Child, Family, and School Psychology Student Handbook

Doctorate of Philosophy Program

2019-2020

UNIVERSITY *of* DENVER

MORGRIDGE COLLEGE OF EDUCATION

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Welcome to Morgridge College of Education

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

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

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

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

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About the Child, Family and School Psychology Program

Program Overview
CFSP students are accepted into one of three degree programs:
- Master's degree (M.A.) in Child, Family, and School Psychology
- Educational Specialist (Ed.S.) degree in School Psychology, with an option of obtaining a concentration in either Early Childhood Special Education or Addictions in Schools.
- Doctoral degree (Ph.D.) with two distinct tracks:
  - School Psychology Licensure Program
  - Pathway for Ed.S. professionals

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

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. Independent field experiences begin the first year. Ed.S. and Ph.D. School Psychology Licensure track degree students complete a culminating year-long internship where they gain additional supervised experience. Practice experiences are designed as a developmental Chain of Relevant Experiences (CoRE; see Figure 1) where students progress through coursework and 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 increase their knowledge base by linking theory and empirically based concepts through observational activities. These activities challenge the students to integrate information while critiquing current practices.
- *Directed Participants*: Students acting as Directed Participants engage in activities addressing professional skill development and enhancement (e.g., role play, simulation activities, and supervised experiences). These activities are specifically outlined and directed by the faculty in the Student Learning Objectives (see Appendix A).
- *Active Contributors*: Students acting as Active Contributors engage in professional activities that are managed and dictated by needs and policies of the field placement. These activities, developed collaboratively and completed under the

supervision of a faculty member and site supervisor, bring about a specific result that adds to the productivity of the field placement.

- *Independent Practitioners*: Students acting as Independent Practitioners engage in activities in which they apply advanced skills through self-initiated and self-governed professional engagement within a network of collegial supervision.

Independent
Practitioner

Active
Contributor

Directed
Participant

Critical
Observer
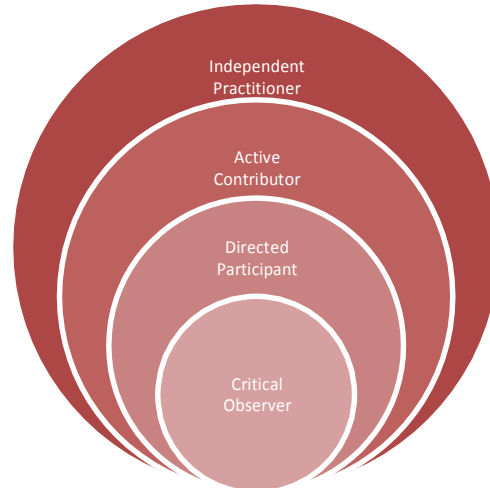
Figure 1. *CoRE Model*

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

Accreditation

The Ph.D. Licensure program is accredited through both the American Psychological Association (APA) and the National Association of School Psychologists (NASP).

APA is a scientific and professional organization that represents psychologists in the United States. APA educates the public about psychology, behavioral science, and mental health; promotes psychological science and practice; fosters the education and training of psychological scientists, practitioners and educators; advocates for psychological knowledge and practice to inform public policy; and champions the application of psychology to promote human rights, health, well-being and dignity.

NASP is a professional association that represents more than 25,000 school psychologists, graduate students, and related professionals throughout the United States and 25 other countries. The world's largest organization of school psychologists, NASP works to advance effective practices to improve students' learning, behavior, and mental health. Their vision is that all children and youth thrive in school, at home, and throughout life.

The Ph.D. Licensure program has APA accreditation until 2022 and NASP accreditation until 2021. Graduates of this program have the opportunity to attain their National Association of School Psychologists' national certification, the Colorado Department of Education School Psychologist license and, upon completion of post-doctoral requirements (which vary by state), license as a Health Service Provider.

The Pathways program is not accredited at this time.

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 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)*

Doctoral Program Overview

Our Ph.D. 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 applied experiences are designed within the *CoRE* framework. Doctoral students in the Ph.D. program gain competencies in conducting original research, grant writing, and in advanced qualitative and quantitative analysis, research design, and statistics. Graduates assume positions as administrators, university professors, and educational evaluators. Ph.D. students are expected to gain a high level of collaborative and then independent research involvement with an assigned faculty mentor. Students with a Master's or Ed.S. Degree are accepted into the Ph.D. programs.

Doctoral Program Objectives and Competencies

Our doctoral training is designed 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. The CFSP doctoral program student learning objectives aim to produce professionals who are competent in *consultation, assessment, intervention*, and *scholarship/advocacy* as they work on behalf of individuals, families, schools, and communities (see Figure 2). These competency areas are defined as follows:
- *Consultation:* able to collaborate in strengths-based, problem-solving, interdisciplinary teams with families, teachers, administrators, and other school and community personnel and to demonstrate appropriate interpersonal relations and professional dispositions and work characteristics;
- *Assessment*: able to demonstrate evidence-based and culturally competent decision-making regarding selection, administration, and interpretation of assessments;

- *Intervention*: able to employ data-based decision-making and systems-thinking that links assessment outcomes to effective individual, family, and group change and to deliver preventative, remedial strategic accommodations, intervention, and crisis services in a timely and professional manner;
- *Scholarship and Advocacy*: able to apply, translate, and expand upon scientifically-based pedagogy and professional practice; able to advocate for the needs. of children and families, to respect the dignity and worth of all persons, to exhibit compassion and self-awareness, and to demonstrate strong listening, oral and written communication skills.

Consultation	Assessment
	Scientist-Practitioner
Intervention	Scholarship & Advocacy
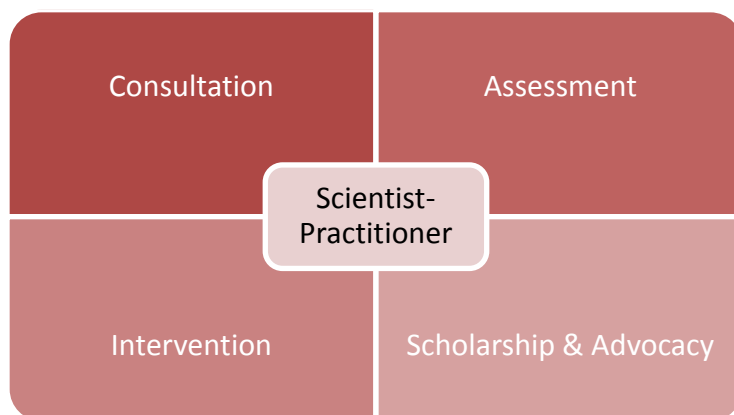
Figure 2. *CFSP Doctoral Competencies*

As an extension of our philosophy, mission, and objectives, graduates of the CFSP Program must demonstrate proficiency in several competencies, which align with MCE mission and goals, and with standards of professional training as articulated in the forthcoming American Psychological Association's *Standards of Accreditation for Health Service Psychology* (APA, 2017), the *Standards for Training and Field Placement Programs in School Psychology* (NASP, 2006), and the *Professional Standards of Practice for the Division of Early Childhood* (DEC, 2008). Each competency is also aligned with one of the four above-mentioned objectives, which are used to evaluate student progress in the Program. See Appendix A for program-specific competencies and indicators (i.e., Student Learning Objectives).

Licensure Ph.D. – Post M.A. /M.Ed.
The post Master's CFSP Licensure Ph.D. program takes 4 to 6 years to complete. It prepares professionals in all aspects of doctoral-level School Psychology services. Students are expected to complete all corresponding coursework and practice experiences required to obtain a State Department of Education School Psychology license (see online coursework sequence for Ed.S. degree). In addition, students take advanced classes in assessment, clinical practice, supervision, and research methods that lead to a concentrated expertise in the field. The post Master's Ph.D. School Psychology degree requires a minimum of 135 credits. Students with a Master's degree are allowed to transfer in 45 credits toward the degree. However, they must also demonstrate competency in all areas addressed in the CFSP Master's degree, as well as completing a minimum

of 90 credits during their doctoral program. See Appendix D for the program requirements and suggested course sequence map.

Pathways Ph.D. – Post Ed.S.
The post Specialist CFSP Pathways Ph.D. program takes 3 to 5 years to complete. It is intended for Ed.S. professionals who wish to increase their expertise in the dynamic field of education and school psychology. This degree program meets the needs of experienced professionals and recent Ed.S. graduates interested in enhancing their careers through the development of applied research and leadership skills. It is intended to link professional knowledge and research with the world of practice in a chosen specialty area of study. Applicants must provide PRAXIS scores; if asked, previous coursework syllabi to ensure they have met the CFSP Ed.S. competencies; as well as complete a minimum of 52 credits during their doctoral program. See Appendix E for the program requirements and suggested course sequence map.

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

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 develop an official coursework plan of study that is signed by both the student and advisor and officially filed. Students are expected to meet with their faculty advisor minimally once each quarter during the remainder of their program to discuss progress and career goals. All students also are required to schedule an annual performance feedback advisement. Students are responsible for scheduling all advisement 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. Advisors will be notified when a student is given a warning of any sort. Concerns with students will be documented by advisors and discussed amongst core faculty at regular faculty meetings.

Admission Policy
Although the general admissions requirements are listed in the DU Graduate Studies Policies and Procedures, the CFSP faculty members' approach to doctoral admissions decisions are guided by applicants who demonstrate:
- Competence in foundational areas of school psychology and/or related areas including, but not limited to:
    - acumen for research and clinical practice,

- – a keen multicultural orientation, and
- – ethical and professional behavior.
- Reflective practices.
- A good fit with program's goals, objectives, and competencies as well as the program's values and philosophies.
- Complimentary research interests with program faculty.

