



UNIVERSITY *of*
DENVER

MORGRIDGE COLLEGE OF EDUCATION

CHILD, FAMILY, AND SCHOOL PSYCHOLOGY

STUDENT HANDBOOK 2015-2016

Table of Contents

| | |
|---|----|
| CHILD, FAMILY, AND SCHOOL PSYCHOLOGY INTRODUCTION AND CONCEPTUAL FRAMEWORK..... | 4 |
| Welcome | 4 |
| Overview of the Program..... | 4 |
| Overview of Degrees Offered | 5 |
| Accreditation..... | 6 |
| Program Philosophy and Mission | 6 |
| Program Goals and Objectives..... | 7 |
| General Information and Requirements..... | 8 |
| Advisors and Advising | 8 |
| Distributed Email List and Communication..... | 8 |
| Fingerprinting..... | 8 |
| Professional Membership | 9 |
| Malpractice Insurance..... | 9 |
| Developing a Coursework Plan (CWP) | 9 |
| Personal Difficulties | 10 |
| Letters of Recommendation | 10 |
| Professional Development..... | 10 |
| College and University Policies and Procedures | 10 |
| DEGREE REQUIREMENTS IN CFSP | 12 |
| Degree Requirements | 12 |
| Masters Degree in Child, Family, and School Psychology (M.A. in CFSP) | 12 |
| Education Specialist Degree (Ed.S.)..... | 12 |
| Doctoral Degree | 13 |
| Table I: CFSP Ph.D. Comprehensive Exam Scoring Rubric | 18 |
| Field Experiences | 22 |
| Programmatic Field Experiences..... | 22 |
| Requirements for Field Experiences and Placements..... | 23 |
| Community Practicum | 23 |
| School Practicum..... | 24 |

| | |
|--|-----------|
| School Psychology Internships..... | 26 |
| Performance-Based Assessment and Accountability | 28 |
| Program Performance Evaluation..... | 28 |
| Student Performance Evaluation..... | 28 |
| Annual Review | 29 |
| Annual Review Process | 29 |
| PROGRAM FACULTY | 29 |
| Ana Candelaria, Ph.D., | 29 |
| Cynthia E. Hazel, Ph.D., Associate Professor and Department Chair..... | 30 |
| Gloria E. Miller, Ph.D., Morgridge Endowed Professor..... | 30 |
| Tara C. Raines, Ph.D., Assistant Professor | 31 |
| Karen Riley, Ph.D., Associate Professor and Dean | 31 |
| Devadrita Talapatra, Ph.D., Assistant Professor | 32 |
| CFSP COURSE DESCRIPTIONS | 33 |
| PROGRAM, COLLEGE, AND UNIVERSITY RESOURCES | 34 |
| Child, Family, and School Psychology Student Association | 34 |
| Counseling and Educational Services Clinic | 34 |
| Fisher Early Learning Center | 34 |
| Psychoeducational Assessment Library (PAL)..... | 35 |
| Ricks Center for Gifted Children | 35 |
| Appendix A: M.A. in Child, Family, and School Psychology | 36 |
| Coursework Plan | 36 |
| Appendix B: Ed.S. Coursework Plan | 37 |
| Appendix C: Ed.S. Concentration in..... | 39 |
| Early Childhood Special Education Courses..... | 39 |
| Appendix D: Ph.D. School Psychology Licensure Coursework Plan | 40 |
| Appendix E: Ph.D. Pathway for Ed.S. Professionals Coursework Plan | 43 |
| Appendix F: CHECKLIST OF DISSERTATION COMPLETION TASKS and FORMS..... | 45 |
| Appendix G: Cumulative Evaluation Form | 47 |
| Appendix H: Professional Work Characteristics Development Annual Review..... | 48 |
| Appendix I: Procedures/Checklist for Recording Video and Audio in Pre K- 12 Schools and Classrooms.. | 53 |
| Appendix J: Fisher Early Learning Center Observation Policy..... | 57 |

CHILD, FAMILY, AND SCHOOL PSYCHOLOGY INTRODUCTION AND CONCEPTUAL FRAMEWORK

Welcome

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

Overview of the Program

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

CFSP students are accepted into one of three degree programs:

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

CFSP graduates of all degree programs have career opportunities across a broad range of educational, medical, research, or treatment-oriented service systems at the local, state, and national levels. In addition, doctoral students are prepared for administrative, supervisory, 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 and independent field experiences that begin the first year. Ed.S. and Ph.D. School Psychology Licensure track degree students complete a culminating year-long internship where they gain additional supervised experience. Practice experiences are designed as a developmental Chain of Relevant Experiences (CoRE) where students progress during coursework and

through supervised field placements, initially as *Critical Observers*, then as *Directed Participants*, then as *Active Contributors*, and finally as *Independent Practitioners*. These progressive experience levels are defined as follows:

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

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

Overview of Degrees Offered

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

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

The three-to six-year Doctoral (Ph.D. degree) leads to either a School Psychology licensure or a non-licensure doctorate for practicing school psychologists. Doctoral students in both Ph.D. tracks gain

competencies in conducting original research, grant writing, and in advanced qualitative and quantitative analysis, research design, and statistics. Graduates assume positions as administrators, University professors, and educational evaluators. Ph.D. students are expected to gain a high level of collaborative and then independent research involvement with an assigned faculty mentor. Students with a Master's or Ed.S. degree are accepted into one of these distinct Ph.D. degree tracks:

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

Accreditation

The Ed.S. degree and School Psychology Licensure Ph.D. degree programs are fully accredited by NASP. NASP approval confers multiple advantages to programs and program graduates. Such approval provides recognition for programs that meet national standards for the graduate education of professional service providers in school psychology. Degree approval is an important indicator of quality training, comprehensive content and extensive, properly supervised field experiences as judged by trained national reviewers.

