed from the program. See also [Student Rights and Responsibilities](#).

4. *Failure to comply with established University or Program timetables and requirements:* DU policy allows seven years for doctoral students to complete their degree program. Failure to complete the degree within the established time limit will result in termination, unless an extension is approved by the Academic Exceptions Committee.
5. *Failure to progress in course completion:* Two or more grades of Incomplete are a sign of inadequate progress and could result in probation. Non-passing grades include Incomplete and B- or lower. Severe or continued lack of progress will result in dismissal. Please see <http://bulletin.du.edu/graduate/general-information/university-grading-system/incompletes/>

Full-time students register for at least 8 credits per quarter, and a minimum of 20 credits per year. After finishing all coursework, students must submit a detailed timeline for completing their dissertation to their advisor and the Training Director, and update that timeline by September 15 each year. Students not making progress may be put on probation or dismissed.

6. *Unethical practices and/or unprofessional conduct:* Doctoral students must follow the APA Code of Ethics, NASP Principles for Professional Ethics, and the DU Code of Student Conduct. Students who are not functioning effectively in academic, ethical, interpersonal, or practice areas will be advised of deficiencies and required to remediate them. This may include retaking courses or practicum, other tasks or assignments, or seeking external support. Students may also be placed on probation or dismissed.
7. *Behavioral impairments that obstruct the training process and/or threaten client welfare:* Student conduct which is the result of behavioral impairment and which obstructs, interferes with, or threatens the training or welfare of clients, students, faculty or supervisors may result in probation, remediation or dismissal. Students may be asked to consult other professionals, including mental health providers, and engage in psychological treatment. Examples of impairment include, but are not limited to: inebriation, dual relationships with clients or students/supervisees; lying or misrepresenting oneself to clients, faculty, or supervisors; failure to refer or practicing outside area of competence without appropriate supervision; chronic lateness and/or

absence from academic and clinical responsibilities; behavior that interferes with or jeopardizes the well-being of clients, students, faculty, or supervisors; unsupervised practice; and infractions of University rules for student conduct.

8. *Violation of the DU Honor Code:* The purpose of the Honor Code is to advance an environment of ethical conduct in the University, the foundation of which includes the pursuit of academic honesty and integrity. It is designed so that responsibility for upholding these principles lies with the individual as well as the entire community. No member of the University community, including students, faculty, staff and administrators, shall act in any way that could reasonably be construed as an intentional misrepresentation or deception in academic or professional matters. Please see the Honor Code: <http://www.du.edu/studentlife/studentconduct/honorcode.html>
9. *Criminal conviction of misconduct that affects ability to practice or be licensed:* A student whose conduct, inside or outside of the program, has resulted in the conviction of a crime that would preclude licensing as a school psychologist will be dismissed.

Program Performance Evaluation

The SP Program engages in an ongoing evaluation process. This includes:

- Review of student indicators: ratings, course grades, field supervisor evaluations, job placements, other professional accomplishments, and examination results;
- Review of program indicators: course evaluations, yearly feedback, college-wide student 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.

Program, College and University Resources

Disability Access

The University of Denver is committed to equal access and participation for all persons in academic and other university sponsored programs. Students who have a disability/medical issue protected under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act and who wish to request accommodations, please make an appointment with the Disability Services Program (DPS), located on the 4th floor of Katherine Ruffatto Hall, or call 303.871. 2372/ 2278/ 7432. Procedures are included in the “Handbook for Students with Disabilities,” available online at: <https://studentaffairs.du.edu/disability-services-program> and the Office of the ADA Coordinator: <http://www.du.edu/hr/ada.html>.

DU Writing Center

The University Writing Program is located in the Shopneck Writing Center, Anderson Academic Commons 280. Their contact information is as follows: wrc@du.edu | 303-871-7456 | www.du.edu/writing/writingcenter/

Fisher Early Learning Center

The mission of Fisher Early Learning Center is to provide children with a continuum of learning experiences in an inclusive setting that reflects research-based practices, celebrates diversity and addresses the uniqueness of each child. Through family and community partnerships and high professional standards, Fisher offers a quality program that establishes a foundation of skills and knowledge essential to the development of competent and caring young children. See <http://www.du.edu/fisher/>. Students may visit or observe at Fisher Center only with instructor and Fisher permission.

Psychoeducational Assessment Library (PAL)

The Psychoeducational Assessment Library (PAL) houses many materials for use by students and faculty in MCE. It is equipped with cognitive, behavioral, and social-emotional assessment measures, protocols, scoring software, training videos, and other mental health resources. These are accessible to currently matriculated, qualified SP faculty and students enrolled in assessment classes and field-based placements.

Students must review, fill out and sign an online form before they can access any PAL materials ([Appendix N](#)). Under no circumstances should materials be written on, underlined, or highlighted. Sticky notes and flags may be used, but must be removed before returning the materials. The user must pay replacement costs for any missing or damaged materials. Grades can also be withheld for students not returning materials and/or not paying fees.

Ricks Center for Gifted Children

The mission of Ricks Center is to provide an educational environment that responds to the intellectual, social, emotional, physical, aesthetic, and cognitive needs of gifted children. When compared with other children their age, these students display advanced abilities in general intellectual aptitude. Gifted children have the ability to learn at faster rates and in greater depth; to find and solve problems more readily; and to understand and connect abstract or seemingly unrelated ideas. For more information, visit <http://www.du.edu/ricks/>. Students may visit or observe at Ricks Center only with instructor and Ricks permission.

