Child, Family and School Psychology

Office: Katherine A. Ruffatto Hall, 2nd floor  
Mail Code: 1999 E. Evans Avenue, Denver, CO 80208  
Phone: 303.871.2473  
Email: edinfo@du.edu  
Web Site: http://morgridge.du.edu/programs/child-family-and-school-psychology/

Child, Family, School Psychology

The Child, Family and School Psychology (CFSP) program offers degree programs that provide students with the knowledge and skills relevant for collaboration with diverse families, students, educators and professionals. These degree programs are designed to help graduates 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.

Our Program’s Goal

No matter what degree a student chooses to pursue, our program goal is to prepare highly competent, collaborative, ethical and self-reflective scientist-practitioners who can solve problems and share decision-making with others to optimize social-emotional, cognitive, academic and behavioral outcomes for typically and atypically developing children from birth to age 21.

Doctor of Philosophy in Child, Family, and School Psychology

The CFSP PhD degree – School Psychology (PhD-SP) prepares professionals in all aspects of doctoral-level school psychology services. All graduates are eligible for a Colorado Department of Education license in School Psychology and the National Association of School Psychologist’s National Certification (NCSP) after the successful completion of all coursework and passing the Praxis II/National Association of School Psychology licensing exam. PhD-SP students are required to pass comprehensive examinations and to complete a dissertation.

Program Accreditation

This degree is fully approved by the National Association of School Psychologists (NASP).

DOCTOR OF PHILOSOPHY IN CHILD, FAMILY, AND SCHOOL PSYCHOLOGY, Pathway for EDS Professionals

The CFSP PhD - Pathway for EdS Professionals is a unique PhD program designed for EdS professionals who wish to deepen their expertise in the dynamic field of education and school psychology. This degree program meets the needs of experienced professionals and recent graduates with an EdS from a NASP approved program interested in enhancing their careers through the development of applied research and leadership skills. It is intended to link professional knowledge and research with the world of practice in a chosen specialty area of study. Students take a flexible array of advanced courses in child and family studies, family and systems service delivery, organizational management, research and program evaluation and policy development that are designed to develop expertise matched to individual interests and proficiency.

Educational Specialist degree in Child, Family, and School Psychology with a Concentration in School Psychology

The CFSP Educational Specialist degree – School Psychology Generalist (EdS-G) prepares professionals in all aspects of School Psychology services to work with children and families from birth to age 21 in school or community settings. All graduates of the EdS program are eligible for a Colorado Department of Education license in School Psychology and the National Association of School Psychologist’s National Certification (NCSP) after the successful completion of all coursework and passing the Praxis II/National Association of School Psychology licensing exam.

Program Accreditation

The Ed.S. degree is fully approved by the National Association of School Psychologists (NASP).

Educational Specialist degree in Child, Family, and School Psychology with a Concentration in Early Childhood School Psychology

The CFSP Educational Specialist degree – School Psychology with Early Childhood Concentration (EdS-EC) prepares professionals in all aspects of School Psychology services to work with children and families from birth to age 21. This degree requires an additional 18 hours of integrated core and practical coursework, beyond that required for the EdS- Generalist degree. All graduates of the EdS program are eligible for a Colorado Department of Education license in School Psychology and the National Association of School Psychologist’s National Certification (NCSP) after the successful completion of all coursework and passing the Praxis II/National Association of School Psychology licensing exam.
Program Accreditation
The Ed.S. degree is fully approved by the National Association of School Psychologists (NASP).

MASTER OF ARTS IN CHILD, FAMILY, AND SCHOOL PSYCHOLOGY

The CFSP Master’s (MA) degree prepares students interested in working in community agencies or educational settings that emphasize policy as it relates to direct service to young children and families. Licensure as a school psychologist is not available with the MA in CFSP degree. The MA courses are aligned with the CFSP School Psychology Doctoral degree and prepare students for further study.

Master of Arts in Child, Family, and School Psychology; Education specialist degree in child, family, and school psychology with a concentration in school psychology; concentration is early childhood school psychology

Following are the simple steps to apply for graduate study in Child, Family and School Psychology at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies.

Apply Online / Application Deadlines
• Applications for graduate study at the University of Denver must be submitted online.
• All online materials must be received, and all supplemental materials including transcripts must be on file in the Office of Graduate Studies, by the program’s stated deadline: Priority Deadline for MA: January 16, 2015; Priority Deadline for EDS: December 15, 2014; Final Deadline: April 1, 2015 for Fall 2015 admit (201570). The program will review well-qualified applicants after the deadline until the remaining space has been filled.
• A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.

Course and Degree Prerequisites and Requirements
• Applicants must earn and submit proof of earning the equivalent of a baccalaureate degree from a regionally accredited institution prior to beginning graduate coursework at DU.