The admission process is as follows:
- Applications submitted by the deadline are processed by the Morgridge Office of Admissions and those meeting minimum standards are given to program faculty.
- Applications are reviewed by program faculty.
- A subgroup of applicants is invited to an on-campus interview; in extenuating circumstances, video interviews can be made available.
- Faculty meet after interviews to assess the applicants and make recommendations regarding whom should be offered admission.
- The applicants are reviewed by the Graduate School for meeting admission criteria.
- Applicants are notified by the MOA of faculty decisions.

The CFSP program, in accordance with DU's stance on inclusive excellence, admits students of any racial, national, ethnic, and/or cultural identity, sexual orientation and/or identity, age, non-disqualifying disability, and religion or creed to all the rights, privileges, programs, and activities generally accorded or made available to students at MCE and DU, and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. The CFSP Department typically admits up to 10 Ph.D. students per year.

To be considered a successful CFSP School Psychology Ph.D. applicant, students must have a M.Ed. /M.A. in school psychology or a related field, or an Ed.S. school psychology degree from a NASP-approved program. Students must demonstrate completion of all requirements of the DU M.A. /Ed.S. degree programs or their equivalents prior to their doctoral studies (the programs of study for the M.A. and Ed.S. degrees at DU are listed online). The faculty will evaluate students' prior graduate work (e.g., syllabi, PRAXIS scores, artifacts) to determine if additional coursework, remedial coursework, or practicum experiences are required prior to, or concurrent with, beginning doctoral studies at DU.

Adequate Progress

Two or more non-passing grades on a student's transcript may be a sign of inadequate progress and may result in probationary status. Non-passing grades include Incompletes and those with a non-passing grade. Severe or continued lack of adequate progress will result in termination from the Program. Please see the Incomplete Grade Policy in the Graduate School Bulletin for further information: http://bulletin.du.edu/graduate/.

Background Check/Fingerprinting

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

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

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

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 site will be the responsibility of the student.

Procedure for Submitting Fingerprints for the Background Check:

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

2. *Beginning September 24, 2018 the Colorado Bureau of Investigation (CBI) will only accept digital fingerprints.* In order to obtain this type of fingerprinting you will need to go to a Colorado Applicant Background Service (CABS) vendor. *When filling out the forms, please make sure they are aware that you need both CBI and FBI background checks.*

3. **Current Approved Vendors:**
   IdentoGo – Service Code: 25YQ54
   Appointment Scheduling Website:
   https://uenroll.identogo.com/
   Call Center: 844.539.5539 (toll free)

IdentoGO CABS Information Website: www.identogo.com/locations/colorado

Colorado Fingerprinting – Unique ID Number: 5768VECG
Colorado Fingerprinting Phone: 720-292-2722
Email: info@coloradofingerprinting.com
Online pre-registration: www.coloradofingerprinting.com
Choose a location and time that is convenient for your appointment

4. Please note the following information:

- **Employer and Address** - The University of Denver, 1999 E. Evans Ave., Denver, CO 80208
- **The purpose of background check/fingerprinting: NCPA/VCA Volunteer and you will pay a fee.** *If you recently were recently fingerprinted for a background check for another entity you will still be required to go through the process again for your program at the University of Denver.*

For more detailed information on fingerprinting and background checks in the state of Colorado visit their website *here. In addition, each school and/or district has its own requirements for finger printing and students must comply with those requirements as well.*

Bereavement Policy
A student's absence from class will be excused for funeral leave in the event of a death in the student's immediate family or household for up to three consecutive business days for in-state funeral services and five consecutive business days for out-of-state funeral services. The student is responsible for fulfilling the course requirements and for working with course instructors on an appropriate timeline to submit any missed assignments/requirements.

The Office of Student Outreach & Support (SOS) is the designated office to help support the student and review all available options if the death has an impact on the student's academic progress for the term. Faculty requesting verification of the funeral leave should consult with the SOS staff. The policy can be found here:
https://www.du.edu/studentlife/studentsupport/pioneers_care/

Canvas Assignments
You will be added to a Canvas site called CFSP PhD. The purpose of this site is to assist you in progressing through the program. Requirements for program completion outside of coursework are assignments in this Canvas site. You are responsible for contacting your advisor if you have questions or concerns regarding the required information. Failure to complete the items in Canvas may result in delayed graduation.

Coursework Plan (CWP)
Required and recommended courses for the CFSP Ph.D. degrees are found on the CFSP Coursework Plans (see Appendices B and C). As per the coursework plan requirements, students must take a minimum of five courses in a defined advanced specialization selected in consultation with their advisor (e.g., early childhood, culturally and linguistically diverse

populations, low-incidence, community mental health, educational leadership, research, 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 may take courses across a broad range of areas, they must select from advanced coursework that emphasizes research, teaching, program development, administration, policy, or advocacy.

Doctoral students must complete an official coursework plan in consultation with an advisor during the first quarter they are officially enrolled, and must place an official coursework plan on file with the Academic Services Associate (ASA) by the end of the first year. An official coursework plan is one that is signed by the student and the student's advisor. A student's coursework plan serves as a plan leading to graduation. A coursework plan can be revised at any time with advisor approval. When modifications are made, a new official, re-dated, and re-signed coursework plan must be submitted with all changes and be attached to the original plan in the student's file. When a student applies for graduation, the student's transcript is checked against the coursework plan to ensure that the student has taken all the required courses listed on their plan. This is the only time that such a check is officially made by the University. Students are expected to keep their own copies of all documents throughout the duration of their study, and track their progress toward meeting all graduation requirements.

Email 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 will be used to send program-specific and MCE communications. Students are responsible for checking email regularly for critical information, such as scheduling, deadlines, conferences, field placements, and job opportunities. Students are responsible for notifying the department administrative assistant of any changes in address or other contact info within the first week of classes each quarter.

Employment

The CFSP program is a full time commitment. The program is not compatible with full-time employment. Part-time employment outside of the university may also be a challenge due to course and field placement demands. Students are encouraged to pursue part-time Graduate Assistant and Work Study positions on campus while matriculating through the program. Students are expected to engage in a full-time internship during year three and are prohibited from employment outside of the internship placement. Internships tend to be paid in our state.

Grievance Policy

If a student has a grievance involving another student, a faculty member, or a Program review decision, it is preferable for the student to work it out with that person. Students' advisors may act in a consultative role in this process. If the student cannot work out the grievance directly with the faculty member or student, the student may direct the concern to the Faculty Advisor personally or in writing. If the grievance involves the Faculty Advisor, the student may direct the concern to the Department Chair. If the grievance is not solved to the student's satisfaction, the student may seek resolution of complaints or grievances first through the

Department Chair, then the Associate Dean, and finally the Academic Grievance Procedure during their enrollment at DU. Explicit information about the grievance policy can be found in the Graduate School Bulletin http://bulletin.du.edu.

Letters of Recommendation

Faculty members receive numerous requests to write letters of recommendation for scholarships, fellowships, internships, or employment. The typical procedure is to alert the faculty member of the request at least two weeks in advance of any deadline. A student should provide an updated vita, description of the requested position or award, and should complete all required information on any forms so that the faculty member need only add the 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 generally do not supply students with copies of recommendation letters.

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

MCE Strike Policy

The University of Denver and the Morgridge College of Education understands the complexity of labor negotiations and does not take sides in any contract disputes. DU students should contact their university supervisors for instructions as soon as an event such as a strike or work stoppage occurs. We strongly discourage students from attending field and service placements during a labor strike due to a variety of issues including but not limited to supervision. Students will work with their university supervisors to ensure that they are able to complete their work. This policy is not intended to influence students who are also district employees as they should use their own professional judgement. Their actions regarding these situations will have no academic consequences or impact on their status within the program.

Office of Research Integrity and Education

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

MCE students, staff and faculty who conduct research are required to review the following checklist and flow chart as the first steps to determine if your research project qualifies as human subject research that requires you to submit a proposal to be reviewed by the Institutional Review Board (IRB). Please review the examples of research activities that may or may not require an IRB proposal. MCE graduate students should consult with their faculty advisor about their research activities. If you have additional questions about the ethical

conduct of research at DU, please contact ORIE staff at 303-871-2121. More information on their office is listed on the *ORIE website*.

Personal Difficulties

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

- 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. In such instances, the student's advisor will consult with involved faculty and the Department Chair, and will then meet with the student to assist, to clarify, and evaluate options. If the student so chooses, a Leave of Absence form would 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.

Probation and Dismissal

For general information on the policies and procedures related to probation and termination in the Morgridge College of Education (MCE), please see the *MCE Policies and Procedures* page, section "MCE General Academic Probation Protocol and Dismissal Protocol" at: http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/#mce-general-academic-probation-protocol-and-dismissal-protocol.

Students should also access the *DU Graduate Bulletin*, section "Academic Standards" for a comprehensive description of situations that warrant probation, dismissal, and termination. This information can be found here: http://bulletin.du.edu/graduate/.
For information on program-specific expectations, please refer to the balance of this Handbook and the practica and internship manuals.

A written remediation plan must be developed for any student placed on probation 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. Failure to progress after reasonable intervention or a failure to

comply with the probationary plan and timelines can result in dismissal from the Program. For egregious violations of expectations, such as unethical or unprofessional behavior, a student may be immediately dismissed from the Program.