Another advantage of accreditation for program graduates is its link to National Certification in School Psychology. Graduates of approved degrees are assured eligibility for the National Certificate in School Psychology (NCSP), pending the completion of an internship consistent with NASP standards and the attainment of a passing score on the National School Psychology Examination administered by the Educational Testing Service (ETS) as a part of the Praxis II Series. For further information on NASP, please visit <http://www.nasponline.org/certification/NASPapproved.aspx>

Program Philosophy and Mission

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

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

understanding of the interrelationship between environmental, neurobiological, and cultural influences on development.

Program Goals and Objectives

Our Program *goal* is to prepare highly competent, collaborative, ethical, and self-reflective scientist-practitioners who can problem-solve and share decision-making with others to optimize social-emotional, cognitive, academic, and behavioral outcomes for typically and atypically developing children and youth. Ultimately, the CFSP Program strives to produce professionals who are competent *Consumers, Collaborators, Interventionists, and Advocates* as they work on behalf of individuals, families, schools, and communities. These competency areas are defined as follows:

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

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

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

- Application of contemporary, scientifically-based knowledge of typical and atypical development within the core areas of cognition and learning, language and communication, motor and movement, social-emotional, and adaptive behavior. (*Consumer*)
- Family sensitive practice that acknowledges the impact of biological, social, cultural, ethnic, socioeconomic, and linguistic factors on the learning and development of students and families from diverse backgrounds. (*Advocate*)
- Collaborative problem-solving with school, family, and community professionals leading to practical applications of human learning and development theory and a full continuum of empirically valid prevention and intervention strategies to promote mental health, learning, and physical well-being for students in regular and special education. (*Collaborator*)
- Recursive data-based decision-making and goal-setting using a broad array of assessment approaches, the results of which are functionally linked to program interventions and services that result in measurable positive academic, social-emotional, and behavioral outcomes. (*Interventionist*)
- The ability to design, implement, and appraise a continuum of universal, targeted, and intensive individual, group, family, classroom, district, or community mental health agency interventions

and educational services intended to create and maintain safe and supportive environments for learners of all abilities and with diverse needs. (*Interventionist*)

- Program development and evaluation that include, but are not limited to, progress monitoring, outcome accountability, and formative and summative evaluation of school, family, and community partnerships to enhance academic, social-emotional, and behavioral outcomes for students. (*Collaborator*)
- The ability to appraise and communicate empirical evidence and literature based on a thorough understanding of research design, measurement, and statistics. (*Consumer*)
- Ethical, legal, and socially responsible practice in the professional fields of School Psychology and Child and Family studies that reflects current knowledge of public policy, federal and state legislation and regulations, and a strong professional identity. (*Advocate*)
- Shared decision-making that utilizes information sources and technology to safeguard and enhance services and promote change at the individual, family, classroom, building, district, or community level. (*Consumer*)
- Advocacy that promotes wellness and ensures that prevention of learning, emotional, and behavior problems commands as much attention, effort, and resources as remediation. (*Advocate*)

General Information and Requirements

Advisors and Advising

Upon admission to the Program, new students are assigned a faculty advisor who collaboratively directs all degree and curriculum decisions. Students and their faculty advisors meet initially in the fall (or incoming) quarter to develop an official coursework plan of study that is signed by both the student and advisor and officially put on file. Students are also expected to meet with their faculty advisor minimally once each quarter during the remainder of their program to discuss progress in the program and career goals. All students also are required to schedule an annual performance feedback advisement. The annual performance feedback advisement meeting occurs in April or May. Students are responsible for scheduling all advisement and annual performance feedback meetings and are encouraged to seek out regular times to meet with their advisor for guidance on professional issues. Students are expected to keep their advisors updated on any substantial change or personal needs with regard to their degree program. Requests to change advisors due to degree program changes or personal interest are acceptable.

Distributed Email List and Communication

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

Fingerprinting

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

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

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

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

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

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

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

Professional Membership

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

Malpractice Insurance

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

Developing a Coursework Plan (CWP)

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

Personal Difficulties

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

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

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

Letters of Recommendation

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

Professional Development

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

College and University Policies and Procedures

To avoid redundancy, only pertinent, Program specific policies and information relevant to the completion of CFSP graduate degrees are presented in this Handbook. All other graduate policies and procedures can be found in the in the MCE Policies and Procedures:

<http://morgridge.du.edu/handbooks-programs/mce-policies-procedures/> as well as the Graduate Bulletin at <http://bulletin.du.edu/graduate/gradpolicy/>.

DEGREE REQUIREMENTS IN CFSP

Degree Requirements

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

The CFSP Masters degree in Child, Family, and School Psychology is a four-quarter (i.e., 1 to 2 year) terminal degree program that focuses on educational psychology content applicable to employment in the public and private sectors. It also is a pipeline to licensure and non-licensure degrees including a doctoral degree. Students in the M.A. in CFSP degree program develop the knowledge and practical skills needed to work successfully within school and community agencies that serve public and private sectors of the education field, but does not qualify the graduate for any licensure. The M.A. in CFSP degree requires a minimum of 49 quarter hours. Please see the M.A. in CFSP Coursework Plan (Appendix A).