Transcripts
• Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.
• The applicant is responsible for obtaining all transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English. DU students and alumni do not need to provide DU transcripts.
• Official study abroad transcripts are required unless the course titles, grades and credit earned abroad appear on another transcript. Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission. This process can take three to four weeks and must be complete by the program’s stated deadline. Therefore, applicants with a degree from outside of the U.S. are encouraged to apply early.
• The University of Denver will consider electronic transcripts official from a domestic institution provided by the following approved agencies: Army/American Council on Education Registry Transcript System (AARTS); Docufide/Parchment; National Student Clearinghouse; Naviance; Royall and Company; and, Scrip-Safe.
• Paper transcripts should be sent to the following address:
  University of Denver
  Office of Graduate Studies
  Mary Reed Building, Room 5
  2199 S. University Blvd.
  Denver, CO 80208-4802
• Electronic transcripts should be sent to gradinfo@du.edu.

Language Proficiency
• Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the University is 80 (iBT) or 550 (paper-based). The institution code for the University of Denver is 4842. The minimum IELTS score accepted by the University is 6.0. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual for complete English language proficiency requirements.
• Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English. Such applicants may be exempt from
the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations. There are no exemptions for graduate teaching assistants.

- Students whose native language is not English and who are required to submit TOEFL/IELTS scores will be assessed by the University of Denver English Language Center (ELC) prior to matriculation.

**Test Scores**

- The Graduate Record Exam (GRE) is required. Scores must be received directly from the appropriate testing agency by the program's stated deadline. DU's ETS Institution Code is 4842.

**Statement of Professional Goals**

- A statement is required should be submitted via upload through the online application process.

**Resume / C.V.**

- A resume or C.V. is required. This should include work experience, research, and/or volunteer work. The resume should be submitted via upload through the online application process.

**Recommendation Letters**

- Two letters of recommendation are required and three are recommended. Letters should be solicited and uploaded by recommenders through the online application system. Requests for letters should be sent to recommenders well in advance so the letters are on file by the application deadline.

**Financial Support**

- To be considered for financial support, domestic applicants should apply early and submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline: February 15. Information about financial aid can be found on the Office of Financial Aid website. International students are not eligible for federal financial aid.

**Application Status**

- We encourage you to be actively engaged in the admission process. You can check your application status online at PioneerWeb. Applicants will receive login information post application submission.

**Contact Information**

- Mail official transcripts and any supplemental admission materials not submitted with the online application to:
  
  University of Denver  
  Office of Graduate Studies  
  Mary Reed Building, Room 5  
  2199 S. University Blvd.  
  Denver, CO 80208-4802

- Electronic transcripts should be sent to gradinfo@du.edu.

- For more information call (303) 871-2706.

**International Applicants**

- For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information. International applicants are strongly encouraged to have their applications complete, with all materials on file in the admission office, at least eight weeks prior to the program’s application deadline.

*The Graduate Policies and Procedures provides complete details regarding admission requirements.*

**Doctor of Philosophy in Child, Family, and School Psychology Pathway for EdS Professionals**

Following are the simple steps to apply for the PhD and EDS programs in Child, Family and School Psychology at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies.

**Apply Online / Application Deadlines**

- Applications for graduate study at the University of Denver must be submitted online.

- All online materials must be received, and all supplemental materials including transcripts must be on file in the Office of Graduate Studies, by the program's stated deadline: Priority deadline: December 15, 2014; Final deadline: April 1, 2015 for Fall 2015 (201570). The program will review well-qualified applicants after the deadline until the remaining space has been filled.

- A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.

**Course and Degree Prerequisites and Requirements**

- Applicants must earn and submit proof of earning the equivalent of a baccalaureate degree from a regionally accredited institution prior to beginning graduate coursework at DU. Applicants to the PhD must have an earned master’s degree prior to matriculating into the doctoral program.
Transcripts

- Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.

- The applicant is responsible for obtaining all transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English. DU students and alumni do not need to provide DU transcripts.

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- Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English. Such applicants may be exempt from the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations. There are no exemptions for graduate teaching assistants.

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Statement of Professional Goals

- A statement is required should be submitted via upload through the online application process.

Resume / C.V.

- A resume or C.V. is required. This should include work experience, research, and/or volunteer work. The resume should be submitted via upload through the online application process.

Recommendation Letters

- Three letters of recommendation are required. Letters should be solicited and uploaded by recommenders through the online application system. Requests for letters should be sent to recommenders well in advance so the letters are on file by the application deadline.

Program-Specific Admission Requirements

- When possible, these requirements should be submitted via upload through the online application process.

- Employer/Supervisor Evaluation

- In-service or Training Presentation

- Case Study in NASP Format
Financial Support

• To be considered for financial support, domestic applicants should apply early and submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline; February 15. Information about financial aid can be found on the Office of Financial Aid website. International students are not eligible for federal financial aid.