Student Affiliates in School Psychology Board

The [Student Affiliates in School Psychology \(SASP\)](#) Board is composed of SP students from all degrees, as well as a faculty advisor. SASP meets at least monthly to discuss issues relevant school psychology as a whole, as well as specifically to the SP Program. SASP presents a unified body to discuss issues and concerns, provide opportunities to develop and nurture leadership skills; to allow student mentorship and sharing of resources; to foster professionalism; to effect changes within the department/program; to sponsor speakers and extra-curricular training; to establish links with professional organizations and individuals; and to afford networking opportunities for all SP graduate students.

Student Outreach and Support

The DU Student Outreach and Support (SOS) office is on hand to support and offer guidance through all emergencies and disruptions that might affect your studies or your progress at DU, and can also refer you to appropriate health and counseling resources, advise on medical and personal leaves of absence/withdrawals, and more. If you are struggling, please be proactive about reaching out to them! See <https://studentaffairs.du.edu/student-outreach-support>.

Appendix A: Student Learning Objectives: Competencies, Indicators, and Assessments

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

	developmentally appropriate, culturally-sensitive, and proactive recommendations that promotes student/system well-being.			
<i>Independent Practitioner:</i> Actively engages key stakeholders in school and community collaborations and incorporates findings into practice.	Demonstrates collaborative problem-solving with school, family, and community professionals leading to practical applications of human learning and development theory and a full continuum of empirically valid prevention and intervention strategies to promote mental health, learning, and physical well-being for students in regular and special education.			
	Engages in program development and evaluation that include, but are not limited to, progress monitoring, outcome accountability, and formative and summative evaluation of school, family, and community partnerships to enhance academic, social-emotional, and behavioral outcomes for students.			
Assessment: Learners will demonstrate evidence-based and culturally competent decision-making regarding selection, administration, and interpretation of assessments.				
<i>Critical Observer:</i> Demonstrates knowledge of test use, content, development, and theory.	Demonstrates knowledge of contemporary, scientifically-based knowledge of typical and atypical development within the core areas of cognition and learning, language and			

	communication, motor and movement, social-emotional, and adaptive behavior			
	Understands theories underlying cognitive, achievement, adaptive and social-emotional assessments.			
<i>Directed Participant:</i> Identifies/selects assessments based on client characteristics.	Identifies instruments that are developmentally and culturally normed for the target population.			
	Selects an appropriate assessment battery based on reason for referral.			
<i>Active Contributor:</i> Uses data to synthesize assessment findings and plan interventions.	Analyzes relevant test materials and current research on assessments to identify implications on administration and interpretation.			
	Provides clear, concise, and comprehensive explanations of assessment findings.			
<i>Independent Practitioner:</i> Integrates data from culturally and developmentally appropriate assessment batteries and communicates findings to stakeholders.	Engages in shared decision-making that utilizes formal and informal assessment data to enhance services and promote change at the individual, family, classroom, building, district, or community level.			
	Executes and interprets evaluations that are considerate of developmental and cultural influences while integrating data gathered from multiple informants, observations, and norm-referenced instruments.			

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

<i>Critical Observer:</i> Demonstrates knowledge of typical developmental sequences and identifies appropriate interventions for atypical development.	Identifies cultural and environmental influences on development, learning, and behavior.			
	Defines appropriate intervention practices for CLD populations at each major developmental stage.			
<i>Directed Participant:</i> Utilizes evidence-based practices to promote development, learning and prosocial behavior.	Makes strategic use of student and family cultural and/or linguistic identity to develop intervention recommendations.			
	Uses knowledge of biological and environmental bases of behavior to identify and implement interventions.			
<i>Active Contributor:</i> Uses formal and informal assessment data to monitor student progress toward learning and/or behavioral goals.	Engages key stakeholders to gather informal assessment data to inform intervention design and implementation.			
	Monitors intervention progress for student response and makes timely and appropriate intervention modifications based on student performance.			
<i>Independent Practitioner:</i> Employ a continuum of interventions (e.g. universal, targeted, and intensive individual, group, etc.) and educational services to create and maintain safe	Utilizes a multi-tiered system of support to develop interventions of increasing intensity to foster academic or behavioral success.			
	Uses curriculum-based assessments to design, monitor and assess interventions for			

and supportive environments for learners of all abilities.	students from culturally and linguistically diverse populations.			
Scholarship & Advocacy: Learners initiate and expand upon scientifically-based pedagogy and professional practice while advocating for the needs of marginalized or disenfranchised children and families.				
<i>Critical Observer:</i> Awareness of ethical standards and value of advocacy.	Demonstrates knowledge of and adheres to ethical and legal standards specified in APA standards of practice and University guidelines for scholarship and practice.			
	Demonstrates understanding that advocacy to promote wellness and prevention of learning, emotional, and behavior problems is a valuable tool to prevent remediation.			
<i>Directed Participant:</i> Demonstrates commitment to professional growth and building professional relationships.	Reflects on personal practice for continuous improvement by using feedback data to set clear and measurable goals for professional practice and research			
	Maintains professional demeanor (e.g. positive relationships, appropriate boundaries, standard language) in accordance with placement and/or University policies.			
<i>Active Contributor:</i> Demonstrates ethical, legal, and socially responsible practice in School Psychology that reflects current knowledge of public policy, federal and state legislation and	Collaborates with professionals on multi- and inter-disciplinary teams to make culturally responsive determinations about student educational placements utilizing local, state, and federal regulations.			

regulations, and a strong professional identity.	Identifies and recommends the use of community partners as resources when working with children and families from at-risk and marginalized groups.			
<i>Independent Practitioner:</i> Appraises and communicates empirical evidence and literature based on a thorough understanding of research design, measurement, and statistics.	Exemplifies commitment to scholarship through scholarly contributions to professional organizations and publications.			
	Formulates budding research agenda that seeks to fill gap in existing literature and is aligned with social justice and advocacy frameworks.			

