



UNIVERSITY *of*  
DENVER

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MORGRIDGE COLLEGE OF EDUCATION

# CHILD, FAMILY, AND SCHOOL PSYCHOLOGY

## STUDENT HANDBOOK 2014-2015

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# MORGRIDGE COLLEGE OF EDUCATION POLICIES AND PROCEDURES

All college and program policies are administered under the University of Denver's Graduate Policy Manual found at: <http://www.du.edu/media/documents/graduates/gradpolmanual.pdf> Policies in this manual are considered the minimum requirements for all members of the university community. The University of Denver reserves the right to make changes in the regulations, rules, fees or other aspects of the policy manual without advance notice. The following sections provide additional policy and procedure information specifically affecting Morgridge College of Education (MCE) students.

## Orientation

Students are encouraged to attend the MCE orientation at the beginning of fall quarter. At this event students will have an opportunity to meet program faculty and staff, as well as members of other MCE programs. The event is designed to provide an opportunity to learn about a variety of college and university support systems, the overview of the student's specific program content and requirements.

## Advising

Students are assigned advisors upon enrollment in the program. Students are instructed to contact faculty advisors directly to schedule appointments and create coursework plans. Academic advisors will provide clarification of the policies and procedures that are college-wide in their applicability.

## Degree Planning

### Coursework Plan

During the first quarter of study students will develop, with the assistance of the advisor, a plan of study consistent with program requirements to ensure the student understands the sequence of required courses. The signed coursework plan of study and any transfer or waiver request forms will be submitted to the department Academic Service Associate for processing. It is recommended that a copy be retained by both the student and advisor.

Certificate students will submit the initial completed and signed coursework plan no later than the end of the first quarter of enrollment; degree seeking students will submit the course plan within the first 15 credits of enrollment. Sample course work plans appear in the appendices of this handbook.

Although the initial quarters of enrollment may consist of required courses, students will also confer with the advisor to select electives when appropriate. Course work plans can be amended when deemed necessary by the student and advisor. To ensure that approved changes are honored at the time of degree evaluation, a revised, fully signed and dated coursework plan must be submitted to the department Academic Service Associate. This document will replace the original plan.

Waiver or Substitution of Courses. If the advisor and student determine that the student has previously completed course work required for the degree, the student may request a waiver

or substitution by completing the form found at this link:

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

Under no circumstance will the waiver or substitution of a course(s) reduce the number of credits required for the degree. Substitutions must be clearly indicated on the signed course work plan.

### **Transfer of Credit**

Degree seeking MCE students may request to transfer a limited number of credits that have not already been counted toward a previous or concurrent degree. Transfer credit toward a 45 credit hour Master's degree is generally limited to 10 quarter hours. Transfer credit toward a 90 credit Doctoral degree is limited to 15 quarter hours. Refer to specific criteria in the Graduate Policy Manual.

Requests for transfer credits must be approved during the first quarter of attendance as a degree-seeking student. Transfer requests are initiated by the completion of the form found at this link: <http://www.du.edu/media/documents/graduates/transfer.pdf>

### **University College Courses**

Degree-seeking students in the MCE are sometimes advised to take classes in other units on campus to complement the course work completed within the college. However, courses taken at University College will not be counted as part of the degree unless the course approved by the advisor has been certified to be one level above the student's degree, and has been approved in writing by the MCE Dean. Written approval signed by both the advisor and the Dean must be obtained prior to taking the course, and submitted with a revised coursework plan to the department Academic Service Associate.

### **Time to Degree**

MCE students are expected to complete degree requirements within the following number of years of beginning their programs, as measured by the matriculation into the degree program: Certificate students – three years; Master's candidates – five years; Doctoral candidates – seven years. Failure to complete the degree within the established time limits will result in termination unless the student successfully petitions for an extension to the Associate Provost for Graduate Studies. The student initiates a petition online and must be supported by the student's advisor in order to be considered. If it is not approved, the student will be terminated from the program. Students may petition for an extension of time for a minimum of one quarter and up to a maximum of one year per request. Petition procedures and instructions are detailed in the Graduate Studies Policy Manual:

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

### **MCE Adoption of the University of Denver Honor Code**

All members of the university community are expected to assume the responsibility of observing certain ethical goals and values as they relate to academic integrity. Essential to the fundamental purpose of the University is the commitment to the principles of truth and

honesty. This *Honor Code* is designed so that responsibility for upholding these principles lies with the individual as well as the entire community.

The purpose of this *Honor Code* is to foster and advance an environment of ethical conduct in the academic community of the University, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect we enhance the value of our education and bring forth a higher standard of academic excellence. No member of the University community, including students, faculty, staff and administrators, shall act in any way that could reasonably be construed as an intentional misrepresentation or deception in academic or professional matters.

## **Enrollment**

Degree-seeking students must be in active status and enrolled for consecutive terms fall through spring. Enrollment may consist of registration for courses, thesis or dissertation credits.

### **Student Status**

Unless a student is on an official leave of absence, a student's status is rendered inactive after one quarter of non-enrollment. Inactive students will not be able to register for courses and will need to contact the Office of Graduate Studies ([gst@du.edu](mailto:gst@du.edu)) to request a readmission form and, if applicable, pay any continuous enrollment fees owed for previous quarters. The leave of absence form is found at this link:

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

### **Provisional Admission Status**

Students who are admitted with some deficiency in undergraduate training, incomplete credentials, or low GPA are admitted with provisions. Students admitted with provisions will be changed to regular status as soon as the conditions governing this type of admission have been met, within the timeframe set by the MCE. The incomplete admission credentials provision must be satisfied no later than the sixth week of the first quarter of enrollment or a hold will be placed prohibiting registration.

### **Doctoral Research Registration**

MCE doctoral students who have finished all required course work and passed the comprehensive examination will register for a minimum of one dissertation (PhD) or doctoral research (EdD) credit for consecutive terms fall through spring, until the minimum number of research credits has been completed or until the student graduates. The minimum thesis or dissertation credit requirements are determined by the individual graduate programs, which may require students to register for additional thesis or dissertation credits to maintain degree candidacy.

### **Doctoral Continuous Enrollment**

The University of Denver has established a continuous enrollment process which enables students who have passed the comprehensive exam and are required to register for fewer than

four research credits each quarter to continue to qualify for Federal Financial Aid. Complete DU continuous enrollment guidelines and procedure are found in the Graduate Policy Manual. Interested students must request approval annually by submitting the Continuous Enrollment Approval form to the advisor:

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

Registration for continuous enrollment credit may accompany registration for doctoral research credit, but under no circumstances does it replace the requirement for quarterly registration in dissertation or doctoral research credit. Students who do not comply with this policy will be required to pay any tuition and fees related to research credit missed in previous quarters. The department reserves the right to require that additional conditions be met before granting approval of this request if the student is not demonstrating progress towards the degree.

## APA Formatting Requirement

The MCE requires that students use *The Publication Manual of the American Psychological Association* (currently in its 6<sup>th</sup> edition) when writing research papers. The APA guidelines set forth rules that ensure clear and consistent presentation of written material. Editorial style concerns uniform use of such elements as

- punctuation and abbreviations
- construction of tables
- selection of headings
- citation of references
- presentation of statistics, along with

many other elements that are a part of every manuscript.

It is highly recommended that all students purchase *The Publication Manual of the American Psychological Association* to ensure that papers submitted conform to APA guidelines. The DU Bookstore carries the APA Manual, and additional information is available online.

<http://www.apastyle.org/pubmanual.html>

## Grades

Grades submitted by instructors at the end of the term are final and are not subject to change by reason of revision of judgment on the part of the instructor. Grades cannot be changed on the basis of second trial, such as a new examination or additional work undertaken or completed after the original grade has been submitted.

### MCE GRADING SCALE (APPROVED 2/13)

A	4.0 = 93-100
A-	3.7 = 90-92
B+	3.3 = 87-89
B	3.0 = 83-86
B-	2.7 = 80-82
C+	2.3 = 77-79
C	2.0 = 73-76
C-	1.7 = 70-72
D+	1.3 = 67-69



D 1.0 = 63-66  
D- 0.7 = 60-62  
F 0.0 = 59 & below

# CHILD, FAMILY, AND SCHOOL PSYCHOLOGY INTRODUCTION AND CONCEPTUAL FRAMEWORK

## Welcome

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

## Overview of the Program

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

CFSP students are accepted into one of three degree programs:

- Master's degree (M.A.) in Child, Family, and School Psychology
- Educational Specialist (Ed.S.) degree in School Psychology, with an option of obtaining an additional concentration in Early Childhood Special Education
- Doctoral degree (Ph.D.) with two distinct tracks:
  - School Psychology Licensure program
  - Pathway for Ed.S. professionals

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

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

- *Critical Observers*: Students acting as Critical Observers engage in activities that provide them with the opportunity to increase their knowledge base by linking theory and empirically based concepts through observational activities. These activities challenge the students to integrate information while critiquing current practices.
- *Directed Participants*: Students acting as Directed Participants engage in activities that are specifically outlined and directed by the faculty in order to address professional skill development and enhancement. The tasks include but are not limited to role play, simulation activities and live supervised experiences in an on-campus clinic.
- *Active Contributors*: Students acting as Active Contributors engage in professional activities that are managed and dictated by needs and policies of the field placement. These activities, developed collaboratively and completed under the supervision of a faculty member and site supervisor, bring about a specific result that adds to the productivity of the field placement.
- *Independent Practitioners*: Students acting as Independent Practitioners engage in activities in which they apply advanced skills through self-initiated and self-governed professional engagement within a network of collegial supervision.