M.A. Comprehensive Experience

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

Education Specialist Degree (Ed.S.)

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

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

Through the addition of 12 hours of integrated core and practical coursework beyond that required for the Ed.S. degree, students can graduate with an Early Childhood Special Education Concentration. Please see the Early Childhood Special Education Concentration Coursework Plan (Appendix C).

Praxis II

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

II/NASP exam is offered six times per year in Colorado and registration is required at least one month in advance. All students must meet or exceed the passing score of the state in which you plan to practice in order to graduate. In Colorado, this score is 165, which is consistent with the NASP requirement. Students can take the NASP exam multiple times but cannot graduate until a passing score is obtained. Students must submit official NASP exam scores (total and subscores) to CFSP prior to starting internship.

Doctoral Degree

Ph.D. – School Psychology Licensure Track

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

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

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

Ph.D. Recommended Course Sequences

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

Dissertation Credits

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

Dissertation Policies and Guidelines

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

Doctoral Comprehensive Exams

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

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

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

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

Representative Ph.D. Comprehensive Exam Questions

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

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

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

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

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

Ph.D. Comprehensive Exam Process

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

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

| Integration of Concepts and Constructs | | | |
|--|--|---|--|
| Honors | Pass | Conditional Pass | Fail |
| Highly-developed understanding of basic concepts and constructs. | Well-developed understanding of basic concepts and constructs. | Minimal evidence of understanding of basic concepts and constructs. | Incomplete or inaccurate understanding of basic concepts and constructs. |
| Clear discussion of how basic concepts and constructs apply to real life settings. | There is some discussion of how basic concepts and constructs apply to real life settings. | Little discussion of how basic concepts and constructs apply to real life settings. | No discussion of how basic concepts and constructs apply to real life settings. |
| Ideas clearly tied to best practices with a large number of pertinent references from primary sources. | Ideas are tied to best practices with a sufficient number of pertinent references from primary sources. | Ideas are minimally tied to best practice with only a few pertinent references from primary sources. | Ideas reflect deficient knowledge of best practice or pertinent references from primary sources. |
| In-depth discussion that reflects a broad knowledge of both historical and contemporary trends, research and best practices. | Discussion points to some historical but mostly knowledge of contemporary trends, research and best practices. | Discussion points to knowledge of either historical or contemporary trends, research and best practices but not both. | Discussion does not point to either historical or contemporary trends, research or best practices. |
| All relevant concepts are covered across the age spectrum (birth to 21). | Most relevant concepts are covered across the age spectrum (birth to 21). | Minimal coverage of relevant concepts across the age spectrum (birth to 21). | Insufficient coverage of relevant concepts across the age spectrum (birth to 21). |
| Complete consideration is given to issues relevant to both atypical and typical development. | Consideration is given to issues relevant to both typical and atypical development. | Consideration is primarily given to issues relevant to either typical or atypical, but not both. | Little evidence that consideration is given to issues relevant to typical or atypical development. |
| Application and Critical Evaluation | | | |
| Honors | Pass | Conditional Pass | Fail |

Ideas are given for how to apply, implement and use data to evaluate and make valid decisions.

Some ideas are given for how to apply, implement and use data to evaluate and make valid decisions. .

Few ideas are given for how to apply, implement and use data to evaluate and make valid decisions.

No ideas are given for how to apply, implement and use data to evaluate and make valid decisions. .

Answer is based on thorough understanding of research design measurement and statistics.

Answer is based on basic understanding of research design measurement and statistics.

Answer is based on incomplete understanding of research design measurement and statistics.

Answer is based on inaccurate understanding of research design measurement and statistics.

Unambiguous evidence of how to integrate appropriate interpersonal collaboration across domains of professional practice.

Some evidence of how to integrate appropriate interpersonal collaboration across domains of professional practice.

Incomplete or irrelevant evidence of how to integrate appropriate interpersonal collaboration across domains of professional practice.

Minimal or no evidence of how to integrate appropriate interpersonal collaboration across domains of professional practice.

Answer is obviously strengths-based, with an emphasis on transdisciplinary collaborative approaches.

Answer is somewhat strengths-based, with an emphasis on transdisciplinary collaborative approaches.

Answer is less strengths-based and more deficit-based with no emphasis on transdisciplinary collaborative approaches.

Answer is not strengths-based, and is not focused on transdisciplinary collaborative approaches.

There is clear evidence that ecological theory and approaches are used in decision making.

There is clear evidence that ecological theory and approaches are used in decision making.

There is clear evidence that ecological theory and approaches are used in decision making.

There is clear evidence that ecological theory and approaches are used in decision making.

Professional Knowledge

Honors

Pass

Conditional Pass

Fail

Clear evidence of relevant legal and ethical standards and standards of

Some evidence of ties to relevant legal and ethical standards or standards of

Little evidence of relevant legal or ethical standards or standards of professional practice,

No evidence of relevant legal or ethical standards or standards of professional practice,

| | | | |
|---|---|---|--|
| professional practice, current policy, and legislation. | professional practice, policy or legislation. | policy or legislation. | policy or legislation. |
| Full consideration of diversity issues, including, neurobiological, environmental and cultural influences. | Some consideration of diversity issues including, neurobiological, environmental and cultural influences. | Minimal consideration of diversity issues including, neurobiological, environmental or cultural influences. | No consideration of diversity issues including, neurobiological, environmental or cultural influences. |
| Clear application and understanding of a wide spectrum of service delivery (Universal to intensive / Prevention to crisis). | Understands that there is a spectrum of service delivery (Universal to intensive / Prevention to crisis). | Limited appreciation of a spectrum of service delivery (Universal to intensive / Prevention to crisis). | No appreciation of a spectrum of service delivery (Universal to intensive / Prevention to crisis). |

Organization & Completeness of Responses

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

punctuation, spelling,
capitalization
throughout.

capitalization, mostly
throughout.

to grammar,
punctuation, spelling,
capitalization.