Appendix B: Annual Doctoral Student Data Form

University of Denver School Psychology Program Doctoral Student Data Form

Demographic Data:

Name: Click here to enter text.

Race/Ethnicity: Choose an item.

Date of Birth: Click here to enter text.

Gender: Click here to enter text.

Term & Year Entered Doctoral Program: Click here to enter text.

Advisor: Choose an item. Cognate/Concentration: Click here to enter text.

Educational Background Data:

Undergraduate Institution: Click here to enter text.

Major/Minor: Click here to enter text.

Undergraduate Graduation Term & Year: Click here to enter text.

Degree Earned: Click here to enter text.

Graduate Institution: Click here to enter text.

Major: Click here to enter text.

Graduate Graduation Term & Year: Click here to enter text.

Degree Earned: Click here to enter text.

Graduate Institution: Click here to enter text.

Major: Click here to enter text.

Graduate Graduation Term & Year: Click here to enter text.

Degree Earned: Click here to enter text.

Doctoral Program Progress Data:

Program: MA to PhD (Licensure)

1. Have you completed your Predissertation Project: Yes No
 - a. Title of your project: Click here to enter text.
 - b. Research supervisor: Click here to enter text.
 - c. Journal submitted: Click here to enter text.
 - d. Published: Yes No
 - e. If not completed, please estimate approximate term and year you anticipate completing: Click here to enter text.
 - f. Please note your preliminary topic ideas for the Predissertation Project: Click here to enter text.

2. Have you filed your program of study: Yes No

3. Has your residency been approved: Yes No

Residency year: Click here to enter text.

4. Have you passed the PRAXIS exam: Yes No
 - a. If yes, what was the academic term and year of completion: Click here to enter text.
 - b. If no, during which academic term and year do you anticipate taking the PRAXIS: Click here to enter text.
5. Have you successfully completed your Comprehensive Exams: Yes No
 - a. If yes, what was the academic term and year of completion: Click here to enter text.
 - b. If no, during which academic term and year do you anticipate taking the Comprehensive Exams: Click here to enter text.
6. Have you formed your Dissertation Advisory Committee: Yes No
 - a. If yes, please list the members of your Dissertation Advisory Committee:
Click here to enter text. (Chairperson)
Click here to enter text. (Member)
Click here to enter text. (Member)
Click here to enter text. (Member)
 - b. What is your dissertation topic or title: Click here to enter text.
7. If your dissertation has been completed:
 - a. When did you deposit your dissertation (semester and year): Click here to enter text.
 - b. Was your dissertation accepted for publication: Yes No
 - c. If, yes please include the APA style citations for the reference(s): Click here to enter text.

Placement Information:

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

2. Have you completed School Practicum: Yes No

- a. If yes, what term and year did you complete the practicum: Click here to enter text.
- i. Where did you complete your practicum: Click here to enter text.
 - ii. What is your practicum supervisor's name, certified or licensed, and contact number: Click here to enter text.
 - iii. Please include the number of Intervention hours you completed at your practicum: Click here to enter text.
 - iv. Please include the number of Assessment hours you completed at your practicum: Click here to enter text.
 - v. Please include the number of Consultation hours you completed at your practicum: Click here to enter text.
 - vi. Please include the number of Counseling hours you completed at your practicum: Click here to enter text.
 - vii. Please include the number of Support hours (e.g., report writing, file review, notes) you completed at your practicum: Click here to enter text.
 - viii. Please include the number of Supervision hours you completed at your practicum: Click here to enter text.

3. Have you completed Doctoral Internship: Yes No

- a. If yes, what term and year did you complete the internship: Click here to enter text.
- i. Where did you complete your internship: Click here to enter text.
 - ii. Was your internship at an APA approved site: Yes No
 - iii. Was your internship at an APPIC approved site: Yes No
 - iv. What is your internship supervisor's name and contact number: Click here to enter text.
 - v. Please include the number of Intervention hours you completed at your internship: Click here to enter text.
 - vi. Please include the number of Assessment hours you completed at your internship: Click here to enter text.
 - vii. Please include the number of Consultation hours you completed at your internship: Click here to enter text.
 - viii. Please include the number of Counseling hours you completed at your internship: Click here to enter text.
 - ix. Please include the number of Support hours (e.g., report writing, file review, notes) you completed at your internship: Click here to enter text.
 - x. Please include the number of Supervision hours you completed at your internship: Click here to enter text.
- b. If no, in which term and year do you anticipate beginning your doctoral level internship: Click here to enter text.
- c. If no, do you plan on applying for an APA/APPIC approved internship site:
Yes No

Research and Scholarship Data:

1. Please list membership in professional organizations (e.g., APA, CSSP, NASP): Click here to enter text.
2. Please list any professional conferences you have attended this year: Click here to enter text.
3. Please list any presentations you have participated in this year (please include the citations in APA style):
Click here to enter text.
Click here to enter text.
Click here to enter text.
Click here to enter text.
4. Please list any professional publications you have had accepted within the last year (please include the citations in APA style):
Click here to enter text.
Click here to enter text.
Click here to enter text.
5. Please list any awards or scholarships that you received within the last year (please include the citations in APA style):
Click here to enter text.
Click here to enter text.
Click here to enter text.
6. Please list any research or service projects you have worked on this year and supervisor/program:
Click here to enter text.
Click here to enter text.
7. Please list any Graduate Assistantships you had this year and supervisor/program:
Click here to enter text.
Click here to enter text.