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

### Overview of Degrees Offered

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

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

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

- *The School Psychology Licensure track* prepares students who, in addition to possessing general School Psychology practitioner skills, have a strong desire to develop advanced consultation, research, and evaluation proficiency. These students also gain advanced intervention and psychotherapy expertise through a 1500-hour internship.
- *The PhD degree for Ed.S. professionals* is a unique opportunity for practitioners with an Ed.S. degree from a NASP approved program and a current license as a school psychologist. It is specifically designed to meet the needs of professionals who wish to earn an advanced degree and contribute to the literature base in the field. This option recognizes the incoming skill level of the student and offers personalized opportunities for career growth.

### Accreditation

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

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

### Program Philosophy and Mission

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

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

### Program Goals and Objectives

Our Program *goal* is to prepare highly competent, collaborative, ethical, and self-reflective scientist-practitioners who can problem-solve and share decision-making with others to optimize social-emotional, cognitive, academic, and behavioral outcomes for typically and atypically developing children and youth. Ultimately, the CFSP Program strives to produce professionals who are competent

*Consumers, Collaborators, Interventionists, and Advocates* as they work on behalf of individuals, families, schools, and communities. These competency areas are defined as follows:

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

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

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

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

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

## General Information and Requirements

### Advisors and Advising

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

### Distributed Email List and Communication

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

### Fingerprinting

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

You will need to submit your fingerprints to the Colorado Bureau of Investigation (CBI) for the purpose of a criminal background check. Please read the instructions for having your fingerprints taken and submitted to the CBI: <http://www.cde.state.co.us/cdeprof/download/pdf/fpinfosheet.pdf>

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

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

There is a \$39.50 processing fee. If you live in Denver, you may pay in person. The only other option is to mail your payment. DO NOT MAIL CASH. Mail either a money order or certified check. If you would like to pay by mail using a credit card, print out the following form, and include it when you mail your fingerprint card: <http://www.cbi.state.co.us/id/credit%20card%20form1.pdf>

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

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

### **Professional Membership**

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

### **Malpractice Insurance**

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

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

Each division within the MCE has an agreed upon a list of required and recommended courses for each degree program available to students in that division. Required and recommended courses for the CFSP M.A., Ed.S. or Ph.D. degrees are found listed on the CFSP Coursework Plans (see Appendices). Students must complete an official coursework plan in consultation with an advisor during the first quarter they are officially enrolled, and must place an official coursework plan on file by the end of the first quarter. An official coursework plan is one that is signed by the student and the student's advisor. A student's coursework plan serves as a plan leading to graduation and must be kept on file. A coursework plan can be revised at any time with advisor approval. When modifications are made, a new official, re-dated, and re-signed coursework plan must be resubmitted with all changes and be attached to the original plan in the student's file. When a student applies for graduation, the student's transcript is checked against the coursework plan to ensure that the student has taken all the required courses listed on their plan. This is the only time that such a check is officially made by the University. Students are expected to keep their own copies of all documents throughout the duration of their study.

### **Course Waivers and Transfers**

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

### **Attendance and Grading**

CFSP attendance and grading standards are consistent with and in some aspects higher than University standards. Attendance at all classes is mandatory. Late or missed classes and assignments will result in

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

A student's overall standing in the Program and readiness to advance through field experiences (i.e., Practicum and Internship) are based on a successful annual performance review that is obtained through demonstrations of sound professional skills and competencies as well as appropriate professional work characteristics (see section on Performance-based Assessment and Accountability). A student placed on probationary status due to academic or other professional deficiencies must work with their advisor and the program coordinator to develop a written remediation plan that details actions to be taken within a specified timeframe. Such actions may require additional or repeated coursework, skill building assignments outside of the regular class, remedial coursework to enhance writing, quantitative, or oral presentation skills, psychological evaluation, professional counseling/psychotherapy, or other appropriate remedial actions. A student will be terminated from the Program after three consecutive quarters of deficient performance or if remediation requirements are not fulfilled.

### **Personal Difficulties**

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

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

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

### **Extension of Degree Program**

Candidates for all degree programs are expected to complete their degree within the stated expected time period specified by the University. This time period is calculated from the date of initial enrollment in the student's program of study. M.A. candidates are expected to complete degree requirements within five (5) years of beginning their degree program. Ed.S. candidates are expected to complete their degree within six (6) years of beginning their degree program. Ph.D. degree candidates are expected to



complete degree requirements within seven (7) years of beginning their degree program. For full policy and procedures on Extension of a Degree Program, please refer to the Graduate Policy Manual.

### Letters of Recommendation

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

### Ethical Behavior and Conduct

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

(<http://www.du.edu/studentlife/studentconduct/media/documents/scpoliciesandprocedures20142015.pdf>).

This code applies to all students at the University of Denver, whether graduate or undergraduate, full- or part-time. Violations of the Honor Code include, but are not limited to, taking or attempting to take, or assisting someone else in taking or attempting to take, the following actions:

- Plagiarism: representation of another's work or ideas as one's own in academic submissions
  - Cheating: actual or attempted use of resources not authorized by the instructor(s) for academic submissions
  - Fabrication: falsification or creation of data, research, or resources to support academic submissions
- Violations of the code is overseen by the Student Conduct in conjunction with an appointed University Conduct Review Board. Please contact the Student Conduct office at 303-871-3111 with questions about these policies and procedures.

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

### Response to Academic Dishonesty

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

Faculty members who believe they have observed an incidence of academic dishonesty or plagiarism are encouraged to directly confront the student(s) involved. Should it be determined that a violation of University policy has taken place, faculty are further encouraged to complete and submit an Academic Dishonesty Allegation Form to the Student Conduct office. More information on the Honor Code, the University Plagiarism Statement, and related procedures can be found at the Student Conduct website

at <http://www.du.edu/studentlife/studentconduct/index.html>. Questions should be directed to the Director of Student Conduct at 303.871.3111.

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

Students who do not adhere to Program or University policies, or make inadequate progress, will be placed on probation or dismissed from the Program. While such instances are rare, should they occur, students will be contacted by their advisor and program coordinator and informed *specifically and in writing* of issues and concerns with regard to academic progress or attendance, interpersonal or practice effectiveness, or ethical violations. *Students will be asked to respond to these concerns in writing.* If placed on probation, a student may or may not be allowed to progress in the program while addressing the remediation plan (Appendix I). Decisions regarding probation or dismissal will be made by the Program Coordinator and CFSP faculty in consultation with the Department Chair. All pertinent information regarding the basis for such decisions will be disclosed to the student in a timely manner.

### **Student Rights and Responsibilities**

All students have the right to pursue their education free from the threat of harassment, abuse, retribution, and/or violence. The University may take whatever measures it deems necessary in order to protect the safety, security, and/or integrity of a complainant, the University, and/or any member(s) of its community. Such measures include, but are not limited to, involuntary removal from a course, program, activity, or the campus pending a hearing, modifications to living arrangements, and/or reporting incidents to law enforcement or other non-University agencies.

### **Grievance Process**

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

### **Professional Development**

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

### **College and University Policies and Procedures**

To avoid redundancy, only pertinent, Program specific policies and information relevant to the completion of CFSP graduate degrees are presented in this Handbook. All other policies can be found in the Graduate Policy and Procedures site at <http://bulletin.du.edu/graduate/gradpolicy/>.

# DEGREE REQUIREMENTS IN CFSP

## Degree Requirements

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

The CFSP Masters degree in Child, Family, and School Psychology is a four-quarter (i.e., 1 to 2 year) terminal degree program that focuses on educational psychology content applicable to employment in the public and private sectors. It also is a pipeline to licensure and non-licensure degrees including a doctoral degree. Students in the M.A. in CFSP degree program develop the knowledge and practical skills needed to work successfully within school and community agencies that serve public and private sectors of the education field. The M.A. in CFSP degree requires a minimum of 45 quarter hours. Please see the M.A. in CFSP Coursework Plan (Appendix A).

#### ***M.A. Comprehensive Experience***

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

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

The CFSP Educational Specialist degree is a three-year program that prepares professionals in all aspects of School Psychology services for children and families from birth to age 21, in school or community settings. This degree requires two years of coursework and a third year 1200-hour full-time internship. All graduates of the Ed.S. program are eligible for a Colorado Department of Education license in School Psychology after the successful completion of all coursework and passing the Praxis II/National Association of School Psychology (NASP) licensing exam. Students may be allowed to transfer in up to 15 credits toward the degree. However, they must also demonstrate competency in all areas addressed in the degree, as well as completing a minimum of 90 credits during their program. The Ed.S. degree requires a minimum of 90 quarter hours. Please see the Ed.S. Coursework Plan (Appendix B).

#### ***Ed.S. with Early Childhood Special Education Concentration (Ed.S. with EC SPEC)***

Through the addition of 13 hours of integrated core and practical coursework beyond that required for the Ed.S. degree, students can graduate with an Early Childhood Special Education Concentration. Students who complete the concentration and pass the PLACE exam can qualify to obtain an endorsement in Early Childhood Special Education through the Colorado Department of Education. Please see the Early Childhood Special Education Concentration Coursework Plan (Appendix C).