Little attention to
grammar, punctuation,
spelling, capitalization.

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

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

Field Experiences

Programmatic Field Experiences

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

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

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

- System-wide program evaluation, research, and intervention
- Applications of emergent technology

Requirements for Field Experiences and Placements

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

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

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

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

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

Community Practicum

Community Practicum Description

Community 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 the School Psychology Practica during their first and second years at both the Counseling and Educational Services Clinic (CESC) located in Ruffatto Hall and at an off-campus school

partnership site. The CFSP Clinic serves early childhood populations from birth to age five using a play-based team assessment approach and normative assessments and families and students in elementary to college settings using a more traditional individualized clinical approach. In addition, off-campus school partnerships provide opportunities for students under supervision to provide teacher and parent consultation, student interventions, and progress monitoring. Further descriptions and required activities of the clinic can be found in the following section and in the section on Program Resources in this Handbook.

Community Practicum Requirements

Community Practicum fulfills program and training goals while simultaneously providing vital community services. During Practicum, students receive real-time and videotaped supervision from a licensed faculty Clinic Supervisor and other licensed community professionals who provide in-vivo supervision and guidance as students engage in assessment and diagnosis of social-emotional, cognitive, learning, and behavioral needs and in consultation with parents and school or community professionals. Advanced doctoral students also gain supervision experience by working collaboratively with beginning level students under the supervision of the Clinic Supervisor. The Clinic also offers ongoing research opportunities for graduate students and faculty. The Community Practicum experience extends over 3 quarters.

Written formal evaluations of a student's practica performance and areas in need of further improvement are completed at the end of each quarter by the Clinic Supervisor and other program faculty. Mastery of specific diagnostic, interviewing, report writing, and teaming skills must be evident in order for a student to be recommended for placement in a school or community practicum. Ed.S. and Ph.D. Advancement to School Practicum depends on satisfactory Clinic Supervisor performance ratings and the completion of the Continuing Professional Development Plan and Intent to Complete a School Psychology Community Practicum forms which contain individualized professional development goals for Community Practicum that are collaboratively developed with the Clinic Supervisor. Students who are not deemed ready to move onto the next Practicum experience will develop a remediation plan with the Clinic Supervisor and faculty advisor that may include repeated coursework, extended or additional clinic experiences, or other appropriate remedial actions. Forms mentioned above, along with specific performance expectations, descriptions of expected activities, supervision requirements, and evaluation procedures can be found in the *CFSP Clinic Manual*.

School Practicum

School Practicum Description

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

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

School Practicum Requirements

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

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

School Psychology Internships

School Psychology Internship Description

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

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

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

School Psychology Internship Requirements

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

Written mid-term and end-of-placement evaluations of student competencies and attainment of professional goals are completed by the student and Field Supervisor and then are shared with the

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

Internship Registration Policy

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

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

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

Doctoral students who complete the year-long internship prior to successfully defending their dissertation must register for CFSP 5995 for EACH academic quarter until they successfully complete and defend their dissertation at a minimum of 1 credit hour per fall, winter, and spring quarters (i.e., during the academic year) as per the MCE Continuous Enrollment Policy. So please register for CFSP 5995 as required once you have completed the internship phase of your doctoral program.

IF you are receiving financial aid while working on your dissertation and/or you wish to defer any potential loan repayments, you must also register for the DU Graduate Studies Continuous Enrollment.

You must first complete the CE Approval form (found [here](#)). Once you have been approved you will need to register online for CENR 5600 EACH academic quarter until you successfully defend and complete your dissertation. If financial aid issues are not concerns for you while working on your dissertation, you only need to register for CFSP 5995 each academic quarter until you successfully complete and defend your dissertation at a minimum of 1 credit hour per term.

Performance-Based Assessment and Accountability

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

Program Performance Evaluation

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

Student Performance Evaluation

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

Annual Review

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

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

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

Annual Review Process

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

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

PROGRAM FACULTY

(in alphabetical order)

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

303-871-2838 – Ana.Candelaria@du.edu – KRH 146

Dr. Candelaria received her PhD from the University of Denver. She began her career as a preschool teacher and coach of sports camps for young children. She worked at the Fisher Early Learning Center for four years before returning to graduate school to become a school psychologist. Dr. Candelaria

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

Cynthia E. Hazel, Ph.D., Associate Professor and Department Chair

303-871-2961 – chazel@du.edu – KRH 256

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

Gloria E. Miller, Ph.D., Morgridge Endowed Professor

303-871-3340 – Gloria.Miller@du.edu – KRH 254

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

authored a book on family-school partnering titled: *The Power of Family-School Partnering (FSP): A Practical Guide for School Mental Health Professionals and Educators*. She serves on several journal editorial boards, was an Associate Editor for the *Journal of Educational Psychology*, and has co-directed several national research and personnel preparation grants from the U.S. Department of Education that provides specialized fellowship training in Early Childhood and Traumatic Brain Injury.