Professional Membership

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

Social Media Policy

Students are entering a professional role as a representative of the University of Denver and the school psychology profession, which relies on adherence to ethical standards such as confidentiality. This means students are expected to carefully consider their use of social media regarding both professional and personal behavior. Students are asked to review privacy settings and review their online presence. Students should also avoid posting unhealthy or offensive behavior and speech as these posts may be accessed by future employers, colleagues, or clients. Moreover, students are prohibited from posting anything at all about clinic and fieldwork practice. Failure to adhere to these guidelines is grounds for expulsion from the program. APA has established policies about social media and forums, which should be carefully reviewed by all students (http://www.apa.org/about/social-media-policy.aspx)

CFSP Doctoral Degree Requirements

Minimum Requirements

All Ph.D. candidates must complete the following requirements:
  a) field-specific coursework
  b) comprehensive exam
  c) doctoral residency requirements
  d) a dissertation study
  e) a supervised minimum 1500-hour advanced full-time Internship (required for Licensure students and optional for Pathways students). Students must complete all other coursework, pass the doctoral comprehensive exam, and successfully propose their dissertation study prior to starting Internship.
  f) the recommended course sequence for Ph.D. students varies depending on prior coursework, identified interest, and the selected cognate area.

Residency Requirement

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

1. Research
   - Work with faculty members on research projects.
   - Take research-specific coursework.
2. Scholarship
   - Complete a pre-dissertation paper – the purpose of the paper is to provide the student with a substantive research experience prior to the dissertation. The paper should be prepared in the form of a scholarly publication, as opposed to a dissertation or thesis; Examples include a journal article, a white paper, a practitioner article, or a technical report. Although the student will most often be the first author of the manuscript, the student and research advisor will determine the authorship of any publications or presentations connected to the project. A prior thesis, project, or publication cannot be counted as the pre-dissertation project. An extension of such a project may be acceptable if approved by the research advisor.
   - Present at a professional conference (e.g., CSSP, NASP, APA, AERA, ISPA).
3. Service and Collegiality
   - Actively participate in the CFSP SASP.
   - Engage in guest lectures or teaching in higher education.
4. Professional development in the field of school psychology:
   - Attend a minimum of one dissertation defense scheduled within CFSP.
   - Attend a minimum of one lecture, colloquium and/or symposium offered in MCE.
   - Attend a minimum of one professional conference (e.g., CSSP, NASP, APA, AERA, ISPA).

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

Comprehensive Examinations

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

Praxis II (Licensure Only)

Students in the Ph.D. School Psychology Licensure degree program must take and pass a national professional certification exam as evidence of their comprehensive knowledge of school

psychology, and in order to receive most states' 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 at the end of the first year of the Licensure program (i.e., the summer before Residency). 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). All students must meet or exceed the passing score required in Colorado. Students must submit official PRAXIS exam scores (total and subscores) to CFSP prior to registering for Doctoral Comprehensive Exams.

Doctoral Comprehensive Exam
The Doctoral comprehensive exam is designed to assess theoretical, empirical, and applied content knowledge of current and historical issues related to professional practice in the fields of Child and Family Studies and School Psychology. The exam covers content consistent with either the Licensure or Pathway track. A comprehensive exam MUST be satisfactorily completed before a dissertation proposal can be scheduled and defended.

The comprehensive examination consists of five days of written examination and is offered twice each year. The examination contains two questions designed to provide students with an opportunity to demonstrate their expertise and integration of knowledge across the school psychology program content areas. These areas include: a) Consultation; b) Assessment; c) Intervention; and, d) Scholarship and Advocacy.

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

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

Comprehensive exams receive one of four ratings: Honors, Pass, Conditional Pass, or Fail. An Honors rating is reserved for students whose exam is extremely well-written, reflecting answers that receive mostly ratings of honors across the four rubric scoring domains. A Pass rating means that the exam was acceptable and complete and that no rewrites are necessary. A Conditional Pass rating means that a major section or portion of the exam was not adequately explained, completed or supported with appropriate citations and references to professional literature. For a Conditional Pass, a student will be given one chance to rewrite the portion of the exam that was deficient with explicit criteria outlined by the Faculty Review Committee. Completed Conditional

Pass revisions must be resubmitted for approval within two weeks of receipt of feedback on the Conditional Pass. Two faculty members read the revision and rate it as either pass or fail. Students who fail the revision have failed the exam and must reschedule to retake the entire exam at the next available date. A Fail rating means that the majority of the exam was not acceptable and the student will be given one additional opportunity to retake the entire exam. A student must pass the comprehensive exam in order to graduate.

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

Doctoral Dissertation

Dissertation Credits
Dissertation credits are reserved for work on the dissertation, which generally occurs after successful completion of the required comprehensive examination. In some cases, a student may register for dissertation credits earlier if: a) the student's dissertation advisor agrees to work directly with the student on a regular basis throughout the quarter in which the student is registering for dissertation credit; and b) the student is prepared and able to dedicate substantial work to dissertation planning and preparation. In this case, a student may register for no more than 50% of the minimum number of required dissertation credits. The dissertation credit form can be obtained from the Registrar's website:
https://www.du.edu/registrar/registration/courseapproval.html

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

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

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

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

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

Chapter 1. Introduction and Statement of the Problem
The Introduction should describe the nature and purpose of the study and explain the significance of and justification for conducting the study. This chapter should also present the specific aims and hypotheses to be addressed by the dissertation project, clearly relating these to relevant lines of current literature and historical work directly related to the proposed topic of study. The chapter should end with clearly defined concepts and terms, supported by relevant citations that will be used throughout the remainder of the dissertation.

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

6) Prepares the reader to appreciate how the dissertation will contribute significant new understanding to this framework.

Chapter 3. Methods
This chapter is typically divided into labeled subsections. Subsections might include (but are not limited to):
1. Study population: (Subjects and setting): The characteristics of participants of the study, how they were selected, and the setting of the study in detail.
2. Instrumentation: Any measures, tools or instruments that might be important for readers to understand (such as, assessment instruments, surveys, interview formats, observation protocols, and data collection devices), should be described in detail and supplied in appendices. If subjects interacted with special equipment or software, or other materials, a detailed description is essential. All measures to be used or proposed need to be described fully and included as appendices
3. Data collection procedures: The readers should be given a thorough description of all the steps involved in data collection. Timelines are helpful, either in outline or graphic representation. Efforts to protect the reliability of findings and the validity of inferences should be detailed.
4. Data analyses: Regardless of the data collection method used, an analytic strategy must be applied to make sense of the observations. Chapter 3 should describe the analytic strategies employed and a rationale for their use. To the degree that readers may be unfamiliar with the strategy, greater detail may be needed.
   For Quantitative studies, methods should address:
   a) Methods of "data cleaning," refinement, any test of assumptions
   b) Completeness of data, how missing/incomplete data was handled
   c) Categorization schemes, how they were developed, interrater reliability;
   d) Checks on psychometric properties of instruments – reliability, validity
   e) Tables of raw data, summary data, or any data transformations performed
   f) Description of statistical tests to be used for all analyses

For Qualitative studies, methods should address:
a. Credibility: *Credibility* evaluates whether or not the representation of data fits the views of the participants studied; whether the findings hold true. Evaluation techniques include: having outside auditors or participants validate findings (member checks), peer debriefing, attention to negative cases, independent analysis of data by more than one researcher, verbatim quotes, persistent observation, etc.
b. Transferability: *Transferability* evaluates whether research findings are transferable to other specific settings. Evaluation techniques include: providing details of the study participants to enable readers to evaluate for which target groups the study provides valuable information, providing contextual background information, demographics, the provision of thick description about the sending and the receiving context, etc.
c. Dependability: *Dependability* evaluates whether the process of research is logical, traceable and clearly documented, particularly on the methods chosen and the decisions made by the researchers. Evaluation techniques include: peer review, debriefing, audit trails, triangulation in the context of the use of different methodological approaches to look at the

topic of research, reflexivity to keep a self-critical account of the research process, calculation of inter-rater agreements, etc.

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

Confirm with your chair and methodologist regarding content and structure of this section.

<u>Chapter 4. Results</u>
The fourth chapter summarizes and analyzes the study data with only minimal interpretation. This chapter should bring readers as close as reasonable to the original data and experiences of the study. This involvement with the data gives the reader some chance to form his or her own inferences and match them against conclusions in Chapter 5. It should begin with a brief review of the purpose of the study and the research method employed.

The presentation in Chapter 4 should closely follow the guiding questions or hypotheses articulated earlier in the dissertation. The results should be presented first in their simplest form (such as simple narrative descriptions, simple counts of frequency, and descriptive statistics), and later in more complex forms (2x2 or RxK, Chi-square, correlational analyses, factor analyses, simple and complex regressions or other statistical modeling, including confounders and effect-modifiers identified in the stratified analyses, or other inferential statistics. A description might be included here of the tests used for any of the analyses if these were not described in the methods chapter. In any event, all data, analyses, and associated tables must be included here for all outcomes associated with the research questions posed in the study.

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

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

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

The last words should give the "take home message," the enduring ideas or conclusions. This should be presented in the simplest possible form, being sure to preserve the conditional nature of the insights.

Defense Summary
- ☐ *Proposal:* A completed proposal document that adheres to formatting guidelines must be sent to the committee for review at least 14 days prior to the defense. As a reminder, written tense should be appropriate to the situation—since the dissertation is a report of work done, it will usually be in the past tense. Students must include Chapters 1-3 (Introduction and Specific Aims, Review of the Literature, Methods (including plans for study population, data collection, and statistical analysis) in their document and proposal presentation.
- ☐ *Dissertation:* See general guidelines above.

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

interpretations and implications of the findings. The manuscript would also require associated tables, appendices, and references.