#### ***Praxis II***

Students in the Ed.S. and in the Ph.D. School Psychology Licensure degree program must take and pass a national professional certification exam as a culminating evaluation of their graduate program, and in order to receive most state's licensure to practice as a school psychologist. This exam is offered through Educational Testing Services (ETS) and is endorsed by the National Association of School Psychologists (<http://www.nasponline.org>). The Praxis II/NASP exam is usually taken after core coursework is completed at the end of the second year of the program or in the summer before Internship. A passing PRAXIS score is required before starting internship, unless an exception has been granted. Students register for the exam on their own. Information on exam registration, including when and where the exam is offered can be found at the ETS website (<http://www.ets.org/praxis>) or by calling 609-771-7395. The School Psychologist test is #0401. Typically, the Praxis II/NASP exam is offered six times per year at the University of Colorado in Boulder and registration is required at least one month in advance. All students must meet or exceed the passing score of the state in which you plan to practice in order to

graduate. In Colorado, this score is 165 which is consistent with the NASP requirement. Students can take the NASP exam multiple times but cannot graduate until a passing score is obtained. Students must submit official NASP exam scores (total and subscores) to the Morgridge College of Education prior to starting internship.

## Doctoral Degree

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

The CFSP Ph.D. degree – School Psychology Licensure track (Ph.D.-SP) generally takes four to six years to complete. It prepares professionals in all aspects of doctoral level School Psychology services. Students are expected to complete all corresponding coursework and practice experiences required to obtain a State Department of Education School Psychology license (see above coursework sequence for Ed.S. degree). In addition, Ph.D.-SP students take advanced classes in assessment, clinical practice, supervision, and research methods that lead to a concentrated expertise in the field. All Ph.D.-SP candidates also must complete a supervised 1500 hour advanced full-time Internship after completing all coursework, passing doctoral comprehensives, and successful proposition of a dissertation study. The Ph.D. School Psychology Licensure degree requires a minimum of 135 credits. Students with a Masters degree are allowed to transfer in 45 credits toward the degree. However, they must also demonstrate competency in all areas addressed in the degree, as well as completing a minimum of 90 credits during their doctoral program. Please refer to the Ph.D.-School Psychology Licensure Coursework Plan (Appendix D). See above regarding the PRAXIS requirements.

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

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

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

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

### *Dissertation Credits*

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

### *Dissertation Policies and Guidelines*

In the spring quarter of each year, all Ph.D. students are required to document progress made on their dissertation by completing a Dissertation Progress Checklist (found at the end of Appendix H) with their dissertation advisor. Refer also to University of Denver policies and instructions for preparing a dissertation.

### *Doctoral Comprehensive Exams*

Doctoral comprehensive exams are designed to assess theoretical, empirical, and applied content knowledge of current and historical issues related to professional practice in the fields of Child and Family Studies and School Psychology. The exam covers content consistent with either the Licensure or Pathway track. Doctoral comprehensive exams are taken over two consecutive days typically when most core coursework is completed. A comprehensive exam **MUST** be satisfactorily completed before a dissertation proposal can be defended.

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

- Developmental Psychology and Biological Bases of Behavior – Knowledge of developmental theory, sequences of development, physiological and neuropsychological processes that can influence understanding of individuals and interventions.
- Learning and Cognition – Knowledge of principles of learning and cognitive processes central to the development of adaptive and maladaptive behavior.
- Personality and Abnormal Behavior – Knowledge of theories of intra-individual, affective and interpersonal domains that contribute to personal and social competence and developmental psychopathology.
- General Education and Curriculum – Knowledge of teaching practices, curriculum models, administrative structures, and education reforms essential for effective work within regular and special education.
- Measurement, Research, and Evaluation – Working knowledge of advanced measurement principles, research design and evaluation practice, including knowledge of quantitative and qualitative procedures and analyses.

- Ethics, Law, and Cultural Diversity – Knowledge of legal regulations, guidelines and ethical principles that impact the practice of School Psychology. Knowledge of the development of ethnic, racial and cultural identity and its impact on individual performance and all areas of professional practice.
- Psychological and Academic Assessment – Understanding of general assessment principles, testing practices, and the strengths and weaknesses of a variety of traditional and alternative assessment instruments and approaches.
- Prevention-Intervention – Knowledge of empirically valid practices and treatments for building strengths and competencies and overcoming weaknesses in cognitive, academic, social-emotional, and adaptive behavior.
- Family, Educational and Organizational Consultation – Knowledge of effective consultative practices and systems principles for optimizing educational, home, and community environments to promote learning and social competencies.

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

Question 1: You are working for a district currently investigating the use of curriculum-based measurement approaches to monitor student progress before special education referrals are made. Explain the value and potential drawbacks of these alternative approaches and support your answer with current research findings.

Question 2: Design a comprehensive study to assess the effectiveness of a new intervention program to meet the social-emotional needs of students exhibiting extreme shyness and peer withdrawal. Clearly identify your research variables, state your hypotheses, identify the analyses you might employ, and address internal and external validity as they relate to your design.

Question 3: You have been asked to help your district develop a document called “Guidelines for Effective Mental Health Assessment” that would be forwarded as an official district policy. Discuss the major issues and content that you would include in such a document. Include criteria to assess psychometric properties, validity, efficacy and criteria regarding professional competencies and qualifications for administration. Be sure to provide a well-articulated definition and rationale for each guideline that also includes specific references.

Question 4: Discuss the current debate and legal issues surrounding the diagnosis of severe learning disabilities (LD) in children. Then describe how a Response to Intervention (RTI) framework fits in to an SLD identification process. Finally, describe key components of such a process.

Question 5: You have just begun to address the following referral – a third grade elementary school child referred by his teacher as a “behavior problem” and who also has a documented reading disability. Describe the overall consultation process you would use and discuss how it is grounded in theory and research. Also describe how you might apply these ideas across home (parents) and school (teachers) and community (providers) settings. Next, point out potential obstacles that might hinder overall effectiveness. Finally, discuss strategies you would use to overcome such obstacles.

### *Ph.D. Comprehensive Exam Process*

Students, in consultation with their advisor, select the appropriate quarter in which to complete a comprehensive examination. The CFSP Ph.D. Comprehensive Exam is offered in the fall and spring quarters only. On the day of the exam, all registered students are assigned to a room and computer in KRH. Once the exam is completed, the exam coordinator distributes anonymous copies of the exams to a minimum of two designated CFSP faculty members. The faculty reviewers are given four to six weeks to read, evaluate, and submit exam scores to the exam coordinator.

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

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

**Table I: CFSP Ph.D. Comprehensive Exam Scoring Rubric**

Integration of Concepts and Constructs			
Honors	Pass	Conditional Pass	Fail
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 constructs apply to real life settings.	There is some discussion of how basic concepts and constructs apply to real life settings.	Little discussion of how basic concepts and constructs apply to real life settings.	No discussion of how basic concepts and constructs apply to real life settings.
Ideas clearly tied to best practices with a large number of pertinent references from primary sources.	Ideas are tied to best practices with a sufficient number of 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.
Application and Critical Evaluation			
Honors	Pass	Conditional Pass	Fail
Ideas are given for how to apply, implement	Some ideas are given for how to apply,	Few ideas are given for how to apply,	No ideas are given for how to apply,



and use data to evaluate and make valid decisions.	implement and use data to evaluate and make valid decisions. .	implement and use data to evaluate and make valid decisions.	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 not strengths-based, and is not focused on transdisciplinary collaborative approaches.
There is clear evidence that ecological theory and approaches are used in decision making.	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.

## Professional Knowledge

Honors	Pass	Conditional Pass	Fail
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	Some consideration of	Minimal consideration of diversity issues	No consideration of diversity issues

diversity issues, including, neurobiological, environmental and cultural influences.

diversity issues including, neurobiological, environmental and cultural influences.

including, neurobiological, environmental or cultural influences.

including, neurobiological, environmental or cultural influences.

Clear application and understanding of a wide spectrum of service delivery (Universal to intensive / Prevention to crisis).

Understands that there is a spectrum of service delivery (Universal to intensive / Prevention to crisis).

Limited appreciation of a spectrum of service delivery (Universal to intensive / Prevention to crisis).

No appreciation of a spectrum of service delivery (Universal to intensive / Prevention to crisis).

### Organization & Completeness of Responses

Honors

Pass

Conditional Pass

Fail

A highly developed, integrative and well-organized answer.

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.

## Field Experiences

### Programmatic Field Experiences

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

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

- Practical application in universal, targeted and intensive prevention and intervention techniques within the home, school and community
- Comprehensive assessment of developmental strengths and weaknesses
- Communication and collaboration with families and children with diverse life experiences
- Individual, group, and family crisis counseling
- Interdisciplinary and transdisciplinary team collaboration in school and community settings
- Delivery of in-service trainings and presentations
- System-wide program evaluation, research, and intervention
- Applications of emergent technology

### Requirements for Field Experiences and Placements

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

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

Based on faculty judgment, a student can be denied or removed from a field placement at any time while concerns are investigated.

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

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

## **Practica I**

### ***Practica I Description***

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

### ***Practica I Requirements***

Practicum I fulfills program and training goals while simultaneously providing vital community services. During Practicum, students receive real-time and videotaped supervision from a licensed faculty Clinic Supervisor and other licensed community professionals who provide in-vivo supervision and guidance as students engage in assessment and diagnosis of social-emotional, cognitive, learning, and behavioral needs and in consultation with parents and school or community professionals. Advanced doctoral students also gain supervision experience by working collaboratively with beginning level students under the supervision of the Clinic Supervisor. The Clinic also offers ongoing research opportunities for graduate students and faculty. The Practica I experience extends over 4 quarters.