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

Tara C. Raines, Ph.D., Assistant Professor

Tara C. Raines, Ph.D., is an Assistant Professor in the Child, Family, and School Psychology program and affiliate faculty member of the Center for Multicultural Excellence at University of Denver. Dr. Raines received an undergraduate and M.A. degree in Special Education from Florida State University, a subsequent M.A. and specialist degree in School Psychology from Nova Southeastern University, and she ultimately obtained her Ph.D. in School Psychology from Georgia State University. Initially, Dr. Raines taught middle schoolers with Severe Emotional Disturbances in a Day Treatment Program in Florida before becoming a bilingual school psychologist in Georgia. She then completed a pre-doctoral internship in Child and Pediatric Psychology at the Children's Hospital of Los Angeles (CHLA), University Center for Excellence in Developmental Disabilities (UCEDD). As a researcher Dr. Raines worked for 6 years on an Institute of Education Sciences grant focusing on establishing the validity and utility of universal screening for behavioral and emotional risk within the Los Angeles Unified School District and multiple school districts in Georgia. She investigates early identification of behavioral and emotional disorders, subsequent interventions and outcomes across different groups. More recently, Dr. Raines partnered with Clark County Schools and the City of Las Vegas on their implementation of My Brother's Keeper, an initiative that was recently adopted by President Obama to expand opportunity at key moments in the lives of young men of color. In addition to her passion for community engagement, Dr. Raines is also dedicated to the improvement of cultural competence and increase of bilingual clinicians in the field of mental health. In 2008, she developed a Spanish language immersion program specifically for mental health and education professionals, which she hosts annually in Quito, Ecuador. In her downtime, Dr. Raines lives for traveling, loves to explore museums, reads/watches plenty of science fiction, and obsesses over all things related to Florida State University football.

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

303-871-7874 – Karen.Riley@du.edu – KRH 363

Dr. Riley is an Associate Professor in the Child, Family and School Psychology Program and Dean of the Morgridge College of Education. Her education includes a B.S. in Psychology from Colorado State University; an M.A. in Early Childhood Special Education from the University of Denver and a Ph.D. in

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

Devadrita Talapatra, Ph.D., Assistant Professor

Dr. Talapatra is an Assistant Professor in the Child, Family, and School Psychology Program within the Morgridge College of Education at the University of Denver. She received her B.S. from Emory University in Neuroscience and Behavioral Biology and a Doctorate in School Psychology from Georgia State University. Dr. Talapatra began her career as a high school special education teacher working with students on the Autism Spectrum. At her school, she organized an after-school club, BEST (Bringing Exceptional Students Together) to promote social inclusion of students with disabilities in the larger high school community. Dr. Talapatra has clinical expertise working with students with Autism Spectrum Disorder; she completed her predoctoral internship at a developmental clinic and served as a Leadership Education in Neurodevelopmental and Related Disabilities (LEND) fellow at Georgia State University. Dr. Talapatra's research interests focus on enhancing outcomes for students with intellectual and developmental disabilities through promotion of inclusion in post-secondary settings, development of adaptive and academic interventions to improve post-school transition and self-determination, and training of school psychologists to increase their presence in transition services. When she is not at school, Dr. Talapatra enjoys outdoor activities with her dog, reading a good book, and finding delicious food.

CFSP COURSE DESCRIPTIONS

Please see the Course Descriptions online on the Registrar's website here:

<http://www.du.edu/registrar/course/index.html>

PROGRAM, COLLEGE, AND UNIVERSITY RESOURCES

Child, Family, and School Psychology Student Association

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

Counseling and Educational Services Clinic

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

Fisher Early Learning Center

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

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

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

Psychoeducational Assessment Library (PAL)

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

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

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

Ricks Center for Gifted Children

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

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

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

Name of Student: _____ ID No.: _____

| | | |
|--|---|------------------|
| Developmental and Psychological Foundations | | |
| CFSP 4304 | Diversity in School and Community Settings | 3 |
| CFSP 4310 | Infant Development | 3 |
| CFSP 4311 | Child Development | 3 |
| CFSP 4312 | Learning Application and Analysis | 3 |
| CFSP 4305 | Exceptional Child | 3 |
| CNP 4641 | Adolescent Development | 3 |
| | Required Credits | 18 |
| Legal, Ethical and Professional Foundations | | |
| CFSP 4302 | Legal Issues in Education | 3 |
| | Required Credits | 3 |
| Evaluation and Assessment | | |
| CFSP 4301 | Professional and Ethical Issues in Education | 3 |
| CFSP 4322 | Assessment I | 4 |
| CFSP 4323 | Assessment II | 4 |
| RMS 4900 | Education Research and Measurement | 4 |
| | Required Credits | 15 |
| Collaborative Consultation with Families and Schools | | |
| CFSP 4337 | School Age Academic Competencies | 4 |
| CFSP 4308 or 4336 | Early Academic Competencies or Preschool Interventions | 3 |
| | Required Credits | 7 |
| Applied Courses | | |
| CFSP 4349 | Community Practicum (taken over 3 quarters) | 6 |
| | Applied Project/Capstone | PASS |
| | Required Credits | 6 |
| | Total Minimum Credits | 49 |
| M.A. DEGREE | CREDITS/ SCORE | SIGNATURE |
| Program Requirements | | |
| Transfer Credits | | |
| Comprehensive Project | | |