DISSERTATION FORMAT OPTION 2: Manuscript Dissertation

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

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

To summarize, the manuscript dissertation is comprised of two journal-ready manuscripts. The manuscripts should form a body of work that supports the student's area of expertise. Thus, the completed dissertation in this option must include the following:
  – **Abstract** covering the entire scope of the dissertation (encompassing of both manuscripts). This must span the topic, methodology, and findings from both studies.
  – **Introduction** to the topic of study that provides a *brief* reasoning for the two manuscripts and justification for their cohesion. This should provide a framework for the two manuscripts (e.g., overarching theme,) and situate the student's area of specialization. It should include an overview of each manuscript's specific aims/hypotheses and how the two manuscripts form a body of work that supports the student's area of expertise. The connecting theme should be discussed.
  – **Manuscript 1** is conceptual in nature (no data collected), and produces an innovative synthesis of the literature, a theoretical framework, a conceptual model, a call to action, or best practices in the field.
  – **Manuscript 2** must report on extant data sets or original data that are analyzed by the student. The organization of Manuscript 2 must include significance to the field of study, questions being investigated, methodology, results and analysis of the investigation, and a discussion of the implications of the research.
  – **Conclusion** to the topic of study. This should provide a *brief* overview of the outcomes across the entire dissertation. The conclusion must summarize findings across studies, overarching implications for research and practice, and future considerations (recommendations) for the topic at hand.

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

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

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

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

Defense Summary
Proposal Defense:
- ❏ A completed proposal document that adheres to formatting guidelines must be sent to the committee **at least 14 days prior** to the defense for review:
  - ❏ Title page
  - ❏ Abstract
  - ❏ Table of Contents
  - ❏ List of Tables
  - ❏ List of Figures
  - ❏ List of Abbreviations
  - ❏ A completed draft of Manuscript 1.

- ❏ A partial draft of Manuscript 2 (Introduction, Review of the Literature, Significance of Study and Specific Aims, Methodology); the *Traditional Option: Chapter 3* provides typical methodology formatting (e.g., plans for study population, data collection, and statistical analysis) found in journals and may be referenced for Manuscript 2.
  - ❏ Both manuscripts must have a reference list, appendices, tables, charts, and figures expanding on the manuscript content (e.g., Chapter 1 – theoretical frameworks for proposed conceptual model, Chapter 2 – methodology, specifically analysis of data procedures), as needed.
- ❏ Visual presentation of the above information.

Dissertation Defense:
- ❏ A completed proposal document that adheres to formatting guidelines must be sent to the committee **at least 14 days prior** to the defense for review:
  - ❏ Title page
  - ❏ Abstract
  - ❏ Acknowledgements
  - ❏ Table of Contents
  - ❏ List of Tables
  - ❏ List of Figures
  - ❏ List of Abbreviations
  - ❏ Introduction
  - ❏ Completed Manuscript 1
  - ❏ Completed Manuscript 2
  - ❏ Conclusion
  - ❏ Both manuscripts must have a reference list, appendices, tables, charts, and figures expanding on the manuscript content
- ❏ A visual presentation of the above information:
  - ❏ Section 1: Introduction to the topic of study (i.e., student's area of interest):
    - ❏ Framework for the two manuscripts (e.g., overarching theme, student's area of expertise)
    - ❏ Overview of each manuscript's specific aims/hypotheses, methods
    - ❏ Rationale for each journal selection
  - ❏ Section 2: **Brief** Review of completed manuscript 1:
    - ❏ All components required by the specific journal guidelines
    - ❏ Questions and hypotheses that guided the study
    - ❏ Theoretical implications involved in interpretation of each manuscript findings,
    - ❏ practical implications and new insights derived from the manuscripts to solve real and significant educational issues
    - ❏ Implications for future research based on the study's findings and limitations. Generally, future research could look at different settings, interventions with

new protocols or dependent measures, or new theoretical issues that emerge from the study. It is appropriate to suggest which of these possibilities are likely to be most fruitful.
- ❏ A "take home message," the enduring ideas or conclusions that readers need to keep in mind. This should be presented in the simplest possible form, being sure to preserve the conditional nature of the insights.
- ❏ Section 3: **Comprehensive** Review of completed Manuscript 2
  - ❏ See criteria for Section 2
- ❏ Section 4: Conclusion (final implications for research and practice, and recommendation for the overarching are of study).

As a reminder, in the spring quarter of each year, all Ph.D. students are required to document progress made on their dissertation by completing a Dissertation Progress Checklist (see Appendix K) with their dissertation advisor.

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

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

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

Scheduling an Oral Defense (Proposal or Dissertation). Scheduling your oral defense (proposal or dissertation) can be a challenge. Please keep in mind that you MUST allow all committee members **no less than 14 days** to review your draft. Please keep in mind your time frame may vary depending upon the time of year. Oral defenses must be scheduled BEFORE Week 8 of any quarter.

Upon approval from your chair, you will select a date for your defense that accommodates your chair and all committee members. You are responsible for reserving a room in Katherine Ruffatto Hall that can accommodate at least 15 people. You must also complete the oral defense announcement form (Appendix H). This must be signed and emailed out to the department and all program listservs **no less than 14 days before the oral defense**. The student is responsible for completing the form and submitting it to the Academic Services Associate (ASA) for distribution.

When your Oral Defense is scheduled, you should select a peer scribe. This individual will take notes (e.g., committee comments, questions, feedback) throughout your Oral Defense so you may remain engaged in the scholarly dialogue with your committee members.

The Proposal Defense is attended by you, your committee, and interested faculty and students. The Proposal Defense usually lasts 90 minutes in total. Your major advisor (i.e., chair) will begin the defense by introducing the committee members and asking you to present your proposal. Your proposal presentation (See Dissertation Options for specific guidelines) typically lasts for 30 minutes. This time limit is important — you must assume your committee has read the proposal and present as you would for an academic audience; concisely and clearly.

Following your presentation, your chair will invite your committee to ask you questions and make comments about your proposal. Your scribe should be noting the questions, comments, feedback, and responses proposed during this stage. When the committee has completed its questioning, you and all observers will be asked to step out of the room while the committee formally deliberates on the acceptability of your proposal. You will then be invited back into the room and your chair will summarize the proceedings and inform you of the result of committee's decision.

There are four possible outcomes of the Proposal Defense: a) proceed as per your proposal with no alteration; b) make relatively minor revisions in what you propose to do, and your chair will meet with you to discuss them [most typical]; c) make some relatively major revisions requiring you to revise certain aspects of your proposal which must be resubmitted either to your chair or to the whole committee, who will approve them in individual discussions with you; and d) the committee will require you to revise your proposal and hold another Proposal Defense meeting.

If your dissertation proposal was approved, you will complete the Dissertation Proposal Approval page: http://morgridge.du.edu/wp-content/uploads/2013/09/Dissertation_Proposal_Approval_Page.pdf

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

Conducting the Research. Once you have successfully passed your Proposal Defense and it has been fully approval to proceed by the committee, you can carry out your research plan. However, if your dissertation research includes human subjects, you must first complete the Institutional

Review Board process. Information on that process can be found on the Office of Research and Sponsored Programs page or the DU IRB Portfolio page - https://portfolio.du.edu/. Your chair must be listed on the IRB and given access to all materials and forms and they must approve these documents before IRB submission. You cannot submit your IRB application until you have successfully defended your proposal. Schools and other agencies may also have their own review processes, with which you would also comply.

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

Preparing the Dissertation. Once data has been collected and analyzed, you will submit your dissertation draft to your chair for feedback. The composition and length of this draft will vary depending on the dissertation option you have selected (See Dissertation Options). You will continue to resubmit your proposal multiple times and revise until your dissertation chair approves it for dissemination to your dissertation committee members.

Committee members may be solicited for email or in-person consultations; however, you and your chair are responsible for reviewing and revising the final dissertation sections. When your chair is satisfied with the final document, you will disseminate it to each of your committee members for a final review. Please keep in mind that you MUST allow all committee members **no less than 14 days** to review your draft.

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

Dissertation Defense. When your chair has given you approval, only then do you schedule your final Dissertation Defense. Complete the scheduling form **four weeks prior to the date of defense**: http://morgridge.du.edu/wp-content/uploads/2013/09/oralexam.pdf.

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

The final Dissertation Defense is attended by your committee, interested faculty and students, and anyone else you care to invite (including friends and family members).

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

Four outcomes are possible: (a) proceed as per your dissertation with no alteration; (b) make relatively minor revisions and submit to your chair for review and dissemination [most typical]; (c) make some relatively major revisions requiring you to revise certain aspects of your dissertation which must be resubmitted to the whole committee, who will approve them in individual discussions with you; and (d) the committee will require you to revise your dissertation and hold another Dissertation Defense meeting.

Final Written Dissertation. Feedback from your committee members and final edits must be made in consultation with your chair. For more detailed information on what it should look like, refer to the MCE Thesis and Dissertation Formatting Guidelines: https://www.du.edu/sites/g/files/lmucqz251/files/2018-11/thesisdissertation_formatting_guidelines18-19.pdf

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

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

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

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

No defenses can be scheduled beyond Week 8 of any given quarter, without agreement of all committee members.

Field Requirements

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, the student 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; concerns about professional and interpersonal behaviors can be grounds for probation or dismissal. See Appendix F for recording protocol.

Field Placements fulfill program and training goals while simultaneously providing vital community services. During field placements students receive real-time and videotaped supervision from university supervisors and other licensed community professionals. Students will be provided with in-vivo supervision and guidance as they engage in assessment and diagnosis of social-emotional, cognitive, learning, and behavioral needs and in consultation with parents and school or community professionals. Written formal evaluations of a student's fieldwork performance objectives and goals, current competencies, and areas in need for further improvement are completed at the midpoint and at the end of each field placement by 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 to move on to the next field placement.

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

Practicum I (pre-doctoral)

Practicum is a supervised experience designed to enhance and extend knowledge and skills developed during ongoing assessment, intervention and consultation coursework. During Community 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 Practicum I during their first year at both the Counseling and Educational Services Clinic (CESC) located in Ruffatto Hall and at an off-campus school partnership site. 200 total hours are required in Practicum I: 150 hours in a school setting and 50 in the clinic. Please see the Field Manual and course syllabus for additional information about Practicum I requirements.