Application Status

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• For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information.
  International applicants are strongly encouraged to have their applications complete, with all materials on file in the admission office, at least eight weeks prior to the program’s application deadline.
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Doctor of Philosophy in Child, Family, and School Psychology WITH A CONCENTRATION IN CHILD AND FAMILY Studies

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The Graduate Policies and Procedures provides complete details regarding admission requirements.
DOCTOR OF PHILOSOPHY IN CHILD, FAMILY, AND SCHOOL PSYCHOLOGY with a Concentration in School Psychology

Degree Requirements

Coursework Requirements

Core Knowledge Base and Foundations

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CFSP 4304</td>
<td>Diversity in School and Community Settings</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4310</td>
<td>Infant Development</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4312</td>
<td>Learning Application and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4311</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>CNP 4641</td>
<td>Adolescent Development</td>
<td>3</td>
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</tbody>
</table>

Professional Skills and Training

Research, Measurement, Program Evaluation and Technology (minimum hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>RMS 4951</td>
<td>Mixed Method Research Design</td>
<td>4</td>
</tr>
<tr>
<td>RMS 4930</td>
<td>Empirical Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>RMS 4910</td>
<td>Introductory Statistics</td>
<td>5</td>
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Research Courses

Intermediate level

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>RMS 4942</td>
<td>Qualitative Data Collection and Analysis</td>
<td>1</td>
</tr>
<tr>
<td>RMS 4921</td>
<td>Psychometric Theory</td>
<td>1</td>
</tr>
<tr>
<td>RMS 4932</td>
<td>Meta-Analysis Social Science Research</td>
<td>1</td>
</tr>
<tr>
<td>RMS 4931</td>
<td>Survey and Design Analysis</td>
<td>1</td>
</tr>
<tr>
<td>RMS 4911</td>
<td>Correlation and Regression</td>
<td>1</td>
</tr>
<tr>
<td>RMS 4912</td>
<td>Analysis of Variance</td>
<td>1</td>
</tr>
<tr>
<td>RMS 4959</td>
<td>Topics in Research Design</td>
<td>1</td>
</tr>
<tr>
<td>SOWK 5405</td>
<td>Qualitative Data Analysis</td>
<td>1</td>
</tr>
<tr>
<td>STAT 4810</td>
<td>Nonparametric Statistics</td>
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Advanced level

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>RMS 4951</td>
<td>Mixed Method Research Design</td>
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</tr>
<tr>
<td>RMS 4929</td>
<td>Topics in Psychometrics</td>
<td>1</td>
</tr>
<tr>
<td>RMS 4922</td>
<td>Item Response Theory</td>
<td>1</td>
</tr>
<tr>
<td>RMS 4914</td>
<td>Structural Equation Modeling</td>
<td>1</td>
</tr>
<tr>
<td>RMS 4913</td>
<td>Multivariate Analysis</td>
<td>1</td>
</tr>
<tr>
<td>RMS 4919</td>
<td>Topics in Statistics</td>
<td>1</td>
</tr>
<tr>
<td>RMS 4915</td>
<td>Hierarchical Linear Modeling</td>
<td>1</td>
</tr>
<tr>
<td>RMS 4916</td>
<td>Latent Growth Curve Modeling</td>
<td>1</td>
</tr>
<tr>
<td>RMS 4945</td>
<td>Community-Based Research</td>
<td>1</td>
</tr>
<tr>
<td>RMS 4946</td>
<td>Advanced Qualitative Research</td>
<td>1</td>
</tr>
<tr>
<td>RMS 4947</td>
<td>Arts-Based Research</td>
<td>1</td>
</tr>
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MSP 5995       | Dissertation Research | 10    |

Learning Theory, Educational Foundations, and Special Education Leadership

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CFSP 4303</td>
<td>Risk, Resiliency &amp; Prevention</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4305</td>
<td>Exceptional Child: Biomedical &amp; Psycho-Social Aspects</td>
<td>3</td>
</tr>
<tr>
<td>or CFSP 4308</td>
<td>Early Academic Competencies</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4338</td>
<td>Low-Incidence Disability and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4342</td>
<td>Crisis, Intervention and Prevention</td>
<td>3</td>
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Legal, Ethical and Professional Foundations

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFSP 4301</td>
<td>Professional and Ethical Issues in School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4302</td>
<td>Legal Issues in Education</td>
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</table>

Evaluation and Assessment

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFSP 4363</td>
<td>Child, Family, School Psychology Program Development and Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>
CFSP 4322  Psycho-Educational Assessment I  4  
CFSP 4323  Psycho-Educational Assessment II  4  
CFSP 4324  Social-Emotional Assessment  4  
CFSP 4320  Infant Assessment  3  
CFSP 4326  Preschool Assessment  3  
Collaborative Consultation with Families and Schools  
CFSP 4330  Family-School Partnering and Consultation  3  
CFSP 4340  Counseling Children and Adolescent  4  
CFSP 4332  Classroom Management and Consultation  4  
CFSP 4337  School-Age Academic Competencies  4  
CFSP XXXX  Group Counseling in the Schools  4  
\begin{table}[h]
\centering
\begin{tabular}{|l|l|}
\hline
\textbf{Applied Coursework and Cognate} & \\
\hline
\textbf{Applied Courses} & \\
\hline
CFSP 4349  Community Practicum & 6  
CFSP 4353  School Practicum & 6  
CFSP 4361  Seminar: CFSP Supervision (take during one quarter) & 1  
CFSP 4355  School Psychology Internship (1 yr full-time or 2 yrs half-time) & 3  
\hline
\textbf{Cognate Courses} & \\
\hline
Approved Options & Minimum of five courses in a defined advanced specialization selected in consultation with advisor 12  
\hline
\hline
\textbf{Total Credits} & 135  
\end{tabular}
\end{table}

The 135 minimum credit requirement is from the baccalaureate degree.