Student's Signature: _____ Date: _____

Advisor's Signature: _____ Date: _____

Appendix B: Ed.S. Coursework Plan

Name of Student: _____ ID No.: _____

| Developmental and Psychological Foundations | | |
|---|--|-----------|
| CFSP 4304 | Diversity in School and Community Settings | 3 |
| CFSP 4310 | Infant Development | 3 |
| CFSP 4311 | Child Development | 3 |
| CNP 4641 | Adolescent Development | 3 |
| | Required Credits | 12 |
| Learning Theory, Educational Foundations, and Special Education | | |
| CFSP 4305 | Exceptional Child | 3 |
| CFSP 4312 | Learning Application and Analysis | 3 |
| CFSP 4338 | Low Incidence Disabilities and Interventions | 3 |
| | Required Credits | 9 |
| Legal, Ethical, and Professional Foundations | | |
| CFSP 4301 | Professional and Ethical Issues in Education | 3 |
| CFSP 4302 | Legal Issues in Education | 3 |
| | Required Credits | 6 |
| Research, Measurement, and Program Evaluation, | | |
| RMS 4910 | Introductory Statistics | 5 |
| CFSP 4363 | CFSP Program Development and Evaluation | 3 |
| | Required Credits | 8 |
| Individual Evaluation and Assessment | | |
| CFSP 4322 | Psychoeducational Assessment I | 4 |
| CFSP 4323 | Psychoeducational Assessment II | 4 |
| CFSP 4324 | Assessment III | 4 |
| | Required Credits | 12 |
| Prevention, Wellness Promotion, Counseling, and Crisis Intervention | | Credits |
| CFSP 4303 | Risk, Resiliency, and Prevention | 3 |
| CFSP 4308 | Early Academic Competencies | 3 |
| CFSP 4337 | School-Age Academic Competencies | 4 |
| CFSP 4340 | School Mental Health Counseling I | 4 |
| CFSP 4342 | Crisis Intervention and Prevention | 3 |
| CFSP 4343 | School Mental Health Counseling II | 4 |
| | Required Credits | 21 |

| | | |
|--|---|------------------|
| Collaborative Consultation with Families and Schools | | Credits |
| CFSP 4330 | Family-School Partnering and Consultation | 3 |
| CFSP 4332 | Classroom Management & Consultation | 4 |
| | Required Credits | 7 |
| Applied Courses | | |
| CFSP 4349 | Community Practicum | 6 |
| CFSP 4353 | School Practicum | 6 |
| | Minimum Required Credits | 12 |
| Culminating Field Experience | | |
| CFSP 4355 | School Psychology Ed.S. Internship (1200 hrs one year full-time or two years half-time) | 3 |
| | Required Credits | 3 |
| Final Assessment | | |
| | Praxis II/NASP Exam (score of 165 or greater) | PASS |
| | Total Minimum Credits | 90 |
| ED.S. DEGREE GENERALIST | CREDITS/ SCORE | SIGNATURE |
| Program Requirements | | |
| Transfer Credits | | |
| Internship Completed | | |
| Official Praxis II/ CO NASP Passing Score | | |

Student's Signature: _____ Date: _____

Advisor's Signature: _____ Date: _____

Appendix C: Ed.S. Concentration in Early Childhood Special Education Courses

Student Name: _____ ID No.: _____

| | | |
|--|--|-----------|
| CFSP 4315 | Prof and Ethical Issues in Early Childhood Special Educ. | 3 |
| CFSP 4320 | Infant Assessment | 3 |
| CFSP 4326 | Preschool Assessment | 3 |
| CFSP 4336 | Preschool Interventions | 3 |
| | Minimum Required Credits for Concentration | 12 |
| | Total Minimum Credits for EdS with ECSE Concentration | 102 |
| ED.S. DEGREE ECSE CONCENTRATION | CREDITS/ SCORE | SIGNATURE |
| Program Requirements | | |
| Transfer Credits | | |
| Internship Completed | | |
| Official Praxis II/ CO NASP Passing Score | | |

Student's Signature: _____ Date: _____

Advisor's Signature: _____ Date: _____

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

Name: _____ ID No.: _____

| Developmental and Psychological Foundations | | Credits | Completed |
|---|--|----------------|-----------|
| CFSP 4304 | Diversity in School and Community Settings | 3 | |
| CFSP 4310 | Infant Development | 3 | |
| CFSP 4311 | Child Development | 3 | |
| CFSP 4312 | Learning Application and Analysis | 3 | |
| CNP 4641 | Adolescent Development | 3 | |
| | Required Credits | 15 | |
| Research, Measurement, Program Evaluation, and Technology | | Credits | Completed |
| RMS 4951* | Introduction to Qualitative Research | 4 | |
| RMS 4930* | Empirical Research Methods | 3 | |
| RMS 4910* | Introductory Statistics | 5 | |
| Research Courses | <i>See Table 3: MCE PhD Research Course Sequence</i> | | |
| | <i>Intermediate Level (Minimum 8 hours)</i> | | |
| RMS 4942 | Qualitative Data Collection and Analysis | 4 | |
| RMS 4921 | Psychometric Theory | 3 | |
| RMS 4932 | Meta-Analysis | 2 | |
| RMS 4931 | Survey Design and Analysis | 3 | |
| RMS 4911 | Correlation and Regression | 4 | |
| RMS 4912 | Analysis of Variance (ANOVA) | 5 | |
| RMS 4959 | Topics in Research Design | 3 | |
| SOWK 5405 | Qualitative Data Analysis | 4 | |
| STAT 4810 | Nonparametric Statistics | 4 | |
| | <i>Advanced Level (Minimum 3 hours)</i> | | |
| RMS 4951 | Mixed Method Research Design | 4 | |
| RMS 4929 | Topics in Psychometrics | 3 | |
| RMS 4922 | Item Response Theory | 3 | |
| RMS 4914 | Structural Equation Modeling | 5 | |
| RMS 4913 | Multivariate Analysis | 5 | |
| RMS 4919 | Topics in Statistics | 3 | |
| RMS 4915 | Hierarchical Linear Modeling | 3 | |
| RMS 4916 | Latent Growth Curve Modeling | 3 | |
| RMS 4945 | Community-Based Research | 4 | |
| RMS 4946 | Advanced Qualitative Research | 4 | |
| RMS 4947 | Arts-based Research | 3 | |
| Dissertation | | | |
| CFSP 5995 | Dissertation Research | 10 | |
| | Required Credits | 33 min. | |