Practicum II

Practicum II is an advanced supervised experience designed to extend knowledge and skills and to enhance critical intervention competencies that are addressed in simultaneous coursework. During Practicum II, students acting as *Active Contributors* engage in professional activities that are managed and dictated by needs and policies of the field placement. These activities, developed collaboratively and completed under the supervision of the faculty and site supervisors, bring about a specific result that adds to the productivity of the field placement. Practicum II is typically taken the year after successful completion of Practicum I. As well as working in the clinic, students are assigned to an approved Practicum site in consultation with the assigned faculty Practicum Supervisor. Students must commit to a designated Field Practicum site for two days per week for the academic year. Practicum II is completed across three quarters. 600 total hours are required in Practicum II: 500 hours in a school setting and 100 hours in the clinic. Please see the Field Manual and course syllabus for additional information about Practicum II requirements.

Advanced Practicum

The Ph.D. Licensure program requires three quarters of full-time placement in CFSP 4354, Advanced Practicum, for a minimum of 450 hours, of which 200 hours must be direct client contact hours. *Note that to receive certification as a school psychologist (i.e., NCSP) at least 600 hours across field experiences must be completed in a school-based setting.* It is possible, with the prior approval of the faculty, to arrange a 600-hour advanced doctoral practicum in a special school, clinic, or non-school setting if the setting provides experiences that are consistent with professional school psychology practices and includes appropriate supervision by a licensed psychologist. For students entering the program with an Ed.S. or the equivalent, the student's doctoral advisory committee will determine whether the student has completed a comparable course in prior graduate work and has sufficient skills and field experience to meet the criteria for this advanced practicum. Based on input from the doctoral advisory committee, some Pathways students may consider enrolling in an additional practicum experience.

School Psychology Internships

Internship is a required field experience for the Ph.D. Licensure students and an optional opportunity for the Ph.D. Pathways students. However, if the CFSP faculty determine that a Pathways student's prior graduate training did not provide adequate field experiences, the

student will be required to complete some or all of the year of internship. Ph.D. Licensure students are required to apply to at least one APA approved internship site. Students interested in obtaining licensure as a professional psychologist should refer to the State's licensure requirements, but a standard expectation is a doctoral-level internship experience.

Internship is an advanced, off-campus, culminating supervised experience. Internship is designed to broaden one's professional skills, to provide advanced clinical practice activities, and to enhance one's professional identity and readiness for independent practice. During internship, students act as *Independent Practitioners* and engage in activities in which they apply advanced skills through self-initiated and self-governed professional engagement within a network of collegial supervision. Students are expected to function primarily as *Independent Practitioners* during internship, and they are required to receive face-to-face, weekly supervision from a qualified supervisor. Internship is typically completed during one entire academic year, but also can be taken over two consecutive years.

Students must complete the CFSP internship readiness form the Spring quarter prior to applying for internship. When approved by the CFSP faculty, students may then begin internship applications. All students must have their dissertation proposal passed the fall quarter before they intend to begin internship.

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 the Council of Directors of School Psychology Programs (CDSPP), 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 binding and students who break that agreement are in violation of professional standards, except under extenuating circumstances.

School Psychology Internship Requirements
Internship requirements are aligned with professional competencies required for state and national School Psychology Licensure. Ph.D. candidates complete a minimum 2000-hour internship. All students are encouraged to apply for APA or APPIC approved internships. Regardless of placement, all students must engage in all internship activities in strict accordance with the ethical principles established by APA, CDSPP, 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 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 general and special education populations. Internship casework should reflect a wide array of psychological roles and functions. Internship students enroll for internship credit and are supervised also 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. A cumulative internship grade is entered after documentation of completed hours and satisfactory performance for the entire internship. Students who do not successfully complete internship may be required to retake internship at the same or at a new site based on a probation plan developed by the CFSP faculty and Department Chair. Forms mentioned above, along with specific performance expectations, description of expected activities and assignments, supervision requirements, and internship evaluation procedures can be found in the *CFSP Internship Manual*.

Internship Registration Policy
Students must register for CFSP 4359 Internship credit each quarter that they are on internship. Students must also register for CFSP 4356 School Psych Field Experience every academic quarter during the internship. Students must obtain program approval every academic quarter for clearance to register for the field experience course (CFSP 4356) by contacting the Department ASA who will confirm eligibility for field experience registration. 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. Section 2 is reserved for those completing the internship field experience on a full-time basis. Specific internship policies can be found in the course syllabus.

Performance-Based Assessment and Accountability

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

Program Performance Evaluation
The CFSP Program engages in an ongoing Program evaluation process during the year that assists in 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 for stated program and student objectives and to generate annual goals and recommendations to enhance our effectiveness and overall student outcomes. Program and student assessment is a continuous and ongoing process that occurs throughout the year during monthly CFSP Program and TLS Department meetings.

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. 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. 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 and Process

Each year every student is expected to meet with a faculty advisor for an Annual Review (see Appendix L). 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.

Once the aforementioned materials are submitted to the student's advisor, the advisor will review and then present it at a Program faculty meeting. The student is encouraged to set an appointment with his or her advisor to discuss the review. A student who has made inadequate progress due to academic or professional disposition deficits will be placed on probation or, for extreme violations, dismissed from the Program.

Inadequate Progress
The faculty can determine that a student has made inadequate progress at the annual review, or at other times throughout the year. The following are offered as examples of circumstances or performances that may be the basis for probation or dismissal, with further clarification below:
1. Failure to maintain minimum academic standards;
2. Unsatisfactory performance in practica or internship;
3. Academic misconduct or dishonesty;
4. Failure to comply with established University or Program timetables and requirements;
5. Adequate Progress
6. Unethical practices and/or unprofessional conduct;
7. Behavioral impairment that obstructs the training process and/or threatens client, student, and/or faculty welfare;
8. Violation of the DU Honor Code;
9. Criminal conviction of misconduct that affects ability to practice or be licensed; or

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

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

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

Department Chair for review for probation or dismissal as outlined in the Student Review and Retention Plan.

3. *Academic misconduct or dishonesty*
Academic misconduct or dishonesty by a student includes, but is not limited to, disruption of classes, giving or receiving of unauthorized aid on examinations, or in the preparation of notebooks, themes, reports, or other assignments, or, knowingly misrepresenting the source of any academic work, falsification of research results, plagiarism, violation of regulation or ethical codes for the treatment of human participants, or otherwise acting dishonestly in research. Plagiarism, or using other people's ideas or data without giving them credit is unethical according to the APA (2002, 2010) Code of Ethics. It is similarly unacceptable to "borrow" another student, author, or publisher's work without giving him or her credit. Using papers written by others, or parts of papers, materials, and handing it in as your own work is clearly unethical. Students should not copy something written or published by others. An instructor may, with due notice to the student, treat as unsatisfactory any student work that is a product of academic misconduct or dishonesty. The instructor will also complete a student misconduct report and inform the Chair of the TLS Department. If suitable solutions are not reached, the student may be dismissed from the program.

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

5. *Adequate Progress*
Two or more grades of Incomplete on a student's transcript may be a sign of inadequate progress and may result in probationary status. Non-passing grades include a grade of Incomplete and those with a grade of C or lower. Severe or continued lack of adequate progress will result in dismissal from the Program. Please see in the Incomplete grade policy in the Graduate Bulletin for further information - http://bulletin.du.edu/graduate/.

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

"reasonable and consistent" progress toward their degree may be put on probation or dismissed from the Program.

6. *Unethical practices and/or unprofessional conduct*
   Doctoral students in CFSP are expected to follow the APA *Code of Ethics*, NASP *Principles for Professional Ethics*, and the DU *Code of Student Conduct*. Failure to abide by these standards while enrolled as a student in the CFSP program will lead to probationary status and/or may be grounds for dismissal from the program. Students who are not functioning effectively in any of the following areas as determined by the faculty: academic, ethical, interpersonal, or practice areas will be advised of deficiencies and required to remediate them. This may include retaking courses or practicum, other tasks or assignments, or seeking external support at the student's expense. Students may also be placed on probation as part of their remediation plan. If the terms of the remediation plan are not successfully met as determined by the faculty, students may be dismissed from the program.

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

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

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

Probation Policy

Please refer to the MCE policies for probation and dismissal:
http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/

A written remediation plan must be developed for any student placed on probation 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. Failure to progress after reasonable intervention or a failure to comply with the probationary plan and timelines can result in dismissal from the Program. For egregious violations of expectations, such as unethical or unprofessional behavior, a student may be immediately dismissed from the Program.

Grievance Policy

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

Program, College and University Resources

Student Affiliates in School Psychology Board

The Student Affiliates in School Psychology Board (SASP) is composed of CFSP students across cohorts as well as a faculty advisor who attends occasional meetings. The association meets at least monthly to discuss issues relevant school psychology as a whole, as well as specifically to the CFSP Program. The purpose of SASP shall be to present DU school psychology graduate students as a unified body in order to discuss issues and concerns that affect students, both professionally and academically; to provide opportunities to develop and nurture leadership skills; to allow student mentorship and occasions for sharing relevant resources; to foster professionalism during training; to institute a means to effect changes within the department/program; to sponsor speakers and extra-curricular training; to establish links with

professional organizations and school psychology professionals in the community; and to afford networking opportunities for school psychology graduate students.

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) Psychoeducational Clinic. The Psychoeducational 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 might 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 CFSP Clinic Director, who is a Licensed Psychologist, oversees all school-based, educational assessment clinic services and supervises all CFSP students in their Psychoeducational Clinic work.

Fisher Early Learning Center

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

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, faculty, doctoral students, and field-based placements. A list of all PAL resources can be obtained from the PAL graduate assistant. Procedures for signing out PAL materials are available in the PAL Loan Policies and Procedures.