Non-coursework Requirements  
- Passing of Praxis Exam  
- Comprehensive Examination  
- 1500-Hour full year internship  
- Dissertation

DOCTOR OF PHILOSOPHY IN CHILD, FAMILY, AND SCHOOL PSYCHOLOGY with a Concentration in School Psychology (PATHWAY FOR EDS PROFESSIONALS)

Degree Requirements  
Coursework Requirements  
Research, Measurement, Program Evaluation  
\begin{table}[h]
\centering
\begin{tabular}{|l|l|}
\hline
\textbf{Research Courses} & \\
\hline
Intermediate level & \\
RMS 4942  Qualitative Data Collection and Analysis & 8  
RMS 4921  Psychometric Theory & 
RMS 4932  Meta-Analysis Social Science Research & 
RMS 4931  Survey and Design Analysis & 
RMS 4911  Correlation and Regression & 
RMS 4912  Analysis of Variance & 
RMS 4959  Topics in Research Design & 
SOWK 5405  Qualitative Data Analysis & 
STAT 4810  Nonparametric Statistics & 
\hline
Advanced level & \\
RMS 4951  Mixed Method Research Design & 3  
RMS 4929  Topics in Psychometrics & 
RMS 4922  Item Response Theory & 
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RMS 4914  Structural Equation Modeling
RMS 4913  Multivariate Analysis
RMS 4919  Topics in Statistics
RMS 4915  Hierarchical Linear Modeling
RMS 4916  Latent Growth Curve Modeling
RMS 4945  Community-Based Research
RMS 4946  Advanced Qualitative Research
RMS 4947  Arts-Based Research

Dissertation
CFSP 5995  Dissertation Research 10

**Applied Coursework and Cognate**

**Applied Courses**

CFSP 4361  Seminar: CFSP Supervision (take during one quarter) 2

**Cognate Courses**

Possible concentrations include: Data-based Decision Making, Assessment and Evaluation Prevention, Intervention, and Consultation Advanced Developmental Theory Advocacy, Policy and Leadership 10

**Total Credits**

52

**The 52 minimum credit requirement is only for students with an earned education specialist degree (EdS).**

**Non-coursework Requirements**

- Comprehensive Exam
- Dissertation

**Education Specialist in Child, Family, and School Psychology with a Concentration in Early Childhood School Psychology**

**Degree Requirements**

**Coursework Requirements**

**Core Knowledge Base and Foundations**

(Course to be completed in Year/Quarter in parentheses)

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<tr>
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<td>CNP 4641</td>
<td>Adolescent Development</td>
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**Learning Theory, Educational Foundations, and Special Education**

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<td>CFSP 4312</td>
<td>Learning Application and Analysis</td>
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<td>CFSP 4338</td>
<td>Low-Incidence Disability and Intervention</td>
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**Legal, Ethical, and Professional Foundations**

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<tr>
<td>CFSP 4315</td>
<td>Professional and Ethical Issues in Early Childhood Special Education</td>
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</tr>
<tr>
<td>CFSP 4302</td>
<td>Legal Issues in Education</td>
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**Professional Skills and Training**

**Research, Measurement, Program Evaluation, and Technology**

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**Individual Evaluation and Assessment**

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<td>CFSP 4326</td>
<td>Preschool Assessment</td>
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<td>CFSP 4322</td>
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<td>Risk, Resiliency &amp; Prevention</td>
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<td>Early Academic Competencies</td>
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<td>CFSP 4343</td>
<td>Group Counseling Children and Adolescents in School Settings</td>
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<td>CFSP 4330</td>
<td>Family-School Partnering and Consultation</td>
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<td>Classroom Management and Consultation</td>
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<td>CFSP 4349</td>
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<td>CFSP 4355</td>
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**Total Credits: 108**

1 Required for concentration totaling 18 credits.

**Minimum number of credits required for degree: 108**

**Non-coursework Requirements**
- Passing Score on Praxis Exam
- 1200-hour School Psychology Internship

**Education Specialist in Child, Family, and School Psychology with a Concentration in School Psychology**

**Degree Requirements**

**Coursework Requirements**

**Core Knowledge Base and Foundations**
- **Developmental and Psychological Foundations**
  - CFSP 4304 Diversity in School and Community Settings 3
  - CFSP 4310 Infant Development 3
  - CFSP 4311 Child Development 3-5
  - CNP 4641 Adolescent Development 3

**Learning Theory, Educational Foundations, and Special Education**
- CFSP 4305 Exceptional Child: Biomedical & Psycho-Social Aspects 3
- CFSP 4312 Learning Application and Analysis 3
- CFSP 4338 Low-Incidence Disability and Intervention 3
- CFSP 4301 Professional and Ethical Issues in School Psychology 3
- CFSP 4302 Legal Issues in Education 3