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

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

## **Practica II**

### ***Practica II Description***

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

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

### ***Practica II Requirements***

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

Written formal evaluations of a student's Practicum performance objectives and goals, current competencies, and areas in need of further improvement are completed at the midpoint and at the end of Field Practicum by both the Field Supervisor and the student (self-assessment). These evaluation results are then shared with the University faculty who will assign a grade and determine a student's

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

## School Psychology Internships

### *School Psychology Internship Description*

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

Numerous approved School Psychology Internship sites are located in the metropolitan Denver area, surrounding communities, or nationally. Students identify a preferred Internship site and must confirm that the site meets all Program expectations and standards outlined by NASP, DEC, and CDE, including appropriately credentialed supervisors. An Internship Supervision Memorandum letter outlining University, Field Supervisor, and student roles and responsibilities must be signed and approved by the Program Director before a student begins an Internship placement. Acceptance of an Internship placement is considered binding and students who break such an agreement are considered to be in violation of professional standards except under extenuating circumstances.

Note: Ph.D. degree students must successfully complete a doctoral dissertation proposal before applying for an Internship.

### *School Psychology Internship Requirements*

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

University faculty member. Internship students must submit monthly and quarterly time sheet logs to their University Supervisor and must participate in quarterly discussion seminars with the University Supervisor and other Internship students. These group online discussion sessions are used to share and review professional activities and issues. At the beginning of Internship, students collaborate with their Field and University Supervisors to outline professional goals and activities.

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

### ***Internship Registration Policy***

Students are required to complete a year-long internship as part of the course requirements to complete the Ed.S. and School Psychology Ph.D. Per program requirements, students must register for CFSP 4355 Internship for fall, winter, and spring quarters of the internship year. Students will continue to register for internship credit each quarter that they are on internship. Students are required to do as follows:

You must obtain program approval every academic quarter for clearance to register for the field experience course (CFSP 4356) by contacting Nora McPherson ([nora.mcpherson@du.edu](mailto:nora.mcpherson@du.edu)) who will confirm that you are eligible for field experience registration. She will contact you via email once she has determined that you are eligible to register for CFSP 4356.

You must then register for CFSP 4356 School Psych Field Experience EVERY academic quarter during your internship. This is listed in the regular course offerings for CFSP students. You will need to go online and register yourself each academic quarter (fall, winter, and spring) to reflect that you are involved in the off-campus field experience. This course looks like a regular course but it is not graded. Once you register for this course, CFSP 4356 School Psych Field Experience, you will be “flagged” as a full time student even though you have only 1 credit for that quarter (recall that you must register for CFSP 4355 each quarter as well). You will be required to pay the necessary DU fees associated with this course.

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

Doctoral students who complete the year-long internship prior to successfully defending their dissertation must register for CFSP 5995 for EACH academic quarter until they successfully complete and defend their dissertation at a minimum of 1 credit hour per fall, winter, and spring quarters (i.e., during

the academic year) as per the MCE Continuous Enrollment Policy. So please register for CFSP 5995 as required once you have completed the internship phase of your doctoral program.

IF you are receiving financial aid while working on your dissertation and/or you wish to defer any potential loan repayments, you must also register for the DU Graduate Studies Continuous Enrollment. You must first complete the CE Approval form (found here:

<http://www.du.edu/media/documents/graduates/ceproceduresform.pdf>) with signatures from your advisor and department chair. Once you have been approved you will need to register online for CENR 5600 EACH academic quarter until you successfully defend and complete your dissertation. If financial aid issues are not concerns for you while working on your dissertation, you only need to register for CFSP 5995 each academic quarter until you successfully complete and defend your dissertation at a minimum of 1 credit hour per term.

## Performance-Based Assessment and Accountability

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

### Program Performance Evaluation

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

### Student Performance Evaluation

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



presentation skills; or other appropriate remedial actions. All students must successfully complete a summative comprehensive examination at the end of their degree program to gauge attainment of professional knowledge and competencies. In addition to the previously described review process, school psychology student progress is measured in each of the NASP Standard II Domains.

## Annual Review

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

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

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

## Annual Review Process

A student's progress in the program is evaluated each year based on a holistic review of critical performance expectations captured through the Annual Review, which contains multiple sources of data and cumulative documents (see Table 2 for overview).

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

## PROGRAM FACULTY

(in alphabetical order)

### Ana Candelaria, Ph.D., Educational Services Clinic Director and Assistant Clinical Professor

303-871-2528 – [Ana.Candelaria@du.edu](mailto:Ana.Candelaria@du.edu) – KRH 146

Dr. Candelaria received her PhD from the University of Denver. She began her career as a preschool teacher and coach of sports camps for young children. She worked at the Fisher Early Learning Center for four years before returning to graduate school to become a school psychologist. Dr. Candelaria worked in Denver Public Schools (DPS) for eight years as a school psychologist, primarily working in high needs schools. During her time in DPS, Dr. Candelaria focused her efforts on home-school partnerships and positive behavior interventions and supports. She coordinated the Parent-Teacher Home Visit program at her elementary school and also chaired the Positive Behavior Intervention Support team. She implemented a school-based mentoring program and introduced restorative justice interventions to her school as an alternative to traditional discipline measures. Dr. Candelaria also worked for the Volunteers in Partnership program at DU from 2005-2012, where she supervised undergraduate students and facilitated a seminar for first-year students. Her research interests include: Latino family involvement, cultural narratives, home-school partnerships, resiliency in children, and restorative justice approaches to school discipline. Dr. Candelaria enjoys spending time with her family, reading, practicing yoga, playing sports, and exploring nature.

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

303-871-2961 – [chazel@du.edu](mailto:chazel@du.edu) – KRH 256

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

### Gloria E. Miller, Ph.D., Professor

303-871-3340 – [glmiller@du.edu](mailto:glmiller@du.edu) – KRH 254

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

serves on several journal editorial boards, was an Associate Editor for the *Journal of Educational Psychology*, and has co-directed several national research and personnel preparation grants from the U.S. Department of Education that provides specialized fellowship training in Early Childhood and Traumatic Brain Injury.

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

### **Sharolyn Pollard-Durodola, Ph.D., Morgridge Endowed Associate Professor**

303.871.3352 -- [Sharolyn.Pollard-Durodola@du.edu](mailto:Sharolyn.Pollard-Durodola@du.edu) -- KRH 255

Sharolyn's scholarship attends to the prevention and intervention of language and literacy difficulties (Spanish/English) among students with identified disabilities or at risk of later academic difficulties. Central to her scholarship is an interest in developing intervention curricula that build on validated instructional design principles, evaluating their impact on the language and reading development of struggling readers (Spanish/English), and investigating how to improve the teaching quality of language/literacy practices of teachers of young English language learners (ELLs) and non-ELLs who are at risk for reading difficulties. She has received grants from the Institute of Education Sciences and the Mexican American and U. S. Latino Research Center. In 2010, she was named a Mexican American and U. S. Latino Research Center Fellow. Dr. Pollard-Durodola has published in peer-reviewed journals such as *Exceptional Children*, *Journal of Research on Educational Effectiveness*, *The Elementary School Journal*, *Language Speech and Hearing Services in Schools*, and the *Bilingual Research Journal*. She has co-authored one book, *Dynamic vocabulary read-aloud strategies for English learners: Building language and literacy in the primary grades* and two commercial intervention curricula: *SRA Intervención Temprana de Lectura* and *Vocabulary power: Grade 3 and 4* for speakers of African-American vernacular English. Prior to joining the University of Denver, she served as an Associate Professor in the Bilingual Education Program in the Department of Educational Psychology at Texas A&M University. Dr. Pollard-Durodola has also served as Assistant Professor of Pediatrics at the Center for Academic and Reading Skills, University of Texas – Houston Medical School where she was responsible for overseeing two projects (Classroom Observations, Prevention of Reading Difficulties for ELLs) in the NICHD funded grant, "Oracy/Literacy Development in Spanish-Speaking Children".

### **Karen Riley, Ph.D., Associate Professor and Dean**

303-871-7874 – [kriley@du.edu](mailto:kriley@du.edu) – KRH 363

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

## CFSP COURSE DESCRIPTIONS

### CFSP 4301 - Professional and Ethical Issues in Education

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

3.000 Credit hours

### CFSP 4302 - Legal Issues in Education

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

2.000 Credit hours

### CFSP 4303 - Risk, Resiliency & Prevention

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

3.000 Credit hours

### CFSP 4304 - Diversity in School and Community Settings

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

3.000 Credit hours

### CFSP 4305 - Exceptional Child: Biomedical & Psycho-Social Aspects

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

3.000 Credit hours

#### [CFSP 4308 - Early Academic Competencies](#)

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

3.000 Credit hours

#### [CFSP 4310 - Infant Development](#)

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

3.000 Credit hours

#### [CFSP 4311 - Child Development](#)

This course provides an overview of the growth and development of the child from conception to twelve years. Attention is given to physical/sensorimotor, cognitive, language, and social-emotional development domains with a focus on typical as well as atypical development. Research and policy are reviewed as it relates to developmentally appropriate practice addressing the whole child and the creation of supportive environmental contexts. Guided observation and individual case work allow for application and integration of developmental theory and practice.