Employment Data

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

- a. If yes, please identify the placement (name and setting), supervisor and the postdoctoral activities (e.g., consultation, assessment, counseling): [Click here to enter text.](#)
- 3. Have you passed the EPPP: Yes No
- 4. Will you be seeking licensure: Yes No
 - a. If yes, when do you anticipate seeking licensure (month and year): [Click here to enter text.](#)
 - b. What licenses will you be seeking (e.g., NCSP, DORA): [Click here to enter text.](#)

Appendix C: Background Check Documentation

Part I

VECHS WAIVER AGREEMENT AND STATEMENT

Volunteer and Employee Criminal History Service

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

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

I hereby authorize _____
Name of Qualified Entity

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

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

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

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

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

Signature _____ Date _____

Printed Name _____

Address _____

Date of Birth _____ SSN _____

To Be Completed by Qualified Entity:

Entity Name _____

Address _____

Telephone _____

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

Appendix D: 2024–2025 School Psychology PhD Coursework Plan

Name: _____ ID No.: _____

* This course counts toward the interim School Psychology MA

Course Number	Course Title	Credits	Term Completed
Developmental and Psychological Foundations			
CFSP 4301 *	Professional, Legal and Ethical Issues in School Psychology	4	
CFSP 4304 *	Diversity in School and Community Settings	3	
CFSP 4316 *	Infant through Adolescent Development	3	
	Required Credits	10	
Learning Theory, Educational Foundations, and Special Education			
CFSP 4306 *	Exceptionalities in Special Ed	3	
CFSP 4312 *	Learning Theories & Behavioral Applications	3	
	Required Credits	6	
Research and Measurement			
RMS 4910	Introductory Statistics	4	
RMS 4911	Correlation and Regression	4	
RMS 4912	Analysis of Variance	4	
RMS 4941	Introduction to Qualitative Research	4	
RMS XXXX	RMS Intermediate Course	3	
RMS XXXX	RMS Advanced Course	3	
	Required Credits	22	
Evaluation and Assessment			
RMS 4921	Psychometric Theory	3	
CFSP 4321 *	Psycho-Educational Assessment I	4	
CFSP 4322 *	Psycho-Educational Assessment II	3	
CFSP 4323 *	Psycho-Educational Assessment III	3	
CFSP 4363	School Psychology Program Development and Evaluation	3	
	Required Credits	16	
Prevention, Wellness Promotion, Counseling, and Crisis Intervention			
CFSP 4303	Psychopathology: Prevention, Diagnosis, and Treatment	4	
CFSP 4337 *	School-Age Academic Competencies and Intervention	3	
CFSP 4340 *	School Mental Health Counseling I	4	
CFSP 4341 *	School Mental Health Counseling II	4	
CFSP 4342	Crisis Prevention and Intervention	3	

		Required Credits	18	
Collaborative Consultation with Families, Schools, and Systems				
CFSP 4330	Family-School Partnering and Consultation		3	
CFSP 4331	School and Organizational Consultation I		3	
CFSP 4332	School and Organizational Consultation II		3	
		Required Credits	9	
Applied Courses (Taken Quarterly)				
CFSP 4349 *	School Psychology Practicum I		6	
CFSP 4351	School Psychology Practicum: Clinic Assignment		9	
CFSP 4353	School Psychology Practicum II		6	
CFSP 4354	School Psychology Advanced Practicum		6	
CFSP 4361	Supervision in School Psychology		2	
CFSP 4999	Advanced Seminar in School Psychology		3	
		Required Credits	32	
Psychology Specialization Courses				
CSPY 4542 OR CNP 4788	Psychophysiology OR Physiological Psychology		3	
CNP 4705	History and Systems in Psychology		3	
CNP 4775 OR CPSY 5010	Counseling Psychology: Cognitive & Affective Basis of Behavior OR Cognitive and Affective Models		3	
CNP 4768 OR CPSY 5231	Social Psychology OR Social Psychology		3	
CPSY 5180	Life Cycle: Adolescent-Adult		2	
		Required Credits	14	
Dissertation				
CFSP 5995	Dissertation Research		5	
	Required Credits		5	
Culminating Field Experience (1500-2000 hrs; 1 yr full-time OR 2 yrs half-time)				
CFSP 4359/ CFSP 4369	Pre-doctoral Internship (Taken quarterly)		3	
		Required Credits	3	
	Total Minimum Credits		135	

SP PH.D. DEGREE	CREDITS/SCORES	SIGNATURE	DATE
Program Requirements			
Interim SP MA (45 credits)			
Transfer Credit			
PRAXIS			

Residency			
Ph.D. Comprehensive Exam			
Ph.D. Dissertation Proposal			
Ph.D. Dissertation Defense			
Doctoral Internship (1500 hrs.)			