**Professional Skills and Training**
- Research, Measurement, Program Evaluation, and Technology
- RMS 4910 Introductory Statistics 5
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Minimum number of credits required for degree: 90

Non-coursework Requirements
- 1200-hour School Psychology Internship
- Passing score on PRAXIS exam

MASTER OF ARTS IN CHILD, FAMILY, AND SCHOOL PSYCHOLOGY

Degree Requirements

Coursework Requirements

Minimum number of credits required for degree: 45

Non-coursework Requirements
- Capstone

Core Knowledge Base and Foundations

Developmental and Psychological Foundations
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Legal, Ethical, and Professional Foundations

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Professional Skills and Training

Evaluation and Assessment
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Collaborative Consultation with Families and Schools
CFSP 4308 Early Academic Competencies 3
or CFSP 4336 Preschool Interventions
CFSP 4337 School-Age Academic Competencies 4

Applied Coursework
Applied Courses
CFSP 4349 Community Practicum 6
Applied Project/Capstone (S) PASS

Total Credits 48

Courses

CFSP 3900 Child Guidance (5 Credits)
Students in this class explore effective child guidance theories and factors that impact their classroom application with young children from birth to age 8. Empirically-based positive guidance techniques and strategies are reviewed and applied to everyday practice, especially as they relate to establishing prosocial environments, classroom management, and meeting the needs of children and families from diverse backgrounds.

CFSP 3910 Early Childhood Nutrition (3 Credits)
Young children have specific nutritional and physical needs. This course covers the nutritional needs of children, such as how to ensure that they get all the nutrients they need to stay healthy. The course explores what consists of safe foods at various stages in childhood, especially when not all foods can be eaten by infants and toddlers. Learn about the best practices in the field of early education regarding what foods to serve young children that promote positive health, hygiene and physical development.

CFSP 3991 Independent Study (1-10 Credits)
CFSP 3992 Directed Study (1-10 Credits)

CFSP 4000 Assessment for Non-Psychologists (2 Credits)
Foundation and methodology of assessment are considered in the context of informing practices of professionals who construct a variety of test formats including assessment of cognitive abilities, achievement testing, vocational assessment, and assessment of personality.

CFSP 4301 Professional and Ethical Issues in School Psychology (3 Credits)
This course examines professional issues pertinent to working with early childhood through adolescent populations in school and community settings. Professional issues and contemporary service models pertinent to the field of early childhood and school psychology are reviewed, including an introduction to ethical issues, federal mandates, professional training, and roles and responsibilities. Students learn and are involved in casework discussion pertinent to the application of best practices in the delivery of assessment, intervention, and consultation services. Special emphasis is given to current mental health and education regulations and reforms. Controversial issues highlighted in the field are covered including differential issues facing early childhood and school psychology professionals in urban and rural settings. Students become acquainted with a variety of ethical issues affecting practice in the public schools; in hospital, agency, and private settings; and in higher education. Attention is focused on ethical standards, reasoning processes, and conduct in applied settings.

CFSP 4302 Legal Issues in Education (3 Credits)
This course is designed to acquaint students with a variety of legal issues affecting practice in the public schools; in hospital, agency, and private settings; and in higher education. Attention is focused on federal and state legislation, special and regular education case law, psychological practice case law, and ethical standards, reasoning processes, and conduct in applied settings. Special consideration is given to the nonequivalence of ethical standards of practice as they relate to legal mandates and court decisions concerning practice in the schools.

CFSP 4303 Risk, Resiliency & Prevention (3 Credits)
This course examines the history and theoretical bases of resiliency research and the characteristics of children at significant risk of delays, disorders, and low-incidence disabilities. Participants obtain practical information regarding the assessment, identification, amelioration, facilitative responses, and intervention in school and community settings for these populations. The course moves beyond a pathology approach that focuses on the deficits of children and families to an empowerment perspective that focuses on strengths. The course is grounded in child development research and educational and family systems Prevention principles, curriculum, and policy agendas are discussed that build on a model of collaboration between and among disciplines in community and school settings.

CFSP 4304 Diversity in School and Community Settings (3 Credits)
This course explores diversity in children and families, and the impact of culture on personal and family development. Emphasis is placed on the intersection of school and community settings’ cultures and those of children and families, and how this affects learning and development for individuals and groups of children. Attention is given to students’ cultures and cultural experiences, and how these affect the work they do with children and families in school and community settings.

CFSP 4305 Exceptional Child: Biomedical & Psycho-Social Aspects (3 Credits)
This course provides a broad survey of the field of exceptionality and special education. Included are discussions of current issues and controversies in the field, characteristics, classification, diagnosis, and educational interventions for early childhood and school-aged children with high-incidence and low-incidence disabilities who have exceptional educational needs. Biomedical and psychosocial etiologies are reviewed. Implications for child and family interventions and supports also are addressed.
CFSP 4308 Early Academic Competencies (3 Credits)
This course provides an overview of early academic competencies across diverse settings and stakeholders, such as families, teachers/providers, programs, and communities. A comparative analysis of evidence-based early literacy strategies, environments, curriculum, and a review of current evaluation and instructional language and math literacy practices for working with teachers, families, and young children is undertaken. Play-based and other informal methods of assessment and intervention are covered, including the integration of technology and strategies to promote early skill development with language and math with infants, toddlers, and preschoolers in natural environments.