3.000 TO 5.000 Credit hours

#### [CFSP 4312 - Learning Application and Analysis](#)

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

3.000 Credit hours

#### [CFSP 4315 - Professional and Ethical Issues in Early Childhood Special Education](#)

This course provides students with an understanding of the role of an Early Childhood Special Educator Specialist and serves as the foundation for students who are interested in pursuing this as a profession. This includes the profession's ethical and professional practice standards, and understanding of the multiple roles and complex situations across wide age and developmental

ranges. This course also covers the historical laws and legal issues associated with the profession. The course also highlights why special educators engage in professional activities and learning communities that benefit individuals with developmental issue and their families, colleagues, and their own professional growth. This course promotes the idea that special educators are lifelong learners and regularly reflect on and adjust their practice.

3.000 Credit hours

#### [CFSP 4320 - Infant Assessment](#)

This course is designed to teach students how to assess infants using a variety of standardized and non-standardized methods. The entire assessment process including screening, evaluating, writing results, and interpreting the results to families and to professionals are addressed. Tests are examined with consideration for when and why specific instruments should be used.

Students are trained in-depth in the administration and interpretation of a variety of instruments for assessment of cognitive, language, social-emotional and motor development. Prerequisite:

CFSP 4310

3.000 Credit hours

#### [CFSP 4322 - Psycho-Educational Assessment I](#)

This course is one of two required courses designed to provide students in School Psychology with expertise in individual intelligence and achievement test administration, scoring, interpretation, and report writing. Each student has an opportunity to administer various cognitive and achievement measures, with particular emphasis on the Wechsler Scales.

Contemporary issues pertinent to the assessment of intelligence are covered. Emphasis is placed synthesizing and integrating information from cognitive and achievement assessment with other sources to produce effective educational recommendations. In addition, the role of these tools in the special education qualification process is highlighted. Important issues regarding the use of such tests are discussed, as well as the use of tests in schools and clinical practice. The focus of the class is primarily on the assessment of school-aged children. Lab fee required.

4.000 Credit hours

#### [CFSP 4323 - Psycho-Education Assessment II](#)

This course is the second of two required courses designed to provide students in School Psychology with expertise in individual intelligence and achievement test administration, scoring, interpretation, and report writing. Each student has an opportunity to administer various cognitive and achievement measures, with particular emphasis on the Woodcock Johnson Scales. Nontraditional forms of assessment, as well as adaptive behavior measures, are also covered.

Integrating results of assessments with other data to provide effective educational recommendations continues to be an emphasis. The focus of the class is on the assessment of school-aged children. Lab fee required.

4.000 Credit hours

#### [CFSP 4324 - Social-Emotional Assessment](#)

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

assessment of children's social emotional functioning. Lab fee required.

4.000 Credit hours

#### [CFSP 4326 - Preschool Assessment](#)

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

Prerequisites: CFSP 4311 and CFSP 4320.

3.000 Credit hours

#### [CFSP 4330 - Family-School Partnering and Consultation](#)

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

3.000 Credit hours

#### [CFSP 4332 - Classroom Management and Consultation](#)

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

4.000 Credit hours

#### [CFSP 4335 - Infant & Family Interventions](#)

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

3.000 Credit hours

#### [CFSP 4336 - Preschool Interventions](#)

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

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

3.000 Credit hours

#### [CFSP 4337 - School-Age Academic Competencies](#)

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

4.000 Credit hours

#### [CFSP 4338 - Low-Incidence Disability and Intervention](#)

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

3.000 Credit hours

#### [CFSP 4339 - Introduction to Play Therapy](#)

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

3.000 Credit hours

#### [CFSP 4340 - Counseling Children and Adolescent](#)

This course provides students with counseling theory and practice strategies related to contemporary, empirically validated approaches to improve interpersonal, emotional and social



functioning in young children to adolescents. Students review and develop skills necessary to conduct professional, developmentally informed and theoretically driven individual and group mental health intervention in school and community settings. Students participate in an initial supervised counseling experience with a child or adolescent as a prerequisite experience during their supervised advance practicum. (Permission of Instructor).

4.000 Credit hours

#### [CFSP 4342 - Crisis, Intervention and Prevention](#)

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

3.000 Credit hours

#### [CFSP 4343 - Group Counseling Children and Adolescents in School Settings](#)

This course is designed to give students an introduction to group theory, research, and practice. It focuses on group theory and research as is relevant to children and adolescents in school settings, but also provides instruction and experiences in a variety of group techniques. The course is designed for students in counseling psychology, school psychology, and other related fields who work with children and adolescents in a school group context. This course aims to define therapeutic groups broadly within a school setting. Prerequisites: admission in a school or clinical licensure program; CFSP 4340 or equivalent.

4.000 Credit hours

#### [CFSP 4349 - Practica I](#)

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

1.000 TO 4.000 Credit hours

#### [CFSP 4353 - Practica II](#)

This is a 300-500 hour supervised field experience taken after the successful completion of core courses and Practica I experience. Practica is considered a critical professional transition year to help consolidate learning and professional competencies in preparation for a subsequent Internship. Students work throughout the year with Clinic Faculty and a licensed Field Supervisor within the University of Denver psycho-educational clinic and infant, preschool, elementary, middle or high school settings and also attend weekly Practicum seminars or individual supervision sessions with a University Faculty member. Supervision is designed to provide ongoing professional feedback, case analysis, peer consultation, continued professional development pertinent to the successful practice of School Psychology in urban and rural settings.

1.000 TO 6.000 Credit hours

### CFSP 4355 - School Psychology Internship

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

1.000 TO 6.000 Credit hours

### CFSP 4356 - School Psychology Field Experience

Part-time, 20-hour-per-week or full-time, 40-hour-per-week supervised advanced School Psychology field experience in a public or private school or community setting. Students register for 4 credit hours for half-time enrollment or for 8 credit hours for full-time enrollment. This course is not graded. Advanced standing in the program and 600 or 1200 hours of internship experience is required. Department approval is required for registration. Must be registered with CFSP 4355.

4.000 OR 8.000 Credit hours

### CFSP 4361 - Seminar: CFSP Supervision

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

1.000 TO 2.000 Credit hours

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

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

3.000 Credit hours

### CFSP 4991 - MA Independent Study

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

1.000 TO 10.000 Credit hours

### CFSP 4992 - Directed Study

1.000 TO 10.000 Credit hours

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

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

1.000 TO 10.000 Credit hours

### CFSP 4XXX - CFSP Transfer

1.000 TO 10.000 Credit hours

### CFSP 5991 - PhD Independent Study

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

1.000 TO 10.000 Credit hours

### CFSP 5992 - Directed Study

1.000 TO 10.000 Credit hours

### CFSP 5995 - Dissertation Research

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

1.000 TO 20.000 Credit hours

### Other Program Courses

### CNP 4641 - Adolescent Development

Physical, cognitive, emotional, social, and moral development in adolescents with emphasis on interaction of various aspects of development within an environmental context; focus on normal development with exploration of special problems of adolescents, e.g., substance abuse, teenage pregnancy, eating disorders and delinquency; critical study, and discussion of literature on adolescence and interviews with adolescents.

3.000 Credit hours

## PROGRAM, COLLEGE, AND UNIVERSITY RESOURCES

### Child, Family, and School Psychology Student Association

The Child Family and School Psychology Student Association (CFSPSA) is composed of CFSP students across cohorts as well as a faculty advisor that attends the majority of meetings. The association meets at least once a month to discuss issues relevant school psychology as a whole, as well as specifically to the CFSP program. The CFSPSA's tasks include: planning CFSP social events, helping to coordinate professional conference attendance, and brainstorming about how to best support CFSP students throughout the program. All CFSP students can attend the meetings and are encouraged to become involved in any way that they can. Typically through the student association, student mentors in the second and third year program are assigned to first year students. Further, each year there are opportunities to be elected as specific positions within the association (e.g. president, treasurer, social chair, representatives to NASP, representatives to COESA, representatives to GSAC, and a faculty liaison). Please view the CFSP portfolio at

<http://portfolio.du.edu/CFSPSA> for more information.

### Counseling and Educational Services Clinic

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

school-based, educational assessment clinic services and supervises all CFSP students taking their Psychoeducational Clinic Practicum class.

## Disability Services Program (DSP)

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

## Financial Aid

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

## Fisher Early Learning Center

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

Through partnerships with families and communities, and a commitment to professional development, Fisher will serve as the model for high quality care and education that results in creating an optimal learning environment where all children achieve their full potential.

For more information about the FELC visit their website: <http://www.du.edu/fisher/>. Also, see Appendix J for the Observation policy and form.

## Morgridge College of Education Computer Lab

The computer lab in Katherine A. Ruffatto Hall is located in Room 210. Hours are posted by the door. Microsoft Office Suite 2007 which includes Access, Excel, FrontPage, Internet Explorer, PowerPoint, Publisher, and Word are on all lab computers. In addition, SPSS, Mozilla, Adobe Acrobat Reader, and Windows Media Player are installed along with many MCE course-specific software titles. For questions about specific software titles, please call 303.871.3222.

## Morgridge College of Education Student Association (COESA)

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

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

- Manage and distribute monies received through the Graduate Student Association Council.
- Promote community within the MCE.
- Augment the graduate experience for students in the MCE.

To obtain a COESA Membership form, contact the COESA faculty advisor, as noted on the COESA Portfolio site. For more information about the latest COESA activities and news please visit the COESA Portfolio site at:

<https://portfolio.du.edu/pc/communityport?uid=12344>

## Psychoeducational Assessment Library (PAL)

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

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

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

## Ricks Center for Gifted Children

The mission of Ricks Center is to provide a dynamic and challenging educational environment that anticipates and responds to the individual intellectual, social, emotional, physical, aesthetic, and cognitive needs of gifted children.