Student's Signature: _____ Date: _____

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

Appendix E: School Psychology PhD Suggested Course Sequence by Year

(Subject to Change)

Course Number	Course Title	Quarter	Credit
Year 1			
CFSP 4349	School Psychology Practicum I	FA	2
CFSP 4301	Professional, Ethical, and Legal Issues	FA	4
CFSP 4304	Diversity in Community & School Settings	FA	3
CFSP 4340	Counseling I	FA	4
CFSP 4349	School Psychology Practicum I	WI	2
CFSP 4322	Assessment I	WI	4
CFSP 4312	Learning Theories & Behavioral Applications	WI	3
CFSP 4341	Counseling II	WI	4
CFSP 4349	School Psychology Practicum I	SP	2
CFSP 4337	School Aged Academic Competencies and Interventions (ECSE SPRING)	SP	3
CFSP 4323	Assessment II	SP	3
CFSP 4316	Infant through Adolescent Development	SP	3
RMS 4910	Introduction to Statistics	SU	4
CFSP 4324	Assessment III	SU	3
CFSP 4306	Exceptionalities in Education	SU	3
Year 2			
RMS 4921	Psychometric Theory (Prereq 4910)	FA	3
CFSP 4353	School Psychology Practicum II	FA	2
CFSP 4351	School Psychology Practicum: Clinic Assignment	FA	3
CFSP 4331	Consultation and Collaboration I	FA	3
CFSP 4342	Crisis Intervention: Risk, Prevention, and Resiliency	FA	3
CFSP 4353	School Psychology Practicum II	WI	2
CFSP 4351	School Psychology Practicum: Clinic Assignment	WI	3
CFSP 4332	Consultation and Collaboration II	WI	3
CFSP 4330	Family, School, and Community Partnerships	WI	3
CFSP 4303	Psychopathology: Prevention, Diagnosis, and Treatment	SP	4
CFSP 4353	School Psychology Practicum II	SP	2
CFSP 4351	School Psychology Practicum: Clinic Assignment	SP	3
CFSP 4363	Program Development and Evaluation	SP	3
Year 3			

CFSP 4354	School Psychology Advanced Practicum	FA	1
CNP 4705	History and Systems in Psychology	WI	3
RMS 4941	Introduction to Qualitative Research	FA	4
CFSP 4354	School Psychology Advanced Practicum	WI	1
CFSP 5995	Dissertation Research	WI	1
RMS 4911	Correlation and Regression	WI	4
RMS Elective	RMS Intermediate level course	FA	3
CFSP 4354	School Psychology Advanced Practicum	SP	1
CFSP 5995	Dissertation Research	SP	1
RMS 4912	RMS ANOVA	SP	4
Year 4			
CFSP 5995	Dissertation Research	FA	1
RMS Elective	RMS Advanced level course	FA	3
Psychology Elective	CPSY 4542 Psychophysiology OR CNP 4788 Physiological Psychology	FA	3
CFSP 4354	School Psychology Advanced Practicum	FA	1
CPSY 5180	Life Cycle: Adolescent - Adult	WI	2
CFSP 5995	Dissertation Research	WI	1
CFSP 4354	School Psychology Advanced Practicum	WI	1
Psychology Elective	CPSY 5010 Cognitive & Affective Models OR CNP 4775 Counseling Psychology: Cognitive & Affective Basis of Behavior	WI	3
CFSP 4999	Doctoral Advanced Seminar in School Psychology	SP	3
CFSP 4361	Supervision in School Psychology	SP	2
CFSP 5995	Dissertation Research	SP	1
CFSP 4354	School Psychology Advanced Practicum	SP	1
Psychology Elective	CPSY 5231 Social Psychology OR CNP 4768 Social Psychology	SP	3
Year 5			
CFSP 4359	School Psychology Doctoral Internship (1 credit taken quarterly)	Quarterly	3
PhD Total Required Credits			135

Appendix F: Sample Residency Documentation Form

Part 1: Residency Plan Proposal

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

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

Research Course	Term/Year/Grade

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

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

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

Doctoral Student Name

Date

Faculty Name
Academic Advisor

Date

Part 2: Residency Plan Documentation

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

Research: <Report completed activities in this area>

Research Course	Term/Year/Grade

Scholarship:

Pre-dissertation Project Title:

Place Submitted:

Pre-dissertation Faculty Advisor:

<Report other completed activities in this area>

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

Professional Development: <Report completed activities in this area>

Student Name	Date
Doctoral Student	

Faculty Name	Date
Academic Advisor	

Appendix G: SP PhD Comprehensive Exam Scoring Rubric

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

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

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

Appendix H: Comprehensive Exam Honesty and Integrity Statement

Comprehensive examinations serve as a demonstration of an individual’s capacity to synthesize knowledge obtained in coursework and generate original responses reflective of current trends in the field of School Psychology. This examination is a demonstration of my ability to contribute meaningfully to the field of school psychology through scholarship.

By uploading this document, I acknowledge that I have completed this exam in accordance with the National Association of School Psychologists and American Psychological Association Code of Ethics, the University of Denver (DU) Honor Code and Student Conduct Policies and Procedures, and the DU School Psychology (SP) Doctoral Handbook.