CFSP 4310 Infant Development (3 Credits)
This course provides an overview of the theoretical, research, and practice issues in the field of child development. Attention is given to sensorimotor, cognitive, language, and social-emotional development. The focus of the course is on typical development of children from early childhood to early adolescence. The course will emphasize the synthesis of past research into current findings and accepted theories and will allow the student to broaden their understanding of the impact of research on current policies and practices.

CFSP 4311 Child Development (3 Credits)
This course provides an overview of the growth and development of the child from conception to twelve years. Attention is given to physical/sensorimotor, cognitive, language, and social-emotional development domains with a focus on typical as well as atypical development. Research and policy are reviewed as it relates to developmentally appropriate practice addressing the whole child and the creation of supportive environmental contexts. Guided observation and individual case work allow for application and integration of developmental theory and practice.

CFSP 4312 Learning Application and Analysis (3 Credits)
This course examines learning theories and applied behavioral principles. Students learn to apply theories to case studies and fieldwork relating to infants, toddlers, preschoolers, and school-age children with and without disabilities. Students work in teams to analyze and solve problems relating to learning and behavior at home and school, and to develop positive behavioral support and effective learning plans.

CFSP 4315 Professional and Ethical Issues in Early Childhood Special Education (3 Credits)
This course provides students with an understanding of the role of an Early Childhood Special Educator Specialist and serves as the foundation for students who are interested in pursuing this as a profession. This includes the profession's ethical and professional practice standards, and understanding of the multiple roles and complex situations across wide age and developmental ranges. This course also covers the historical laws and legal issues associated with the profession. The course also highlights why special educators engage in professional activities and learning communities that benefit individuals with developmental issue and their families, colleagues, and their own professional growth. This course promotes the idea that special educators are lifelong learners and regularly reflect on and adjust their practice.

CFSP 4317 Learning Differences in P-3 (3 Credits)
This course reviews the challenges that arise in early childhood classrooms (preschool-3 grade) related to children who exhibit academic and behavioral differences and delays. Academic and behavioral interventions and differentiation strategies will be addressed. Additionally, the course will cover the approaches for addressing children who require additional academic and behavioral support in the classroom.

CFSP 4320 Infant Assessment (3 Credits)
This course is designed to teach students how to assess infants using a variety of standardized and non-standardized methods. The entire assessment process including screening, evaluating, writing results, and interpreting the results to families and to professionals are addressed. Tests are examined with consideration for when and why specific instruments should be used. Students are trained in-depth in the administration and interpretation of a variety of instruments for assessment of cognitive, language, social-emotional and motor development. Prerequisite: CFSP 4310.

CFSP 4322 Psycho-Educational Assessment I (4 Credits)
This course is one of two required courses designed to provide students in School Psychology with expertise in individual intelligence and achievement test administration, scoring, interpretation, and report writing. Each student has an opportunity to administer various cognitive and achievement measures, with particular emphasis on the Wechsler Scales. Contemporary issues pertinent to the assessment of intelligence are covered. Emphasis is placed synthesizing and integrating information from cognitive and achievement assessment with other sources to produce effective educational recommendations. In addition, the role of these tools in the special education qualification process is highlighted. Important issues regarding the use of such tests are discussed, as well as the use of tests in schools and clinical practice. The focus of the class is primarily on the assessment of school-aged children. Lab fee required.

CFSP 4323 Psycho-Educational Assessment II (4 Credits)
This course is the second of two required courses designed to provide students in School Psychology with expertise in individual intelligence and achievement test administration, scoring, interpretation, and report writing. Each student has an opportunity to administer various cognitive and achievement measures, with particular emphasis on the Woodcock Johnson Scales. Nontraditional forms of assessment, as well as adaptive behavior measures, are also covered. Integrating results of assessments with other data to provide effective educational recommendations continues to be an emphasis. The focus of the class is on the assessment of school-aged children. Lab fee required.

CFSP 4324 Social-Emotional Assessment (4 Credits)
This course is designed to provide students with knowledge of the major approaches to assess a school-aged student's social and emotional status. Instruction includes underlying theories, use and interpretation of interviewing techniques, observation methods, objective behavior ratings, self-report measures, sociometric procedures and selected projectives. Emphasis is placed on the integration and interpretation of multimethod, multisource and multisetting data to improve diagnostic accuracy, and the use of assessment results in developing effective intervention strategies. Students learn to incorporate such assessment information using case studies. In addition, students develop skills in writing case reports and in making effective presentations of social-emotional assessment results. Consideration is given to contemporary issues in the assessment of children's social emotional functioning. Lab fee required.
CFSP 4326 Preschool Assessment (3 Credits)
This course is designed to teach students how to assess preschoolers using a variety of standardized and non-standardized methods. The entire assessment process including screening, evaluating, writing results, and interpreting the results to families and to professionals are addressed. Tests are examined with consideration for when and why specific instruments should be used. Students are trained in-depth in the administration and interpretation of a variety of instruments for assessment of cognitive, language, social-emotional and motor development. Prerequisites: CFSP 4311 and CFSP 4320.