Gifted children have the right to an educational environment that meets their unique and challenging needs. When compared with children their age, these students display advanced abilities in general intellectual aptitude, which may be exhibited in specific domains such as creativity, language, mathematics, or science. Gifted children have the ability to learn at faster rates and in greater depth, to find and solve problems more readily, and to understand, manipulate, and connect abstract or seemingly unrelated ideas. These abilities, combined with their intellectual curiosity, emotional intensity, moral sensitivity, playful creativity, and unique learning styles engender the need for a differentiated educational program.

For more information about the Ricks Center visit their website: <http://www.du.edu/ricks/>

## Technology Support and Services

The technology team is housed in the Katherine A. Ruffatto Hall building. They are available to provide technical help in the computer lab and classrooms Monday through Saturday. Call 303.871.3222. Students and faculty may also request assistance from the UTS Helpdesk by calling 303.871.4000.

### Student policy for booking study and meeting spaces

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

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

Larger rooms are used heavily by faculty for classes, faculty meetings, and dissertation/thesis defenses and are not available for student scheduling. If you are interested in scheduling a room for studying or to meet with a small group please use the following link: <https://25live.collegenet.com/du/>. Once on the main page, click on Sign In and then logon using your DU credentials. It is very important that you fill out every field within the form or the system will refuse your request. Although this appears to be a completely automated system it does require human management, as a result requests are not processed immediately so please plan ahead.

Once you have requested a room you will receive an email stating the request has been received – this is not the confirmation. The confirmation will come in a separate email message. If you have to cancel a reservation you will need to send an email to [mce.support@du.edu](mailto:mce.support@du.edu), as the cancellation cannot be completed online.

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

### Student Laptops

For the student's personal computers, University Technology Services (UTS) can assist students via phone, email, in person or online. UTS provides phone assistance at 303.871.4700 or walk-in assistance at the University Technology Services Help Center located in the Anderson Academic Commons <http://www.du.edu/uts/helpdesk/>.

### Technology Training

University Technology Services (US) offers various training and events to accommodate the specific needs of DU students. Their goal is to help students become familiar with various software applications, the University Internet, user login and email use, and course resources such as Blackboard and Canvas. Courses are available free of charge to all students who have a DU ID number.

### Equipment Check-Out Program

The Morgridge College of Education provides our students with an Equipment Check-Out Program. Equipment available includes: laptops, MAC adaptors, video cameras, digital audio recorders, and transcription machines along with many other miscellaneous devices. This program was designed for students to use in order to complete equipment requirements for various courses. The resources are housed in the MCE computer lab room # 210 and can be checked out from the technology staff. Technology staff members are available to help train you on how to use the equipment and make suggestions on what equipment will best suit your needs.

Morgridge College of Education students may check out equipment for a maximum of 3 days. If not returned after 3 days, the student will be charged \$20.00 per day until the item is returned. In the event that the equipment is not returned, the MCE Technology Department can withhold the student's diploma until the matter is settled. The Technology Department also reserves the right to no longer check equipment out to students who fail to abide by these policies. In order to gain access to this equipment, your DU identification number, department, phone number and a return date for all items is required.

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

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

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

<b>CORE KNOWLEDGE BASE AND FOUNDATIONS</b>		<b>T = 20</b>	
	Developmental and Psychological Foundations	Credits	Completed
CFSP 4304	Diversity in School and Community Settings	3	F
CFSP 4310	Infant Development	3	F
CFSP 4311	Child Development	3	W
CFSP 4312	Learning Application and Analysis	3	W
CFSP 4305	Exceptional Child	3	W
CNP 4641	Adolescent Development	3	S
	Required Credits	18	
	Legal, Ethical and Professional Foundations		
CFSP 4302	Legal Issues in Education	2	S/Sum
	Required Credits	2	
<b>PROFESSIONAL SKILLS AND TRAINING</b>		<b>T = 21</b>	
	Evaluation and Assessment		
CFSP 4301	Professional and Ethical Issues in Education	3	F
CFSP 4322	Assessment I	4	S
CFSP 4323	Assessment II	4	Sum
RMS 4900	Educational Measurement	4	Sum
	Required Credits	15	
	Collaborative Consultation with Families and Schools		
CFSP 4308 or 4336	Early Academic Competencies or Preschool Interventions	3	W/S
CFSP 4337	School-Age Academic Competencies	4	S
	Required Credits	7	
<b>APPLIED COURSEWORK</b>		<b>T = 4</b>	
	Applied Courses		
CFSP 4349	Practica I (taken over 3 quarters)	3	F, W, S
	Applied Project/Capstone	PASS	S
	Required Credits	3	
	Total Minimum Credits	45	
M.A. DEGREE	CREDITS/ SCORE	SIGNATURE	DATE
Program Requirements			
Transfer Credits			
Comprehensive Project			

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

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



## Appendix B: Ed.S. Coursework Plan

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

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

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

	Collaborative Consultation with Families and Schools	Credits	Completed
CFSP 4330	Family-School Partnering and Consultation	3	2-S
CFSP 4332	Classroom Management & Consultation	4	2-W
	Required Credits	7	
<b>APPLIED COURSEWORK</b>		<b>T = 10</b>	
	Applied Courses		Completed Year/Qtr
CFSP 4349	Practica I	7	1-F, W, S
CFSP 4353	Practica II	6	2-F, W, S
	Minimum Required Credits	7	
	Culminating Field Experience		
CFSP 4355	School Psychology Ed.S. Internship (1200 hrs one year full-time or two years half-time)	3	3-F,W,S
	Required Credits	3	
	Final Assessment		
	Praxis II/NASP Exam (score of 165 or greater)	PASS	2-Sum
	Total Minimum Credits	90	
<b>ED.S. DEGREE GENERALIST</b>	<b>CREDITS/ SCORE</b>	<b>SIGNATURE</b>	<b>DATE</b>
Program Requirements			
Transfer Credits			
Internship Completed			
Official Praxis II/ CO NASP Passing Score			

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

# Appendix C: Ed.S. with Concentration in Early Childhood Special Education Coursework Plan

## Handbook Year: \_\_\_\_\_

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

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

CORE KNOWLEDGE BASE AND FOUNDATIONS			T = 29
	Developmental and Psychological Foundations	Credits	Completed-Yr/Quar
CFSP 4304	Diversity in School and Community Settings	3	1-F
CFSP 4310	Infant Development	3	1-F
CFSP 4311	Child Development	3	1-W
CNP 4641	Adolescent Development	3	1-Sum
	Required Credits	12	
	Learning Theory, Educational Foundations, and Special Education		
CFSP 4305	Exceptional Child	3	1-S
CFSP 4312	Learning Application and Analysis	3	1-W
CFSP 4338	Low Incidence Disabilities and Interventions	3	2-S
	Required Credits	9	
	Legal, Ethical, and Professional Foundations		
CFSP 4301	Professional and Ethical Issues in Education	3	1-F
**CFSP 4315	Prof and Ethical Issues in ECSE	3	1-F
CFSP 4302	Legal Issues in Education	2	1-W
	Required Credits	8	
PROFESSIONAL SKILLS AND TRAINING			T = 60
	Research, Measurement, Program Evaluation, and Technology	Credits	Completed
RMS 4910	Introductory Statistics	5	1-Sum
CFSP 4363	CFSP Program Development and Evaluation	3	2-S
	Required Credits	8	
	Individual Evaluation and Assessment		
CFSP 4320	Assessment of Infants	3	1-S
CFSP 4326	Preschool Assessment	3	1-Sum
CFSP 4322	Psychoeducational Assessment I	4	1-S
CFSP 4323	Psychoeducational Assessment II	4	1-Sum
CFSP 4324	Social-Emotional Assessment	4	2-F
	Required Credits	18	
	Prevention, Wellness Promotion, Counseling, and Crisis Intervention	Credits	Completed
CFSP 4303	Risk, Resiliency, and Prevention	3	2-F
CFSP 4308	Early Academic Competencies	3	1-W
CFSP 4337	School-Age Academic Competencies	4	1-S
**Option	Differentiated Learning course	3	anytime
**CFSP 4335	Infant & Fam. Intervention	3	1-Sum
CFSP 4340	Counseling Children and Adolescents	4	2-W
CFSP 4342	Crisis Intervention and Prevention	3	2-W
CFSP 4336	Preschool Interventions	3	1-F
CFSP 4343	Group Counseling in the Schools	4	2-F
	Required Credits	30	

	Collaborative Consultation with Families and Schools	Credits	Completed
CFSP 4330	Family-School Partnering and Consultation	3	2-S
CFSP 4332	Classroom Management & Consultation	4	2-W
	Required Credits	7	
<b>APPLIED COURSEWORK</b>		<b>T = 15</b>	
	Applied Courses		Completed Year/Qtr
CFSP 4349	Practica I	4	1-F, W, S, Sum
CFSP 4353	Practica II	3	2-F, W, S
**CFSP-4357	Early Childhood Practicum (minimum 1 credit)	1	1-W, S, or Sum
	Minimum Required Credits	8	
	Culminating Field Experience		
CFSP 4355	School Psychology Ed.S. Internship (1200 hrs. one year full-time or two years half-time)	3	3-F,W,S
	Required Credits	3	
	Final Assessment		
	Praxis II/NASP Exam (score of 165 or greater)	PASS	2-Sum
	Total Minimum Credits	103	
<b>ED.S. DEGREE GENERALIST</b>		<b>CREDITS/ SCORE</b>	<b>SIGNATURE</b>
Program Requirements			
Transfer Credits			
Internship Completed			
Official Praxis II/ CO NASP Passing Score			