Additionally, by uploading this document, I agree to the following two statements:

1. I have completed all parts of this comprehensive examination independently. I have not collaborated with anyone during the course of this exam or consulted with anyone on the generation of my responses.
2. I will not share, distribute, or publish the questions asked or my responses to the questions on this comprehensive exam with anyone during or after the completion of the exam.

If I am found in violation of this Honesty and Integrity Statement, I understand that I will be subject to academic disciplinary outcomes as outlined in the SP Handbook and DU Honor Code and Student Conduct policies and procedures, including but not limited to failing the examination or being removed from the program.

Name:

Signature:

Date:

Appendix I: Department of Teaching and Learning Sciences Announcement of Oral Defense

- Proposal Defense**
- Dissertation Defense**

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

ABSTRACT (150 words)

Appendix J: Dissertation Guidelines

PhD Dissertation Process

Formatting

For more detailed information on what it should look like: [FORMATTING & EXAMPLES](#)

Margins		Necessary Pages	
Left	1.5"	Title page, dated correctly, including the month and year of your official graduation	
Top, Right, Bottom	1.0"	Abstract	
Top for pages with chapter headings	2.0"	Acknowledgements, if included, are stated in a professional, concise manner and do not exceed one page	
Don't Forget		Table of Contents	
Fonts are embedded		List of Tables, if necessary	
Document is in one PDF		List of Figures, if necessary	
Check formatting		List of Common Abbreviations, if necessary	

Proposal Defense

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

Dissertation Defense

- Schedule your defense at least **three weeks prior** to the date of your intended graduation
- NO defenses** can be scheduled during week 10 and finals week of any given quarter
- Secure a peer scribe to take minute notes during your proposal
- Reserve a room in Katherine Ruffatto Hall that can accommodate at least 15 people

- ❑ Copies of your dissertation must be provided to your examining committee at least **two weeks prior** to the date of your defense
- ❑ At least **two weeks prior** to the date of your defense, **EMAIL** all program, department, and college listservs your dissertation announcement
- ❑ At least **two weeks prior** to the date of your defense, run your document through *Turnitin* and write a one-page response on the results that will be submitted with the final draft of your dissertation.

Appendix K: Manuscript Format and Style Form

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

Candidate's Name: _____ E-mail: _____

Dissertation Chair: _____

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

Have any of the papers been published? yes ___ no ___

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

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

Manuscript 1

- Title: _____

- Journal: _____

Manuscript 2

- Title: _____

- Journal: _____

* If a journal style has been followed, a copy of the journal or a copy of an article from the journal must be submitted with the manuscript. The submission must include examples of all format components (including all reference forms) that are based on the journal's style.

(Place on Letterhead)

Date

Student Name
University Address

Journal Name
Journal Address

To Permissions Editor: (all information *italicized* should be provided by the student)

I am preparing my dissertation at the University of Denver. I hope to complete me degree by (*date of graduation*). An article, (*title*), of which I am first author, and which appeared in your journal (*title*), reports an essential part of my dissertation research. I would like permission to reprint it as a chapter in my dissertation.

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

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

Thank you for your assistance.

I HEREBY GIVE PERMISSION FOR THE USE REQUESTED ABOVE.

Printed name: _____

Title: _____

Signature: _____

Date: _____

Appendix L: Checklist of Dissertation Completion Tasks and Forms

- Review DU Dissertation Guidelines:
<http://www.du.edu/currentstudents/graduates/graduationinformation.html>
- Review Program Handbook for specific department or Program requirements
- Pass PRAXIS
- Complete Residency
- Pass Doctoral Comprehensive Exam
- Prepare an outline version of your Proposed Research Project, with answerable research questions
- Meet with Dissertation Chair:
 - Discuss additional committee members
 - Discuss dissertation format
- Schedule meetings with Chair as needed throughout remainder of this process**
- Proposal (Chapters 1-3 *Or* Opening Commentary, Manuscript 1-complete, Manuscript 2-partial)
 - Proposal Distributed to Committee at least two weeks before the Scheduled Defense
 - Complete and post Announcement Form
 - Bring Dissertation Proposal Form to Proposal Meeting for signatures
 - Send copy of Approved Proposal to Dissertation Director and Academic Services Associate
- IRB
 - Prepare IRB application (Dissertation Director's Approval is required). Visit this [link](#) for the IRB Determination Form.
 - Submit Application to IRB, after receiving proposal approval and IRB approval from Dissertation Director
 - Apply for and receive approval from other Research or Human Subjects Boards (such as school districts), as appropriate
- Dissertation Data Collection:
 - Begin Data Collection
 - Finish Data Collection
 - Begin Analysis of Data
 - Finish Analysis of Data

- Dissertation Completion (Chapters 4-5 *Or* Manuscript 2-complete and Closing Commentary)
 - Update, revise, and/or expand Literature Review
 - Convert all descriptions of study to past-tense and include any changes made in procedures
 - Prepare Tables of Data, Write Results
 - Finish Summary, Discussion Chapter
 - Determine the significance and limitations of the Study and its contribution to the field of school psychology
 - Prepare Abstract (350 Word Limit)
 - Refine Table of Contents, References, Appendices, Title Page, etc.
- Schedule Dissertation Defense:
 - Select Defense Committee Chair from another department who meets Graduate Studies' requirements
 - Complete and send Announcement Form
 - Request Academic Services Associate to post Defense Location, Date, and Title to MCE community
 - Distribute Text Copies of Dissertation to Committee at least two weeks prior to Defense
 - Prepare presentation of Dissertation for presenting to Committee and other attendees
- Final steps
 - Complete revisions and have them approved by Dissertation Director
 - Give Revised Copies of Dissertation to Oral Defense Committee Chair and Committee
- Graduation
 - Attend MCE Academic Hooding Ceremony, MCE Graduate Reception, & DU PhD Reception.