| | | | |
|--|--|------------|-----------|
| CFSP 4303 | Risk, Resiliency, and Prevention | 3 | |
| CFSP 4305 or CFSP 4308 | Exceptional Child or Early Academic Competencies | 3 | |
| CFSP 4338 | Low Incidence Disabilities and Interventions | 3 | |
| CFSP 4342 | Crisis Intervention and Prevention | 3 | |
| | Required Credits | 12 | |
| Legal, Ethical, and Professional Foundations | | Credits | Completed |
| CFSP 4301 | Professional and Ethical Issues in Education | 3 | |
| CFSP 4302 | Legal Issues in Education | 3 | |
| | Required Credits | 6 | |
| Evaluation and Assessment | | Credits | Completed |
| CFSP 4363 | CFSP Program Development and Evaluation | 3 | |
| CFSP 4322 | Psychoeducational Assessment I | 5 | |
| CFSP 4323 | Psychoeducational Assessment II | 5 | |
| CFSP 4324 | Assessment III | 5 | |
| | Required Credits | 18 | |
| Collaborative Consultation with Families and Schools | | Credits | Completed |
| CFSP 4330 | Family-School Partnering and Consultation | 3 | |
| CFSP 4340 | School Mental Health Counseling I | 4 | |
| CFSP 4332 | Classroom Management and Consultation | 4 | |
| CFSP 4337 | School-Aged Academic Competencies | 4 | |
| CFSP 4343 | School Mental Health Counseling II | 4 | |
| | Required Credits | 19 | |
| Applied Courses | | Credits | Completed |
| CFSP 4349 | Community Practicum | 6 | |
| CFSP 4353 | School Practicum | 6 | |
| CFSP 4361 | Seminar: CFSP Supervision (take during one quarter) | 2 | |
| CFSP 4355 | School Psychology PhD Internship (1 yr full-time or 2 yrs half-time) | 3 | |
| | Required Credits | 17 | |
| Cognate Courses | | | Completed |
| Approved options | Minimum of five courses in a defined advanced specialization selected in consultation with advisor | 15 | |
| | Required Credits | 15 | |
| | Total Minimum Credits | 135 | |

**May waive or test out.*

| PH.D. DEGREE – SCHOOL PSYCHOLOGY | CREDITS/ SCORES | SIGNATURE | DATE |
|-------------------------------------|-----------------|-----------|------|
| Program Requirements | | | |
| Transfer Credit | | | |
| Ph.D. Comprehensive Exam | | | |
| Ph.D. Dissertation | | | |
| Doctoral Internship Completed (1500 | | | |

| | | | |
|--|--|--|--|
| hrs) | | | |
| Official Praxis II/CO NASP Passing Score | | | |

Student's Signature: _____

Date: _____

Advisor's Signature: _____

Date: _____

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

Student Name: _____

ID No.: _____

| Research Sequence | | | |
|-------------------------|---|---------|-----------|
| | | Credits | Completed |
| CFSP 4363 | *Program Development and Evaluation | 3 | |
| RMS 4930 | Empirical Research Methods | 3 | |
| RMS 4910 | Introductory Statistics | 5 | |
| RMS 4941 | Introduction to Qualitative Research | 4 | |
| <i>Research Courses</i> | <i>See Table 3: MCE PhD Research Course Sequence</i> | | |
| | Intermediate Level (Minimum 8 hours) | | |
| RMS 4942 | Qualitative Data Collection and Analysis | 4 | |
| RMS 4921 | Psychometric Theory | 3 | |
| RMS 4932 | Meta-Analysis | 2 | |
| RMS 4931 | Survey Design and Analysis | 3 | |
| RMS 4911 | Correlation and Regression | 4 | |
| RMS 4912 | Analysis of Variance (ANOVA) | 5 | |
| RMS 4959 | Topics in Research Design | 3 | |
| SOWK 5405 | Qualitative Data Analysis | 4 | |
| STAT 4810 | Nonparametric Statistics | 4 | |
| | Advanced Level (Minimum 3 hours) | | |
| RMS 4951 | Mixed Method Research Design | 4 | |
| RMS 4929 | Topics in Psychometrics | 3 | |
| RMS 4922 | Item Response Theory | 3 | |
| RMS 4914 | Structural Equation Modeling | 5 | |
| RMS 4913 | Multivariate Analysis | 5 | |
| RMS 4919 | Topics in Statistics | 3 | |
| RMS 4915 | Hierarchical Linear Modeling | 3 | |
| RMS 4916 | Latent Growth Curve Modeling | 3 | |
| RMS 4945 | Community-Based Research | 4 | |
| RMS 4946 | Advanced Qualitative Research | 4 | |
| RMS 4947 | Arts-based Research | 3 | |
| | Total | | |
| | Dissertation | | |
| CFSP 5995 | Dissertation Research | 10 | |
| | Required Credits | 36 Min. | |
| | | Credits | |
| CFSP 4361 | Seminar: CFSP Supervision | 2 | |
| CFSP 4355 | <i>Optional 1 yr Internship (must be taken for further PhD licensing)</i> | Opt | |
| | Required Credits | 2 | |