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

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

\*\* = Courses for Concentration

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

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

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

CORE KNOWLEDGE BASE AND FOUNDATIONS				T=15
	Developmental and Psychological Foundations	Credits	Quarter Offered	Completed
CFSP 4304	* Diversity in School and Community Settings	3	F	
CFSP 4310	* Infant Development	3	F	
CFSP 4311	* Child Development	3	W	
CFSP 4312	* Learning Application and Analysis	3	W	
CNP 4641	* Adolescent Development	3	S	
	Required Credits	15		
PROFESSIONAL SKILLS AND TRAINING				T=95
	Research, Measurement, Program Evaluation, and Technology	Credits	Quarter Offered	Completed
RMS 4951**	Introduction to Qualitative Research	4		
RMS 4930**	Empirical Research Methods	3		
RMS 4910**	Introductory Statistics	5		
Research Courses	<i>See Table 3: MCE PhD Research Course Sequence</i>			
	Intermediate Level (Minimum 8 hours)			
CFSP 4364	Single Case Research Design	3		
RMS 4942	Qualitative Data Collection and Analysis	4		
RMS 4921	Psychometric Theory	3		
RMS 4932	Meta-Analysis	2		
RMS 4931	Survey Design and Analysis	3		
RMS 4911	Correlation and Regression	4		
RMS 4912	Analysis of Variance (ANOVA)	5		
RMS 4959	Topics in Research Design	3		
SOWK 5402	Qualitative Research Methods	4		
SOWK 5405	Qualitative Data Analysis	4		
STAT 4810	Nonparametric Statistics	4		
	Advanced Level (Minimum 3 hours)			
RMS 4951	Mixed Method Research Design	4		
RMS 4929	Topics in Psychometrics	3		
RMS 4922	Item Response Theory	3		
RMS 4914	Structural Equation Modeling	5		
RMS 4913	Multivariate Analysis	5		
RMS 4919	Topics in Statistics	3		
RMS 4915	Hierarchical Linear Modeling	3		
RMS 4916	Latent Growth Curve Modeling	3		
RMS 4945	Community-Based Research	4		
RMS 4946	Ethnography Research	4		
RMS 4947	Arts-based Research	3		
	Dissertation			
CFSP 5995	Dissertation Research	10+		
	Required Credits	35 min.		
	Learning Theory, Educational Foundations, and Special Education Leadership			

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

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

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

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

Date: \_\_\_\_\_

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

Date: \_\_\_\_\_

*\*Courses are also required for the Ed.S. degree*

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

## Appendix E: Ph.D. Pathway for Ed.S. Professionals Coursework Plan

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

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

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



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

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

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

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

# Appendix F: CHECKLIST OF DISSERTATION COMPLETION TASKS and FORMS

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

- Pass Oral Defense 3 weeks prior to graduation date
- Revisions Completed, Approved/Signed by Dissertation Director
- Give Revised Copies of Dissertation to Oral Defense Committee Chair and Committee
- All Holds, Incompletes, Parking Tickets, Fees Fulfilled
- Final Copies and Forms to Office of Graduate Studies/Electronic Submission
- Attend MCE Academic Hooding Ceremony, MCE Graduate Reception, & DU Ph.D.
- Dinner or Luncheon / Reception
- Graduation

## Appendix G: Cumulative Evaluation Form

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

# Appendix H: Professional Work Characteristics Development Annual Review

Rev. 05/12

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

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

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

Ratings

1-Below expectations: Improvement needed to reach appropriate competency level for year in program

2-Meets expectations: Exhibits level of competency appropriate for year in program.

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

Please describe one or more incidents that you feel demonstrate your respect for human diversity or need for improvement.		
Oral Communication – expresses self orally in a clear and organized manner.	Self	Fac.
Please describe one or more incidents that you feel demonstrate your ability or struggle to communicate orally.		
Written Communication – expresses self in writing in a clear and organized manner.	Self	Fac.
Please describe one or more incidents that you feel demonstrate your ability or struggle to communicate in writing. If rated below expectations by faculty, devise improvement or remediation plan.		
Attending/Listening Skills – listens attentively; attends to important communications.	Self	Fac.
Please describe one or more incidents that you feel demonstrate your attending/listening abilities or struggles.		
Interpersonal Relations – relates effectively with colleagues, faculty, supervisors and clients.	Self	Fac.

Please describe one or more incidents that you feel demonstrate your interpersonal relationship abilities or challenges.

Adaptability/Flexibility – adapts effectively to demands of situation; exhibits flexibility in face of change.

Self

Fac.

Please describe one or more incidents that you feel demonstrate your adaptability and flexibility or rigidity.

Ethical Responsibility -

Self

Fac.

Please describe one or more incidents that you feel demonstrate your understanding or lack of understanding of the above systems.

**\*\* Ph.D. Students Only - Fill out the remainder of the form below.**

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



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

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

# Appendix I: Procedures/Checklist for Recording Video and Audio in Pre K- 12 Schools and Classrooms

## School/School District Permission

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

## Parental Permission

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

## Prospective Teacher Confidentiality Affidavit and Agreement

- Complete and sign “Third Party Affidavit”
- Give one copy to Mentor Teacher
- Keep one copy for your records, give one copy to your DU Advisor

## Audio/Video Storage/Distribution

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

DU Student Name	Signature	Date

## Parental Permission Form to Audio/Video Record Students

Dear Parents,

Your school is partnered with the Child, Family, and School Psychology program at the University of Denver. Your child's classroom hosts a CFSP prospective school psychologist working with students under the supervision of your child's classroom teacher. Throughout the year, as a tool for becoming an effective school psychologist, the student will collect audio/video samples of his/her interactions.

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

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

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

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

---

Child's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

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

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

Parent's/Legal Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's/Legal Guardian's Printed Name \_\_\_\_\_ Phone number: \_\_\_\_\_

Please return this form by (date): \_\_\_\_\_

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

**Prospective School Psychologist Confidentiality Affidavit and Agreement**

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

DU Student Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

[SCHOOL/SCHOOL DISTRICT PERMISSION FORM]

[PRINTED ON SCHOOL DISTRICT'S LETTERHEAD]

[DATE]

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

RE: CFSP Program Videotaping

To: University of Denver, Morgridge College of Education:

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

Classroom	Grade	Teacher

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

Sincerely,

[INSERT AUTHORIZED PERSONNELS NAME (E.G., SCHOOL PRINCIPAL, DIRECTOR, ETC.)]

[INSERT TITLE]

## **Appendix J: Fisher Early Learning Center Observation Policy**

The Morgridge College of Education is happy to host students in the Fisher Early Learning Center, the Institute for Child and Family Studies, and the PLAY Clinic for purposes of observation, practicum, fieldwork, and research. Our goal is to provide quality programs, as well as give students an opportunity to gain knowledge and skills through observing and interacting with all of our children, families, and staff. In order to do so, we need to coordinate and monitor all of the activities of students involved in our programs.

### **Submission of Application**

Prior to placement of students at the Fisher Early Learning Center, supervising faculty need to submit an Application for Participation to the Fisher Administration. These applications may be obtained from the directors and should be submitted in the quarter prior to the anticipated start of the project. Any necessary documentation including permissions forms needed for parental consent will be attached to the application at the time of submission.

### ***Review of Application***

The Application will be reviewed in a timely manner to determine whether or not appropriate sites are available to the students and to ensure that no one classroom is overwhelmed with additional people and requests. The applicant will be notified of availability of approval within two weeks of the request.

### ***Supervision of Students***

Faculty placing students at Fisher must agree to monitor the students on a regular basis during the time they are at Fisher. If issues arise, a meeting between involved parties will be requested and should include the student, the student's faculty supervisor, and involved staff from the College of Education or the Fisher Early Learning Center, as is appropriate.

### **Steps for application for participation at Fisher Early Learning Center**

1. Obtain and submit application materials from the Associate Director.
  2. CTRT decision on application and conditions of approval will be communicated by the Associate Director within two weeks of submission.
  3. If accepted, conditions of acceptance must be met and an orientation session must be attended with the Associate Director before any activities begin. (This is only necessary for faculty new to Fisher.)
  4. Submit a weekly log of activities to Associate Director.
- Director of Fisher: Rebecca Tankersley, telephone # 303-871-7804, Rebecca.tankersley@du.edu
  - Associate Director of Fisher: Hema Visweswaraiah, telephone # 303-871-2772, Hema.Visweswaraiah@du.edu

**FISHER EARLY LEARNING CENTER  
APPLICATION FOR PARTICIPATION**

Date: \_\_\_\_\_

Student/Faculty requesting participation: \_\_\_\_\_

Department/University: \_\_\_\_\_

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

Phone: \_\_\_\_\_ FAX: \_\_\_\_\_ e-mail: \_\_\_\_\_

Purpose of Project:

- \_\_\_ Observation#
- \_\_\_ Fieldwork
- \_\_\_ Practicum
- \_\_\_ Research\*\*

Desired Ages for the project:

- \_\_\_ Infant (0 to 18months)
- \_\_\_ Toddler (18 months to 3 ½ years)
- \_\_\_ Preschool (3 ½ to 5 years)

#Observation: The application for student observations should be completed by the instructor of the class.

Title of Project: \_\_\_\_\_

Project Objectives: (What is the purpose? How does this relate to your goals?)

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Project Outcomes: (How will project be evaluated? What is the final product?)