The PAL is overseen by Program faculty and is staffed by a graduate assistant who posts hours each quarter when students can access PAL materials. Students must review, fill out and sign the online form through Qualtrics, which can be obtained from the PAL coordinator or graduate assistant, before they can access any PAL materials. 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/. Students may visit or observe at Ricks Center only with instructor and Ricks permission.

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

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

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

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

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

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

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

Appendix B: Annual Doctoral Student Data Form

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

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

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

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

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

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

Doctoral Program Progress Data:
Program: <u>MA to Ph.D. (Licensure)</u> ☐   <u>Ed.S. to Ph.D. (Pathways)</u> ☐
   1. Have you completed your Predissertation Project: Yes ☐   No ☐
        a. Title of your project: Click here to enter text.
        b. Research supervisor: Click here to enter text.
        c. Journal submitted: Click here to enter text.
        d. Published: Yes ☐   No ☐
        e. If not completed, please estimate approximate term and year you anticipate completing: Click here to enter text.
        f. Please note your preliminary topic ideas for the Predissertation Project: Click here to enter text.
   2. Have you filed your program of study: Yes ☐   No ☐
   3. Has your residency been approved: Yes ☐   No ☐
                                        Residency year: Click here to enter text.

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

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

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

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

Research and Scholarship Data:

1. Please list membership in professional organizations (e.g., APA, CSSP, NASP): Click here to enter text.
2. Please list any professional conferences you have attended this year: Click here to enter text.
3. Please list any presentations you have participated in this year (please include the citations in APA style):

Click here to enter text.
Click here to enter text.
Click here to enter text.
Click here to enter text.
Click here to enter text.

4. Please list any professional publications you have had accepted within the last year (please include the citations in APA style):
Click here to enter text.
Click here to enter text.
Click here to enter text.

5. Please list any awards or scholarships that you received within the last year (please include the citations in APA style):
Click here to enter text.
Click here to enter text.
Click here to enter text.

6. Please list any research or service projects you have worked on this year and supervisor/program:
Click here to enter text.
Click here to enter text.

7. Please list any Graduate Assistantships you had this year and supervisor/program:
Click here to enter text.
Click here to enter text.

Employment Data
1. Are you employed: Yes ☐   No ☐
    a. If yes, how would you describe your employment:
        i. Full-Time ☐   Part-Time ☐ Contract (1-2 days/week) ☐
    b. If yes, what is the name and setting of your employment: Click here to enter text.
        i. Type of employment activities (e.g., consultation, assessment, intervention, counseling): Click here to enter text.
        ii. Are you employed as a State Certified School Psychologist: Yes ☐ No ☐
            If yes, which state: Click here to enter text.
        iii. Are you employed as a Nationally Certified School Psychologist: Yes ☐ No ☐
2. Have you completed a postdoctoral experience: Yes ☐   No ☐
    a. If yes, please identify the placement (name and setting), supervisor and the postdoctoral activities (e.g., consultation, assessment, counseling): Click here to enter text.
3. Have you passed the EPPP: Yes ☐   No ☐
4. Will you be seeking licensure: Yes ☐   No ☐
    a. If yes, when do you anticipate seeking licensure (month and year): Click here to enter text.
    b. What licenses will you be seeking (e.g., NCSP, DORA): Click here to enter text.

Appendix C: Background Check Documentation

Part I
VECHS WAIVER AGREEMENT AND STATEMENT
Volunteer and Employee Criminal History Service
For criminal history record information pursuant to the *National Child Protection Act of 1993 (NCPA), as amended by the Volunteers for Children Act (VCA), and the Adam Walsh Child Protection and Safety Act of 2006*

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

I hereby authorize _____
Name of Qualified Entity

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

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

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

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

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

Signature _____ Date _____

Printed Name _____

Address _____

Date of Birth _____ SSN _____

To Be Completed by Qualified Entity:

Entity Name _____

Address _____

Telephone _____

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

Appendix D: PhD School Psychology Licensure Coursework Plan 2019-2020

Name:_____ID No.:_____

Pre-Requisites: Required Master's Level Courses:

Developmental and Psychological Foundations	
CFSP 4304	Diversity in School and Community Settings
CFSP 4310 OR 4311	Early Childhood Development OR Child & Adolescent Development
CFSP 4312	Learning Theories and Behavioral Analysis
Legal, Ethical and Professional Foundations	
CFSP 4301	Professional, Legal and Ethical Issues in School Psychology
Assessment	
CFSP 4322	Assessment I
CFSP 4323	Assessment II
CFSP 4324	Assessment III
Collaborative Consultation with Families and Schools	
CFSP 4337	School-Age Academic Competencies & Intervention
CFSP 4340	School Mental Health Counseling I
CFSP 4343	School Mental Health Counseling II
Applied Courses	
CFSP 4349	School Psychology Practicum
Research Measurement	
RMS 4920	Educational Measurement

Ph.D. Licensure Coursework:

Development		Credits	Completed
CFSP 4310 *OR* CFSP 4311	Early Childhood Development *OR* Child and Adolescent Development	3	
CNP 4642	Adult Development	3	
	Required Credits	**6**	
Research, Measurement, and Program Evaluation		Credits	Completed
RMS 4910	Introduction to Statistics*	5	
RMS 4941	Introduction to Qualitative Research*	4	
RMS XXX	At Least **3 Intermediate and/or Advanced** Courses	11 **minimum**	
	Required Credits	**20**	
Dissertation			
CFSP 5995	Dissertation Research	1-10	
	Required Credits	**10**	
Exceptionalities			
CFSP 4303	Psychopathology: Prevention, Diagnosis, and Treatment	3	
CFSP 4305	Exceptionalities in Education: High Incidence Disabilities	3	
CFSP 4336	Preschool Interventions	3	
CFSP 4338	Exceptionalities in Education: Low Incidence Disabilities	3	

CFSP 4342	Crisis Intervention: Risk, Prevention, and Resiliency	3	
	Required Credits	**15**	
Evaluation and Assessment		Credits	Completed
CFSP 4363	Program Development and Evaluation	3	
	Required Credits	**3**	
Collaborative Consultation with Families and Schools		Credits	Completed
CFSP 4330	Family-School Partnering and Consultation	3	
CFSP 4332	Consultation and Collaboration	4	
	Required Credits	**7**	
Applied Courses		Credits	Completed
CFSP 4351	School Psychology Practicum: Clinic Assignment	3	
CFSP 4353	School Practicum	6	
CFSP 4354	Advanced Practicum	6	
CFSP 4361	Seminar: CFSP Supervision	2	
CFSP 4355	School Psychology Ph.D. Internship	3	
	Required Credits	**20**	
Psychology Specialization Courses			Completed
CNP 4788	Physiological Psychology	3	
CNP 4768	Social Psychology	3	
CNP 4705	History and Systems in Psychology	3	
CFSP 4999	*Advanced Seminar in School Psychology (optional)*	*Optional*	
	Required Credits	**9**	
	Total Minimum Credits	**90**	

May waive or test out.

PH.D. DEGREE – SCHOOL PSYCHOLOGY	CREDITS/ SCORES	SIGNATURE	DATE
Program Requirements			
Master's Degree (minimum 45 quarter/30 semester credits)			
Transfer Credit			
PRAXIS			
Residency			
Ph.D. Comprehensive Exam			
Ph.D. Dissertation Proposal			
Ph.D. Dissertation Defense			
Doctoral Internship (1500 hrs.)			

Student's Signature: _____   Date: _____

Advisor's Signature: _____   Date: _____

Note: All CFSP Master's courses are prerequisites to the Ph.D. If they have not been completed prior to enrolling in the Ph.D. degree, they must be completed in addition to the listed courses.

PhD School Psychology Licensure Curriculum Map
Suggested Sequence of Courses*
**course offerings are subject to change – refer to the DU Bulletin for updated course schedules*

Ph.D. Licensure Prerequisites

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

Ph.D. Licensure Coursework, Benchmarks, and Guidance

Year 1

Fall
- CFSP 4342   Crisis Intervention: Risk, Prevention, and Resiliency
- CFSP 4305   Exceptionalities in Education: High Incidence Disabilities
- CFSP 4353   School Psychology Practicum II
- RMS 4910   Introduction to Statistics
- **GUIDANCE – RESIDENCY YEAR**

Winter
- CFSP 4338   Exceptionalities in Education: Low Incidence Disabilities
- CFSP 4332   Consultation and Collaboration
- CFSP 4353   School Psychology Practicum II
- RMS 4941   Introduction to Qualitative Research
- **BENCHMARK – Praxis II (SPRING BREAK)**

Spring
- CFSP 4330   Family-School Partnering and Consultation
- CFSP 4353   School Psychology Practicum II
- **BENCHMARK – PRAC II EVALS**

Year 2

Fall
- RMS XXXX   INTERMEDIATE/ADVANCED
- CFSP 4310   Early Childhood Development
- CFSP 4361   Supervision
- CFSP 4354   Advanced Practicum

Winter
- RMS XXXX   INTERMEDIATE/ADVANCED
- CFSP 4311   Child and Adolescent Development

- CFSP 4354   Advanced Practicum
- CFSP 4303   Psychopathology: Prevention, Diagnosis, and Treatment
- **BENCHMARK – COMPS (SPRING BREAK)**

Spring
- RMS XXXX   INTERMEDIATE/ADVANCED
- CFSP 4336   Preschool Intervention
- CFSP 4363   Program Development and Evaluation
- CFSP 4354   Advanced Practicum
- CFSP 5995   Dissertation
- **BENCHMARK – ADV PRAC EVALS**

Year 3
Fall
- CFSP 5995   Dissertation
- CFSP 4951   School Psychology Practicum: Clinic Assignment
- CNP 4642   Adult Development
- CNP 4788   Physiological Psychology
- **BENCHMARK – PROPOSAL DEFENSE (SEP)**
- **GUIDANCE – APPIC/APA APPLICATIONS (OCT)**

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

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

Year 4
- CFSP 4356   Pre-doctoral Internship
- **BENCHMARK – DISSERTATION DEFENSE (SEP)**
- **BENCHMARK – INTERN EVALS**

Appendix E: PhD Pathway for EdS Professionals Coursework Plan 2019-2020

Student Name:_____   ID No.:_____

Pre-Requisites: Required Research Courses:

CFSP 4363	Program Development and Evaluation
RMS 4910	Introduction to Statistics
RMS 4920	Educational Measurement

Ph.D. Pathways Coursework:

Field Experiences		Credits	
CFSP 4354	Advanced Practicum	6	
CFSP 4361	Seminar: CFSP Supervision	2	
CFSP 4355	*Optional 1 yr. Internship (must be taken for further Ph.D. licensing)*	*3 (opt)*	
	Required Credits	**8**	
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; Clinical Psychology (APA)	12	
	Required Credits	**12**	
Research, Measurement, and Program Evaluation		Credits	Completed
RMS 4930	Quantitative Research Design*	3	
RMS 4941	Introduction to Qualitative Research*	4	
RMS XXX	At Least **4 Intermediate and/or Advanced** Courses	15 **minimum**	
	Required Credits	**22**	
Dissertation			
CFSP 5995	Dissertation Research	10 **minimum**	
	Required Credits	**10**	
	Total Minimum Required Credits	**52**	

May waive or test out.