Appendix M: School Psychology Annual Student Review

Part 1: Student Information

Name:	Home Phone:
Address:	Work Phone:
E-mail Address:	Cell phone:
Official Program Entry Date (mm/dd/yy):	Review Date:
Program:	<input type="checkbox"/> Ed.S. <input type="checkbox"/> PhD.

Part 2: Academic Review

Year	GPA	Highest Letter Grade	Lowest Letter Grade	Passed All Classes	Recommended for Probation	Probationary Period (e.g., WI 2013-SP 2013; N/A)
1				Y / N	Y / N	
2				Y / N	Y / N	
3				Y / N	Y / N	
4				Y / N	Y / N	
5				Y / N	Y / N	
6				Y / N	Y / N	

Applied Setting	Site Name	Supervisor Name	Supervisor Credentials
Practicum I			
Practicum II			
Adv. Practicum			
EdS Internship			
Pre-Doc Internship			

Part 3: Professional Evaluation Form

This section is a reflection on your professional characteristics. The National Association of Colleges and Employers defines professionalism as the ability to “demonstrate personal accountability and effective work habits and understand the impact of non-verbal communication on professional work image,” wherein “the individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from their mistakes.”

Directions:

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

- **[4] Exceeds Expectations: Demonstrating exceptional skill and progress for year in program and performance above that expected in the profession**
 - a. Personal responsibility and investment in promoting professional growth in self or others are noted across more than one context within and/or outside of program requirements.
 - b. Professional and/or academic efforts indicating a 'desire to learn more' or to take initiative above that expected of all professionals are noted across more than one context within and/or outside of program requirements.
 - c. Professional leadership roles were undertaken across more than one context within and/or outside of program requirements.
 - d. Professional contributions promoting positive growth and continuous improvement for the betterment of others and/or the program are noted across more than one context.
- **[3] Meets Expectations: Demonstrating satisfactory progress for year in program and performance expected in the profession. This encompasses successfully completing professional and academic responsibilities that fall within program requirements; examples include, but are not limited to:**
 - a. Coming to all classes on time and fully prepared for class discussion.
 - b. Completing assignments on time and meeting specified requirements.
 - c. Routinely keeping scheduled appointments or changing with advanced notice and coordination.
 - d. Collaboratively working and fulfilling one's group assignment responsibilities.
 - e. Demonstrating growth and/or improvement after specific feedback and/or remediation is undertaken.
- **[2] Below Expectations: Demonstrating inadequate progress for year in program and performance below that expected in the profession.**
 - a. Professional or academic concerns are raised across one or more of the ten listed areas of professional characteristics, and/or
 - b. Professional or academic concerns are noted in one context within and/or outside of program requirements, and/or
 - c. Inadequate professional or academic progress on program requirements.
- **[1] Significantly Below Expectations: Demonstrating little to no progress for year in program and inadequate performance expected in the profession.**
 - a. Professional or academic concerns are noted across more than one context within and/or outside of program requirements, and/or
 - b. No professional or academic progress was noted, and/or
 - c. Updates were not submitted.

Please rate yourself as candidly as possible on the following 10 items using the scale above; provide examples to support your rating. It is important that you consider the ratings in light of the *Chain of Relevant Experiences* and your selected program and year. Your SP Student Handbook

will provide further information on program philosophy, mission, goals, and objectives to help orient your self-reflection.

**The shaded rating area is for faculty use.

Individual Characteristics within Professional Settings (e.g., academic settings, field settings, programmatic activities, and other professional gatherings)		
<i>Adaptability/Flexibility – adapts effectively to demands of situation; exhibits flexibility in face of change; views challenges as opportunities; values the process</i>	Self	Fac.
Please describe one or more incidents that you feel demonstrate your adaptability and flexibility or rigidity.		
<i>Attending/Listening Skills – listens attentively; attends to important communications; engages in active listening (e.g., attentive, ask thoughtful questions, is attuned)</i>	Self	Fac.
Please describe one or more incidents that you feel demonstrate your attending/listening abilities or struggles.		
<i>Ethical Conduct – responds appropriately to interpersonal and professional legal and ethical challenges; adheres to professional codes of ethics; maintains confidentiality according to policies, procedures, and guidelines</i>	Self	Fac.
Please describe one or more incidents that you feel demonstrate your understanding or lack of understanding of ethical codes and guidelines.		
<i>Growth/Learner Mindset – seeks feedback and is open to constructive criticism; self-reflects on personal strengths and weaknesses; solution-oriented; takes ownership of attitude, acknowledges mistakes and commits to self-improvement</i>	Self	Fac.
Please describe one or more incidents that you feel demonstrate your growth mindset or why it is an area for improvement.		
<i>Initiative – independently engages in activities when appropriate; proactive - does not wait to be asked or told when to begin tasks; demonstrates drive/motivation; seeks learning opportunities</i>	Self	Fac.
Please describe an incident that you feel demonstrates your initiative or why it is an area for improvement.		