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Time required per week: \_\_\_\_\_

Requirements for the project (e.g. room materials, teacher time, space):

\_\_\_\_\_

Project begins: \_\_\_\_\_ Project ends: \_\_\_\_\_

Responsible Faculty Supervisor\*: \_\_\_\_\_

Faculty E-mail/Telephone: \_\_\_\_\_

Signature of Faculty Supervisor \_\_\_\_\_

\* Attach a brief signed faculty support letter for this project.

\*\* Attach signed Human Subject Approval Form (IRB) from your institution.

\*\*\* Attach a parent permission form for any request that involves removing a child from the classroom and/or practicing assessment or intervention strategies.

**FISHER EARLY LEARNING CENTER  
RESPONSE TO APPLICATION FOR PARTICIPATION  
(To be completed by Fisher administration.)**

Date of review \_\_\_\_\_

Title of Project \_\_\_\_\_

Person requesting participation \_\_\_\_\_

Your request has been reviewed. Your request was:

\_\_\_\_\_ Denied \_\_\_\_\_ Pending (further information required) \_\_\_\_\_ Approved



Reason for Denial: \_\_\_\_\_

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Reason for Pending: \_\_\_\_\_

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Conditions of Approval: \_\_\_\_\_

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Approved \_\_\_\_\_ beginning date until \_\_\_\_\_ ending date

Please contact Hema Visweswaraiah at 303-871-7822 at Fisher Early Learning Center to make arrangements for Orientation and Coordination at least two weeks prior to beginning of the project.

# Instructions for signing up for an observation:

## USE PENCIL

#1 Select the age(s) you wish to observe

6 months-1 year Bearsie Bears

1 year-1.5 years Roly Polies

1.5 years-2 years Cowboy Bunnies

2 years-2.5 years Happy Hedgehogs

2.5 years-3 years Moonbears

3 years-3.5 years Friendly Sea Turtles & Purple Coyotes

3.5 years-4 years Royal Ravens & Laughing Butterflies

4 years-5 years Rainbow Fish & Abiyoyos

#2 Referring to the best observation times noted on the calendar by each class, select a one-hour time block to observe.

#3 Using pencil, indicate the time and the first names of the observers. (Example: 10-11am Bob and Kim)

\*\*\*No more than one pair of observers per hour and no more than 3 observations in one day per classroom.\*\*\*

#4 Keep a record of the observation times for yourself.

## Appendix K: Quick Links for Students and Advisors

### Exceptions to Academic Policy/Extension of Program

Refer to Graduate Studies Policy Manual for descriptions of academic exceptions:

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

- The application portal for Academic Exceptions is found in PioneerWeb on the MyWeb tab, Student and Financial aid section.

### Application for Graduation

Application deadlines occur on the first day of the quarter *before* the student will graduate.

- The graduation application portal is found on the MyWeb tab, under Student and Financial Aid in PioneerWeb.

### Application for I (Incomplete) Grade

Form is initiated by student and approved by instructor who will assign an expiration date. All incompletes not changed to grades in one year default to a grade of F.

- This form is found at [http://www.du.edu/registrar/forms/Incomplete\\_application.pdf](http://www.du.edu/registrar/forms/Incomplete_application.pdf)
- Copy goes to Academic Service Associate.

### Application for Independent Study/Directed Study/Dissertation Research

The student initiates this form each quarter. Both the student and the instructor (for independent or directed study) or the student's faculty advisor (for dissertation research) sign it before it is submitted to the Registrar.

- This form is available at <http://www.du.edu/registrar/forms/independentstudy.pdf>

### Continuous Enrollment (CE) Approval Form

The student initiates this form prior to the beginning of fall quarter each year. The student, the student's faculty advisor, and the Department Chair sign it before it is submitted to Graduate Studies for approval.

- This form is found at <http://www.du.edu/media/documents/graduates/ceproceduresform.pdf>.

### **MCE Statement on Cheating/Academic Dishonesty**

These guidelines are provided to work in conjunction with the Citizenship and Community Standards office and other applicable policies and procedures. 6/21/05

In the MCE, we have tried to maintain an atmosphere of student cooperation. As a result, students are often encouraged to work together on a project or to prepare for tests. Students prepare together for exams and often share notes, references, etc. On the other hand, it is and

has been unacceptable in almost any academic setting to use other people's ideas or data without giving them credit. This is called plagiarism and is considered unethical according to the APA (2000) Code of Ethics. As a result, the faculty want to clarify that it is similarly unacceptable to "borrow" another student's work without giving him or her credit. It is often the case that professors use similar or identical assignments from year to year. Usually, this is because they believe the assignments are useful in teaching students a particular concept or skill. Using papers written by others, or parts of papers, materials, and handing it in as your own work is clearly unethical. It is tempting in the guise of friendship to pass on to new students copies of old assignments knowing that a professor will use the same one in future years. It is also tempting for new students to borrow copies of old assignments. Such behavior is, however, unfair to other students who do not have "friends" from whom to borrow assignments, to the student whose work is being "borrowed" without credit, and to the student who is "borrowing" the assignment since they do not have to do the learning involved in working through the assignment on their own. As a result, the faculty will consider such behavior to be cheating. All cases of cheating/academic dishonesty will be reported to the Associate Dean in the Morgridge College of Education to determine if they should be referred to the Office of Citizenship and Community Standards.

Unethical behavior will be considered cause for dismissal at any time during a student's program. Violations of ethical behaviors, code of student conduct, or the honor code are overseen by the Office of Citizenship & Community Standards ([www.du.edu/ccs](http://www.du.edu/ccs)) in conjunction with an appointed DU Conduct Review Board. The Office of Citizenship and Community Standards can be contacted with questions about these policies and procedures at 303-871-4851.

### **III. Examples of Each Kind of Plagiarism**

Most extreme degree of plagiarism (on the graduate level) would include the following:

- Student lifts material from another source without proper documentation on graduate level preliminary exams, theses, or dissertations

Serious forms of plagiarism would include the following (from such actions as appear below, a reasonable inference is an intent to deceive):

1. Student downloads a complete paper from the internet and turns that paper in to the instructor as his or her own
2. Student finds or borrows a paper from another student or a paper file and turns that paper in to the instructor as his or her own
3. Student buys a paper from either an internet source or another student and turns that paper in to the instructor as his or her own
4. Student combines content from multiple sources and does not cite any of the sources; this may also be called "patch" plagiarism
5. Two or more students work together on a project and turn in a final text that duplicates ideas, expressions, organizational patterns, etc.

6. Student cuts and pastes internet sources into an exam or document and hands in these materials as his or her own work
7. Student gives his or her own prose, code, or images to another student, knowing or with good reason to know, that the recipient intends not to cite its sources
8. During an exam, student copies directly from another student's paper (i.e., cheats)

Other plagiarism would include the following (this degree of plagiarism may or may not have an intent to deceive):

1. Student paraphrases someone's work so that words are merely replaced with synonyms and does not cite a source, thinking it unnecessary
2. Student uses a direct phrase or two or whole sentences from a source but does not cite the source, thinking it common knowledge
3. Student relies on another source and follows the unique organization of another's ideas throughout the project but does not cite the source
4. Student forgets to cite a source
5. Because of clerical error, student quotes a source that student later believed to be his or her own product.

#### **IV. Possible Consequences of Each Kind of Plagiarism**

1. For most extreme forms of plagiarism (on the graduate level):

Possible termination and/or expulsion from the University on first offense

2. For serious plagiarism (with intent to deceive):

The faculty member may have the student redo the assignment, may fail the student for the assignment, may fail the student for the course, and/or take some other action as deemed appropriate by the instructor or academic unit. Then the faculty member will turn the documents over to the office of Community and Citizenship Standards (CCS) for further action.

3. Other plagiarism (may or may not have intent to deceive):

- Faculty member will handle the situation with a student. The consequences may include the following:
  - Having the student re-write the assignment
  - Failing the student on the assignment
- Faculty member may recommend the case to the appropriate venue within his or her academic unit. The consequences may include the following:
  - Recommendation that student re-write the assignment
  - Recommendation that student fail the assignment
- Faculty member may turn the student work into CCS for purposes of maintaining a data base. Faculty member may request "no further action" on the part of the CCS.

- Faculty member may request "action" on the part of the CCS.

## **Appendix L: Dissertation, Doctoral Research Project, Master's Thesis Plagiarism Prevention Policy**

Approved by MCE Faculty Governance on September 9, 2014

The University of Denver has a very clear policy regarding plagiarism. Plagiarism, as a concept, can be somewhat confusing for students. In an effort to increase clarity regarding the definition and operational implications of plagiarism as well as to protect the individual students as well as the Morgridge College of Education we will be instituting a policy related to culminating written projects, which include dissertations, doctoral research projects (EdD students only), and master's theses.

Prior to submission for review students will be responsible for using the *Turnitin*, which is a plagiarism-prevention service, to check the document for plagiarism. The process will be as follows:

1. The student completes the project.
2. The student runs the document through *Turnitin*.
3. *Turnitin* produces a report.
4. The student reviews the report.
5. The student makes any necessary changes to the document.
6. The student writes a ONE PAGE summary of his/her efforts regarding the process. This should include a statement that the student indeed ran the document through the software program. It should also briefly explain any changes that were made and if changes were not made why not.
7. The summary, along with the *Turnitin* report, are submitted with the document to the professor.

This process will be used by every student. Students are still expected to be arbiters of their own honesty. This process does not shift the onus of responsibility in any way to the faculty, rather it is another step in attempting to reduce and avoid plagiarism.