| | Cognate Courses | Credits | Completed |
|---|---|-----------|-----------|
| Approved options | Possible concentrations include: Data-based Decision Making, Assessment and Evaluation Prevention, Intervention, and Consultation Advanced Developmental Theory Advocacy, Policy and Leadership | 14 | |
| | Required Credits | 14 | minimum |
| | Total Minimum Required Credits | 52 | minimum |
| PH.D. DEGREE – SCHOOL PSYCHOLOGY | CREDITS/ SCORES | SIGNATURE | |
| Ed.S. must be earned within 8 years of application & from a NASP approved program | | | |
| Already Passed NASP Exam | | | |
| Program Requirements | 52 | | |
| Ph.D. Comprehensive Exam | | | |
| Ph.D. Dissertation | | | |

Student Signature _____ Date: _____

Advisor Signature _____ Date: _____

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

Appendix F: CHECKLIST OF DISSERTATION COMPLETION TASKS and FORMS

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

- Distribute Text Copies of Dissertation to Committee 2Weeks Prior to Defense
- Pass Oral Defense 3 weeks prior to graduation date
- Revisions Completed, Approved/Signed by Dissertation Director
- Give Revised Copies of Dissertation to Oral Defense Committee Chair and Committee
- All Holds, Incompletes, Parking Tickets, Fees Fulfilled
- Final Copies and Forms to Office of Graduate Studies/Electronic Submission
- Attend MCE Academic Hooding Ceremony, MCE Graduate Reception, & DU Ph.D.
- Dinner or Luncheon / Reception
- Graduation

Appendix G: Cumulative Evaluation Form

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

Appendix H: Professional Work Characteristics Development Annual Review

Rev. 05/12

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

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

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

Ratings

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

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

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

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

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

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

Self

Fac.

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

Ethical Responsibility -

Self

Fac.

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

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

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

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

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

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

School/School District Permission

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

Parental Permission

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

Prospective Teacher Confidentiality Affidavit and Agreement

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

Audio/Video Storage/Distribution

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

| | | |
|-----------------|-----------|------|
| DU Student Name | Signature | Date |
|-----------------|-----------|------|

Parental Permission Form to Audio/Video Record Students

Dear Parents,

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

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

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

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

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

Child's Name: _____ Grade: _____

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

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

Parent's/Legal Guardian's Signature: _____ Date: _____

Parent's/Legal Guardian's Printed Name _____ Phone number: _____

Please return this form by (date): _____

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

Prospective School Psychologist Confidentiality Affidavit and Agreement

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

DU Student Name: _____

Signature: _____

Date: _____

[SCHOOL/SCHOOL DISTRICT PERMISSION FORM]

[PRINTED ON SCHOOL DISTRICT'S LETTERHEAD]

[DATE]

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

RE: CFSP Program Videotaping

To: University of Denver, Morgridge College of Education:

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

| Classroom | Grade | Teacher |
|-----------|-------|---------|
| | | |
| | | |

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

Sincerely,

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

[INSERT TITLE]

Appendix J: Fisher Early Learning Center Observation Policy

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

Submission of Application

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

Review of Application

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

Supervision of Students

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

Steps for application for participation at Fisher Early Learning Center

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

**FISHER EARLY LEARNING CENTER
APPLICATION FOR PARTICIPATION**

Date: _____

Student/Faculty requesting participation: _____

Department/University: _____

Address: _____

Phone: _____ FAX: _____ e-mail: _____

Purpose of Project:

- ___ Observation#
- ___ Fieldwork
- ___ Practicum
- ___ Research**

Desired Ages for the project:

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

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

Title of Project: _____

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

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

Time required per week: _____

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

Project begins: _____ Project ends: _____

Responsible Faculty Supervisor*: _____

Faculty E-mail/Telephone: _____

Signature of Faculty Supervisor _____

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

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

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

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

Date of review _____

Title of Project _____

Person requesting participation _____

Your request has been reviewed. Your request was:

_____ Denied _____ Pending (further information required) _____ Approved

Reason for Denial: _____

Reason for Pending: _____

Conditions of Approval: _____

Approved _____ beginning date until _____ ending date

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

Instructions for signing up for an observation:

USE PENCIL

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

6 months-1 year Bearsie Bears

1 year-1.5 years Roly Polies

1.5 years-2 years Cowboy Bunnies

2 years-2.5 years Happy Hedgehogs

2.5 years-3 years Moonbears

3 years-3.5 years Friendly Sea Turtles & Purple Coyotes

3.5 years-4 years Royal Ravens & Laughing Butterflies

4 years-5 years Rainbow Fish & Abiyoyos

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

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

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

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