<i>Interpersonal Relations – engages effectively with colleagues, faculty, supervisors and clients; demonstrates verbal and non-verbal behaviors that promote collaboration and engenders trust</i>	Self	Fac.
Please describe one or more incidents that you feel demonstrate your interpersonal relationship abilities or challenges.		
<i>Oral Communication – uses spoken word in a clear, organized, and professional manner to convey thoughts, present ideas and share information</i>	Self	Fac.
Please describe one or more incidents that you feel demonstrate your ability or struggle to communicate orally.		
<i>Respect for Human Diversity – exhibits awareness of and sensitivity to race/ethnicity, culture, socioeconomics, religion, gender-identity, sexual orientation, dis/ability, and other human differences; seeks out further understanding and skills needed to work with diverse populations.</i>	Self	Fac.
Please describe one or more incidents that you feel demonstrate your respect for human diversity or need for improvement.		
<i>Responsibility – demonstrates dependability, time management, and work organization; follows through on tasks; completes and submits assignments in accordance with stated parameters and/or constraints; punctual for classes/meetings.</i>	Self	Fac.
Please describe one or more incidents that you feel demonstrate your responsibility abilities or lack thereof.		
<i>Written Communication – uses clear, organized, and professional writing to express thoughts, present ideas and share information</i>	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.		

**** PhD Students Only - Fill out the remainder of the form below.**

Please describe your general dissertation topic and the theoretical foundation of these ideas.

Please discuss the specific plans you have for your dissertation *during the next year*?

Please discuss any assistance you might need to help you in this endeavor.

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

**** Faculty Only**

Dear [STUDENT],

On [DATE], the SP faculty met and discussed your cumulative progress for the year. This form provides a summary of the discussion. Based on your performance for the XXXX-XXXX academic year, you are making ADEQUATE/INADEQUATE progress toward SP PHD program goals and standards.

Areas of strength include:

-

Areas for development include:

-

Sincerely,
School Psychology Program faculty

Appendix N: Loan Policies and Procedures for PAL Materials

Loan of Materials

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

Terms of Loan

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

Lost, Damaged or Stolen Materials

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

Loan of Materials to Non-Students

1. If I am serving as adjunct faculty, I understand that I can check out PAL materials only if they are needed for instruction of my assigned course. I agree to uphold all the policies and

procedures stated above regarding (a) terms of the loan and (b) monetary fines assessed to lost, damaged, or stolen materials.

2. If I am an alum of the SP program, I agree to only review materials in the PAL facility, but *not* check out materials. I understand that I will have to present proper credentials.

Appendix O: Internship Readiness Form

The faculty makes decisions about your readiness to apply for internship. You will need to have your dissertation proposal successfully passed by the Fall quarter before you intend to begin internship. Please remember that faculty members are much less available during the summer months. In order for us to consider your readiness, please complete the entire form and upload it to canvas by Week 6 of the Spring quarter.

Name _____ Date _____

1	Date that you passed the comprehensive examination:	
2	Date your predoctoral research requirement was completed: Title and authors of your predoctoral research and where it was presented:	
3	Date coursework was/will be completed:	
4	Date your dissertation proposal was passed or date the meeting will likely be scheduled: What is the title of your dissertation: Who is your Dissertation Chair and who are your Committee members What date did you send the form to Graduate Studies to approve your Committee Members Date final changes required at your proposal were (will be) handed in to your Dissertation Chair	
5	Do you have any Incompletes? If so, state the course(s) and when they will be completed	
6	How many hours of practicum will you have completed by the end of August before your intended internship year (please only report up to August 31, of that year): Direct client hours from MA/MS? Direct client hours from doctoral practica? Number of Total hours? Total number of assessment hours completed? Total number of assessment batteries completed? Total number of psychological assessment reports Written?	
7	What type of sites are you considering applying to?	
8	Where were you for your Advance Practica and are they relevant to your sites?	

-
- 9 List 4 individuals you are considering asking for letters of recommendation. Please remember you need two clinical and one faculty letters. They should all be doctoral level (not predoc interns or MA level supervisors):
- 10 List 3 of your strengths and 3 of your areas for growth:
-

Appendix P: Advisor Change Request Form

To be completed by the Student

I am requesting a change of advisor because:

- I feel that another advisor will be able to better guide me toward my professional goals.
- An irreconcilable conflict has arisen between me and my advisor.

I have discussed this change request with my current advisor on this date:

Student DU ID: Degree Program:

Print Name

Signature

Date

To be completed by the Current Advisor

I agree that a change in advisors would be to the benefit of this student's program and career.

Print Name

Signature

Date

To be completed by Requested Advisor

I agree to accept this student as an additional advisee: YES NO

Print Name

Signature

Date

To be completed by the Department Chair

I approve this advisor change: YES NO

Print Name

Signature

Date

PLEASE COMPLETE THIS FORM AND RETURN TO THE PROGRAM ASA

Appendix Q: 2022-23 PhD Handbook Confirmation

This page must be signed and uploaded to your degree Canvas page.

By signing below, I am confirming that I have reviewed the handbook that is required for my degree program. I understand my requirements and expectations as a student in this program.

Printed Name: _____

Student ID Number: _____

Program of Study/Degree: _____ Date: _____

Signature: _____