Ph.D. DEGREE – Pathways	CREDITS/ SCORES	SIGNATURE	DATE
EdS must be earned within 8 years of application & from a NASP approved program			
Program Requirements			
PRAXIS (may be from prior to admission)			
Residency			
PhD Comprehensive Exam			
PhD Dissertation Proposal			
PhD Dissertation Defense			
Doctoral Internship (optional)			

Student Signature _____ Date: _____

Advisor Signature _____ Date: _____

*Introductory research courses may be waived or tested out of.

PhD School Psychology Pathways Curriculum Map
Suggested Sequence of Courses*
**course offerings are subject to change – refer to the DU Bulletin for updated course schedules*

Ph.D. Pathways Prerequisites
CFSP 4363   Program Development and Evaluation
RMS 4910   Introduction to Statistics
RMS 4920   Educational Measurement

Ph.D. Pathways Coursework, Benchmarks, and Guidance
Year 1
Fall
- RMS 4930   Quantitative Research Design
- RMS 4941   Introduction to Qualitative Research
- CFSP 4361   Supervision
- **GUIDANCE – RESIDENCY YEAR**

Winter
- RMS XXXX   INTERMEDIATE/ADVANCED
- RMS XXXX   INTERMEDIATE/ADVANCED
- XXXX   COGNATE

Spring
- RMS XXXX   INTERMEDIATE/ADVANCED
- RMS XXXX   INTERMEDIATE/ADVANCED
- XXXX   COGNATE

Year 2
Fall
- XXXX   COGNATE
- CFSP 4354   Advanced Practicum
- CFSP 5995   Dissertation

Winter
- CFSP 4354   Advanced Practicum
- CFSP 5995   Dissertation
- **BENCHMARK – COMPS (SPRING BREAK)**

Spring
- XXXX   COGNATE
- CFSP 4354   Advanced Practicum
- CFSP 5995   Dissertation
- **BENCHMARK – ADV PRAC EVALS**

Year 3
- CFSP 4356 Pre-doctoral Internship OPTIONAL

Appendix F: Sample Residency Documentation Form

Part 1: Residency Plan Proposal

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

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

Research Course	Term/Year/Grade

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

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

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

_____   _____
Student Name   Date
Doctoral Student

_____   _____
Faculty Name   Date
Academic Advisor

Part 2: Residency Documentation

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

Research: <Report completed activities in this area>

Research Course	Term/Year/Grade

Scholarship:
Pre-dissertation Title: *Place Submitted:*
Pre-dissertation Faculty Advisor:
<Report other completed activities in this area>

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

Professional Development: <Report completed activities in this area>

_____   _____
Student Name   Date
Doctoral Student

_____   _____
Faculty Name   Date
Academic Advisor

Appendix G: 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. -Clear discussion of how basic concepts and constructs apply to real life settings. -Ideas clearly tied to best practices with a large number of pertinent references from primary sources. -In-depth discussion that reflects a broad knowledge of both historical and contemporary trends, research and best practices. -All relevant concepts are covered across the age spectrum (birth to 21). -Complete consideration is given to issues relevant to both atypical and typical development.	-Well-developed understanding of basic concepts and constructs. -There is some discussion of how basic concepts and constructs apply to real life settings. -Ideas are tied to best practices with a sufficient number of pertinent references from primary sources. -Discussion points to some historical but mostly knowledge of contemporary trends, research and best practices. -Most relevant concepts are covered across the age spectrum (birth to 21). -Consideration is given to issues relevant to both typical and atypical development.	-Minimal evidence of understanding of basic concepts and constructs. -Little discussion of how basic concepts and constructs apply to real life settings. -Ideas are minimally tied to best practice with only a few pertinent references from primary sources. -Discussion points to knowledge of either historical or contemporary trends, research and best practices but not both. -Minimal coverage of relevant concepts across the age spectrum (birth to 21). -Consideration is primarily given to issues relevant to either typical or atypical, but not both.	-Incomplete or inaccurate understanding of basic concepts and constructs. -No discussion of how basic concepts and constructs apply to real life settings. -Ideas reflect deficient knowledge of best practice or pertinent references from primary sources. -Discussion does not point to either historical or contemporary trends, research or best practices. -Insufficient coverage of relevant concepts across the age spectrum (birth to 21). -Little evidence that consideration is given to issues relevant to typical or atypical development.
Application and Critical Evaluation			
Honors	**Pass**	**Conditional Pass**	**Fail**
-Ideas are given for how to apply, implement and use data to evaluate and make valid decisions. -Answer is based on thorough understanding of research design	-Some ideas are given for how to apply, implement and use data to evaluate and make valid decisions. -Answer is based on basic understanding of	-Few ideas are given for how to apply, implement and use data to evaluate and make valid decisions. -Answer is based on incomplete	-No ideas are given for how to apply, implement and use data to evaluate and make valid decisions. -Answer is based on inaccurate

measurement and statistics. -Unambiguous evidence of how to integrate appropriate interpersonal collaboration across domains of professional practice. -Answer is obviously strengths-based, with an emphasis on transdisciplinary collaborative approaches. -There is clear evidence that ecological theory and approaches are used in decision making.	research design measurement and statistics. -Some evidence of how to integrate appropriate interpersonal collaboration across domains of professional practice. -Answer is somewhat strengths-based, with an emphasis on transdisciplinary collaborative approaches. -There is clear evidence that ecological theory and approaches are used in decision making.	understanding of research design measurement and statistics. -Incomplete or irrelevant evidence of how to integrate appropriate interpersonal collaboration across domains of professional practice. -Answer is less strengths-based and more deficit-based with no emphasis on transdisciplinary collaborative approaches. -There is clear evidence that ecological theory and approaches are used in decision making.	understanding of research design measurement and statistics. -Minimal or no evidence of how to integrate appropriate interpersonal collaboration across domains of professional practice. -Answer is not strengths-based, and is not focused on transdisciplinary collaborative approaches. -There is clear evidence that ecological theory and approaches are used in decision making.
Professional Knowledge			
Honors	**Pass**	**Conditional Pass**	**Fail**
-Clear evidence of relevant legal and ethical standards and standards of professional practice, current policy, and legislation. -Full consideration of diversity issues, including, neurobiological, environmental and cultural influences. -Clear application and understanding of a wide spectrum of service delivery (Universal to intensive / Prevention to crisis).	-Some evidence of ties to relevant legal and ethical standards or standards of professional practice, policy or legislation. -Some consideration of diversity issues including, neurobiological, environmental and cultural influences. -Understands that there is a spectrum of service delivery (Universal to intensive / Prevention to crisis).	-Little evidence of relevant legal or ethical standards or standards of professional practice, policy or legislation. -Minimal consideration of diversity issues including, neurobiological, environmental or cultural influences. -Limited appreciation of a spectrum of service delivery (Universal to intensive / Prevention to crisis).	-No evidence of relevant legal or ethical standards or standards of professional practice, policy or legislation. -No consideration of diversity issues including, neurobiological, environmental or cultural influences. -No appreciation of a spectrum of service delivery (Universal to intensive / Prevention to crisis).

Organization & Completeness of Responses			
Honors	**Pass**	**Conditional Pass**	**Fail**
-A highly developed, integrative and well-organized answer. -All parts of the question are fully addressed with very smooth transitions between topic areas. -No jargon used and parent friendly language stressed throughout. -Evidence of highly proficient written communication. -Considerable attention to grammar, punctuation, spelling, and capitalization throughout.	-A sufficiently developed, integrative and organized answer. -Answer partially addresses most parts of the question with attempts to make some transitions between topic areas. -Little jargon used and parent friendly language stressed most of the time. -Evidence of proficient written communication. -Attention to grammar, punctuation, spelling, and capitalization, mostly throughout.	-An insufficiently developed, integrative or unorganized answer. -Some parts of the questions are omitted and there are few transitions between topic areas. -Some jargon used and minimal attention to parent friendly language -Minimal evidence of proficient written communication. -Inconsistent attention to grammar, punctuation, spelling, or capitalization.	-An insufficiently developed, integrative and unorganized answer. -Many parts of the question are not addressed and the answer is fragmented as isolated facts. -Too much jargon used with little attention to parent friendly language -Poor evidence of proficient written communication. -Little attention to grammar, punctuation, spelling, capitalization.