CFSP 4330 Family-School Partnering and Consultation (3 Credits)
This course is designed to familiarize educational, mental health, and early childhood service providers with essential attitudes, approaches, and actions necessary to form successful family-school-community partnerships that can foster development and learning, especially for children with disabilities. Ecological, family systems, and family-centered theory and principles serve as the foundation for working collaboratively with families from diverse cultural and social backgrounds within school and community settings. Students gain skills in family interviewing, consultation to identify family strengths, needs, and resources; collaborative problem-solving; and multi-systemic learning. Evidence-based family involvement, education, and intervention strategies contribute to positive family-school partnering relationships are reviewed within a multi-tiered, school-based service delivery framework.

CFSP 4332 Classroom Management and Consultation (4 Credits)
This course is designed to acquaint students with current directions in classroom management and school-based consultation. Covered are issues related to consultant and consultee characteristics, consultation practices and processes, models and stages of consultation, facilitating desired outcomes in consultation, and evaluation of consultation outcomes. Special emphasis is also given to problems of classroom management and collaboration with parents, teachers and other educational and community personnel. Case analysis and practice are required.

CFSP 4335 Infant & Family Interventions (3 Credits)
This course will describe various models for intervention with infants and toddlers with disabilities, emphasizing intervention within natural environments. Working with children and families in home, childcare, and other community settings will be emphasized and contrasted with intervention in more clinical settings. Students learn how to consult with parents and community professionals in providing coordinated interdisciplinary services when working with children in home and community settings. All areas of development will be addressed. Field experiences with children and families are expected to practice the skills addressed in class. Families will be asked to share their experiences to enable students to gain the "human" side of theory and practice.

CFSP 4336 Preschool Interventions (3 Credits)
This course covers early childhood interventions applicable within community, preschool and home environments. A hierarchy of intervention strategies is addressed including universal, targeted, and intensive approaches. There is a focus on building supportive networks, routine-based intervention strategies, and collaboration to enhance family resources. Students review empirically validated early interventions and curriculum for young children exhibiting both normal and delayed development.

CFSP 4337 School-Age Academic Competencies (4 Credits)
The purpose of this course is to review theories of learning disability and response to intervention approaches that incorporate environmental, curriculum-based, standardized, analytical or diagnostic assessments. Students learn to link assessment data to targeted empirically-valid learning and behavioral; interventions and strategies for students exhibiting difficulties or delays in literacy, written language, or math skills. Students evaluate learning environments, formulate instructional hypotheses, and plan interventions and strategies in regards to phonemic awareness, decoding/phonics, word recognition, reading fluency, listening/reading comprehension, study skills, written expression, mathematical calculation or problem-solving. Guidelines to promote differentiated classroom instruction and for working with students with limited English proficiency are reviewed. Effective family-school partnering and home-school consultation practices are highlighted to further facilitate learning. These goals are accomplished through critical readings and assignments, classroom case discussion, demonstrations, modeling, practice with hypothetical cases, and individualized tutoring with a referred student.

CFSP 4338 Low-Incidence Disability and Intervention (3 Credits)
This course reviews a wide range of neurodevelopmental disorders and low-incidence disabilities including autism, fragile X syndrome, and Fetal Alcohol Syndrome, visual and hearing impairment, along with syndromes associated with chromosomal deletions. Implications for assessment and intervention are outlined including diagnostic criteria, prevalence, and treatment and intervention strategies. Research on identification and treatment including state of the art interventions and assistive technology are addressed. Experts and researchers on specific disabilities, from the community will be used as guest lecturers. Students observe children within community sites and also work with local families affected by low-incidence disabilities.

CFSP 4339 Introduction to Play Therapy (3 Credits)
This course examines the history and theoretical bases of major theories of play to enhance children's social-emotional and adaptive functioning. Child-centered, interpretive, and structured play therapy models are reviewed. Information is covered regarding preparation, selection of materials and toys, playroom characteristics, facilitative responses, and how to adapt play therapy in school, home and clinical settings. The play therapy process is illustrated from the initial referral and contact through termination, including observing and responding during sessions, facilitation and interpretation, therapeutic limit setting, and group play therapy strategies. Case studies, role play, video and script analysis are incorporated as is brief play therapy and applications with special populations. Efficacy, evaluation and future areas for professional development are reviewed. This course is designed as an introductory experience to prepare students for further supervised practica in play therapy.
CFSP 4340 Counseling Children and Adolescent (4 Credits)
This course provides students with counseling theory and practice strategies related to contemporary, empirically validated approaches to improve interpersonal, emotional and social functioning in young children to adolescents. Students review and develop skills necessary to conduct professional, developmentally informed and theoretically driven individual and group mental health intervention in school and community settings. Students participate in an initial supervised counseling experience with a child or adolescent as a prerequisite experience during their supervised advance practicum.