Appendix H: Department of Teaching and Learning Sciences
Announcement of Oral Defense
☐ **Proposal Defense**
☐ **Dissertation Defense**

Student Name	Date	Time	Building/Room Number
Dissertation Committee Member	**College**		**Department**
Dissertation Committee Member	**College**		**Department**
Dissertation Committee Member	**College**		**Department**
Dissertation Committee Member	**College**		**Department**
Dissertation Committee Member	**College**		**Department**
Department Chair		**Chair's Signature**	

ABSTRACT (150 words)

Appendix I: Dissertation Guidelines
Ph.D. Dissertation Process

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

Margins		
	Left	1.5"
	Top, Right, Bottom	1.0"
	Top for pages with chapter headings	2.0"
Don't Forget		
	Fonts are embedded	
	Document is in one PDF	
	Check formatting	

Necessary Pages	
	Title page, dated correctly, including the month and year of your official graduation
	Abstract
	Acknowledgements, if included, are stated in a professional, concise manner and do not exceed one page
	Table of Contents
	List of Tables, if necessary
	List of Figures, if necessary
	List of Common Abbreviations, if necessary

Proposal Defense

☐ Your proposal is the first 3 chapters (Introduction, Literature Review, & Methods) OR Manuscript 1 and portions of Manuscript 2 (Introduction, Literature Review, & Methods) of your dissertation along with a visual presentation

☐ Secure a peer scribe to take minute notes during your proposal

☐ Reserve a room in Katherine Ruffatto Hall that can accommodate at least 15 people

☐ **NO proposals** can be scheduled during week 10 and finals week of any given quarter

☐ Committee members should be **INTERESTED** in your topic. Ask faculty to meet and discuss your topic if it is a good fit ask them to be on your committee. **Be sure to leave enough time for committee members to read your proposal prior to the visual presentation**

☐ Select your dissertation committee and FILL OUT THIS FORM
   o Dissertation Chair (this should be your advisor)
   o Dissertation Committee Members (3 of them; include a methodologist, a faculty from outside your department to serve as your oral defense chair (non-voting member), and a critical reader)

☐ **No later than 30 days** after approval, FILL OUT THIS FORM and submit to the Office of Graduate Studies

Dissertation Defense

☐ Schedule your defense at least **three weeks prior** to the date of your intended graduation

☐ **NO defenses** can be scheduled during week 10 and finals week of any given quarter

☐ Secure a peer scribe to take minute notes during your proposal

☐ Reserve a room in Katherine Ruffatto Hall that can accommodate at least 15 people

☐ Copies of your dissertation must be provided to your examining committee at least **<u>two weeks prior</u>** to the date of your defense

☐ At least **<u>two weeks prior</u>** to the date of your defense, **EMAIL** all program, department, and college listservs your dissertation announcement

☐ At least **<u>two weeks prior</u>** to the date of your defense, run your document through *Turnitin* and write a one-page response on the results that will be submitted with the final draft of your dissertation. Please reference <u>THIS GUIDE</u> for more details

Appendix J: Manuscript Format and Style Form

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

Candidate's Name: _____ E-mail: _____

Dissertation Chair: _____

TITLE OF DISSERTATION: (Manuscript dissertations must have a single title that succinctly and accurately reflects the coherence of all papers included; each manuscript will have an individual title as well.)
_____
Have any of the papers been published? yes____ no____
(*Permission-to-reprint letters from copyright holder must be included in an appendix and the end of the thesis/dissertation, and footnoted on the first page of the chapter*.)

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

Manuscript 1
- Title: _____

- Journal: _____

Manuscript 2
- Title: _____

- Journal: _____

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

(Place on Letterhead)

Date

Student Name
University Address

Journal Name
Journal Address

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

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

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

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

Thank you for your assistance.

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

_____

Title:

_____

Signature:

_____

Date:

_____

Appendix K: Checklist of Dissertation Completion Tasks and Forms

☐ Review DU Dissertation Guidelines:
   http://www.du.edu/currentstudents/graduates/graduationinformation.html

☐ Review Program Handbook for specific department or Program requirements

☐ Pass PRAXIS

☐ Complete Residency

☐ Pass Doctoral Comprehensive Exam

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

☐ Meet with Dissertation Chair:

    ☐ Discuss additional committee members

    ☐ Discuss dissertation format

☐ **Schedule meetings with Chair as needed throughout remainder of this process**

☐ Proposal (Chapters 1-3 *Or* Manuscript 1 + Manuscript 2, partial)

    ☐ Proposal Distributed to Committee at least two weeks before the Scheduled Defense

    ☐ Complete and post Announcement Form

    ☐ Bring Dissertation <u>Proposal Form</u> to Proposal Meeting for signatures

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

☐ IRB

    ☐ Prepare IRB application (Dissertation Director's Approval is required). Visit this <u>link</u> for the IRB Determination Form.

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

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

☐ Dissertation Data Collection:

    ☐ Begin Data Collection

    ☐ Finish Data Collection

    ☐ Begin Analysis of Data

    ☐ Finish Analysis of Data

☐ Dissertation Completion (Chapters 4-5 *Or* Manuscript 2)

    ☐ Update, revise, and/or expand Literature Review

- [ ] Convert all descriptions of study to past-tense and include any changes made in procedures
- [ ] Prepare Tables of Data, Write Results
- [ ] Finish Summary, Discussion Chapter
- [ ] Determine the significance and limitations of the Study and its contribution to the field of school psychology
- [ ] Prepare Abstract (350 Word Limit)
- [ ] Refine Table of Contents, References, Appendices, Title Page, etc.
- [ ] Schedule Dissertation Defense:
  - [ ] Select Defense Committee Chair from another department who meets Graduate Studies' requirements
  - [ ] Complete and send Announcement Form
  - [ ] Request Academic Services Associate to post Defense Location, Date, and Title to MCE community
  - [ ] Distribute Text Copies of Dissertation to Committee at least two weeks prior to Defense
  - [ ] Prepare presentation of Dissertation for presenting to Committee and other attendees
- [ ] Final steps
  - [ ] Complete revisions and have them approved by Dissertation Director
  - [ ] Give Revised Copies of Dissertation to Oral Defense Committee Chair and Committee

- [ ] Graduation
  - [ ] Attend MCE Academic Hooding Ceremony, MCE Graduate Reception, & DU PhD Reception.

Appendix L: Annual Review Summary and Form

Part I
Sample Annual Evaluation Letter

DATE

Dear [STUDENT NAME],

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

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

Adequate progress: We look forward to your continued growth.

Inadequate progress: Now would be the time to seek help from your advisors and to chart a course that will assure progress and continued growth.

Best,

Department Chair
Child, Family, and School Psychology Program

Part II: Annual Review Summary

Name:		Home Phone:	
Address:		Work Phone:	
E-mail Address:		Cell phone:	
Official Program Entry Date (mm/dd/yyyy):		Review Date:	
Program: ☐ M.A. Year 1 & 2 ☐ Ed.S. Year 1 & 2 ☐ Ph.D. Licensure ☐ Ph.D. Leadership/Pathway			

In order for a student to become an effective professional, the student must demonstrate academic and professional competencies, as well as professional work characteristics. The following is a summary of performance in the work characteristics necessary for effective practice as a professional.

Year in Program	Review Date	Student Initials	Advisor Initials	Annual Review Outcome*	Remediation Plan: Areas For Remediation	CFSP Decision**
1						
2						
3						
4						
5						
6						

Refer to ratings in Part 2: Annual Review Form
*** (1) Dismissed from the Program; (2) Allowed to progress in the Program under remediation restrictions*

Part III: Annual Review Form

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

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

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

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 – responds appropriately to interpersonal and professional legal and ethical challenges	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 M: Loan Policies and Procedures

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

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

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

Loan of Materials to Non-Students
1. If I am serving as adjunct faculty, I understand that I can check out PAL materials <u>only if they are needed for instruction of my assigned course.</u> I agree to uphold all the policies and

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

2. If I am alum of the CFSP Program, I agree to <u>only</u> review materials in the PAL facility, but *not* check out materials. I understand that I will have to present proper credentials to access the PAL material.

Appendix N: Internship Readiness Form

The faculty makes decisions about your readiness to apply for internship. You will need to have your dissertation proposal successfully passed by the end of Fall quarter 2019. Please remember that faculty members are much less available during the summer months. In order for us to consider your readiness, please complete the entire form and upload it to canvas by Week 6 of Spring 2019.

Name: Date:

1. Date that you passed the comprehensive examination. _____
2. Date your predoctoral research requirement was completed. _____

    Title and authors of your predoctoral research and where it was presented?

    _____
    _____

3. Date coursework was/will be completed. _____
4. Date your dissertation proposal was passed or date the meeting will likely be scheduled

    _____

5. What is the title of your dissertation

    _____
    _____

6. Who is your Dissertation Chair and who are your Committee members.

    _____

7. What date did you send the form to Graduate Studies to approve your Committee Members?

    _____

8. Date final changes required at your proposal were (will be) handed in to your Dissertation Chair

    _____

9. Do you have any Incompletes? If so, state the course(s) and when they will be completed.

    _____

10. How many hours of practicum will you have completed by the end of **August, 2019**? (please only report up to August 31, 2019)

    Direct client hours from MA/MS? _____
    Direct client hours from   doctoral practica? _____
        Number of Total hours? _____
    Total number of assessment hours completed? _____
    Total number of assessment batteries completed _____
    Total number of psychological assessment reports written? _____

11. What type of sites are you considering applying to?

    _____
    _____
    _____

12. Where were you for your Advance Pracaticum I, Practicum II and your AdvancedPracticum is relevant ?

_____

_____

_____

13. Who are you considering asking for letters of recommendation? (List 4) Please remember you need two clinical and one faculty letters. They should all be doctoral level (not predoc interns or MA level supervisors).

_____

_

_____

_

_____

14. List 3 of your strengths and 3 of your areas for growth.

_____

_____

_____

_____

_____

_____