CFSP 4342 Crisis, Intervention and Prevention (3 Credits)
This course provides the knowledge and skills needed to respond effectively and to be a member of a school or community crisis team. Crisis theory, models, conceptualizations and current research are covered with a focus on the components of the crisis response and specific individual and group counseling skills needed to provide crisis intervention and postvention. Essential guidelines and components of a comprehensive community/school safety and crisis play, national and local policies and programs and effective prevention strategies are reviewed.

CFSP 4343 Group Counseling Children and Adolescents in School Settings (4 Credits)
This course is designed to give students an introduction to group theory, research, and practice. It focuses on group theory and research as is relevant to children and adolescents in school settings, but also provides instruction and experiences in a variety of group techniques. The course is designed for students in counseling psychology, school psychology, and other related fields who work with children and adolescents in a school group context. This course aims to define therapeutic groups broadly within a school setting. Prerequisites: admission in a school or clinical licensure program; CFSP 4340 or equivalent.

CFSP 4349 Community Practicum (2 Credits)
Taken during the first year of entry, the Practica is a supervised initial year field experience designed to expose students to a variety of home-, community- and school-based settings that serve families with children who have developmental and special needs, and in the CFSP Clinic. Each week for up to four hours, students are expected to attend, observe, and participate in a range of site-specific team meetings and services offered to families and children. For the MA in Educational Psychology degree, students, during the fall or winter quarter, identify, develop and initiate a research project with input from the faculty. The MA project culminates during the fourth quarter (summer) and serves as the final project in lieu of a comprehensive exam.

CFSP 4351 CFSP Clinic (2-3 Credits)
Supervised field experience in the CFSP Clinic working with preschool through high school-aged students and their families. Casework includes assessment, intervention, and consultation on a variety of psychoeducational problems of school-aged children and youth.

CFSP 4353 School Practicum (2 Credits)
This is a 300-500 hour supervised field experience taken after the successful completion of core courses and Practica I experience. Practica is considered a critical professional transition year to help consolidate learning and professional competencies in preparation for a subsequent Internship. Students work throughout the year with Clinic Faculty and a licensed Field Supervisor within the University of Denver psycho-educational clinic and infant, preschool, elementary, middle or high school settings and also attend weekly Practicum seminars or individual supervision sessions with a University Faculty member. Supervision is designed to provide ongoing professional feedback, case analysis, peer consultation, continued professional development pertinent to the successful practice of School Psychology in urban and rural settings.

CFSP 4354 Child, Family and Community Internship (1-6 Credits)
Supervised advanced Child and Family field experience in a community medical, mental health, or educational agency setting.

CFSP 4355 School Psychology Internship (1-6 Credits)
Supervised advanced School Psychology field experience in a public or private school/community setting. Advanced standing in the program and 1200 clock hours of internship experience required.

CFSP 4356 School Psych Field Experience (4,8 Credits)
Part-time, 20-hour-per-week or full-time, 40-hour-per-week supervised advanced School Psychology field experience in a public or private school or community setting. Students register for 4 credit hours for half-time enrollment or for 8 credit hours for full-time enrollment. This course is not graded. Advanced standing in the program and 600 or 1200 hours of internship experience is required. Department approval is required for registration. Must be registered with CFSP 4355.

CFSP 4357 Early Childhood Practicum (1-4 Credits)
The practicum in Early Childhood Special Education is an individualized 300-600 hour supervised field experience taken after the successful completion of core courses. The field practicum is considered a critical professional transition year to help consolidate learning and professional competencies in preparation for employment. All students work with a licensed Field Supervisor. Students are placed in infant, preschool, elementary school settings. During practicum, students provide direct and indirect services that support children and/or families in a variety of settings. All students attend weekly practicum seminars facilitated by a University Supervisor. Supervision is designed to provide ongoing professional feedback, case analysis, peer consultation, and continued professional development and experiences pertinent to successful practice.

CFSP 4361 Seminar: CFSP Supervision (1-2 Credits)
This is an advanced seminar for Ph.D. students in Child, Family and School Psychology focusing on supervision of psychological and educational service provision in school, hospital, and community agency settings.

CFSP 4363 Child, Family, School Psychology Program Development and Evaluation (3 Credits)
This course focuses on theory and practice of program development and evaluation in school and community agency settings. Both qualitative and quantitative methods of program evaluation are discussed. Students have the opportunity to collaborate on a comprehensive evaluation of a specific educational, health, or mental health program.
CFSP 4991 MA Independent Study (1-10 Credits)
This course allows MA or EdS Child, Family, and School Psychology students to study a specific topic area in detail in conjunction with a cooperating faculty member.

CFSP 4992 Directed Study (1-10 Credits)

CFSP 4995 Research - M.A. Thesis (1-10 Credits)
This course is for students whose program requires completion of a masters level thesis.

CFSP 5991 PhD Independent Study (1-10 Credits)
This course allows PhD Child, Family, and School Psychology students to study a specific topic area in detail in conjunction with a cooperating faculty member.

CFSP 5992 Directed Study (1-10 Credits)

CFSP 5995 Dissertation Research (1-20 Credits)
This course is for PhD Child, Family, and School Psychology students engaged in completing their doctoral dissertation.