

# **Child, Family, and School Psychology Student Handbook**

## **Master of Arts Program**

### **2016-2017**



UNIVERSITY *of*  
DENVER

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MORGRIDGE COLLEGE OF EDUCATION

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## Welcome to Morgridge College of Education

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

Please take some time to review this material to become familiar with the details of the program. *You are responsible for familiarizing yourself with the contents of this Handbook, as well as the policies outlined in the [Graduate Policies and Procedures Bulletin](#).*

Please also check the MCE website for the most updated Policies and Procedures information specific to the MCE: <http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/>

The University of Denver and its programs are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) and by other major accrediting agencies.

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

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

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## About the Child, Family and School Psychology Program

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.

### ***Accreditation***

The Ed.S. degree and School Psychology Licensure Ph.D. degree programs are fully accredited by NASP. 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>.

The School Psychology Licensure Ph.D. degree program is in the process of applying for APA program approval.

### ***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 in the MCE list and lists related to your program, and will be used to send Program-specific and MCE communications. Students are responsible for checking email regularly for critical information on scheduling, deadlines, conferences, field placements, and job opportunities, etc. Students are responsible for notifying the Department Chair of any changes in mailing address or other contact information within the first week of classes each quarter.

### ***Fingerprinting***

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.

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

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 American Educational Research Association (AERA), the American Psychological Association (APA), the National Association of School Psychology (NASP), the National Association for the Education of the

Young Child (NAEYC), and the Council for Exceptional Children Division of Early Childhood (DEC). At the state level, recommended professional organizations include but are not limited to the Colorado Council for Exceptional Children (CCEC) and Colorado Society of School Psychologists (CSSP).

**Malpractice Insurance**

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

**Workers’ Compensation Procedures**

Students may be covered under the Workers’ Compensation statute if injured on the job performing an essential duty of the job during the course of their fieldwork. The University of Denver - Enterprise Risk Management office manages the University’s Workers’ Compensation Program. If injured in the scope of conducting essential duties related to an internship, the student should seek medical treatment according to state and federal guidelines.

STEPS TO START YOUR WORKERS COMPENSATION CLAIM (see also [www.du.edu/risk/](http://www.du.edu/risk/) )

1. Seek treatment immediately if you have a serious or life-threatening injury
2. You and your supervisor should complete and return to Risk Management as soon as possible:
  - a. Employee First Report of Injury (Intern)  
<http://www.du.edu/risk/media/documents/employeeinjury.pdf>
  - b. Supervisor’s Report  
<http://www.du.edu/risk/media/documents/supervisor2015.pdf>
  - c. A signed copy of the Provider Letter (Intern)  
<http://www.du.edu/risk/media/documents/forms/workcomp82015.pdf>
3. Send the forms to Enterprise Risk Management
  - a. Email: [risk@du.edu](mailto:risk@du.edu)
  - b. Fax: 303-871-4455
4. Call Enterprise Risk Management at 303-871-3810
5. For non-life threatening emergency medical treatment in the Denver Metro area, please select one of the following clinics for medical care. Hours are 8 am to 5 pm, M-F.

<p><b>Health One</b> 125 E. Hampden Englewood, CO 80113 303-788-9292</p>	<p><b>Health One</b> 120 Bryant St. Denver, CO 80219 303-936-9700</p>	<p><b>Concentra Medical Centers</b> 1212 S. Broadway, Suite 150 Denver, CO 80210 303-777-2777</p>	<p><b>Centura Centers for Occupational Medicine</b> 20 W. Dry Creek Circle, Ste. 300 Littleton, CO 80120 303-269-2900</p>
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If a student’s internship is outside of the Denver Metro Area, they should seek treatment immediately at her/his local emergency room or healthcare facility, when possible please use Concentra or HealthOne as they provide better continuity of care, followed by contact to Risk Management for further assistance within 24 hours. Interns **may not** transport

injured parties unless on-scene EMT's have provided their OK. For more information, see the Workers' Compensation Procedure at <http://www.du.edu/risk/wc/index.html>

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

Required courses for the CFSP M.A. degree is found listed on the CFSP Coursework Plans (see [Appendix A](#)). Students must complete an official coursework plan in consultation with their 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 track their progress in meeting the degree requirements and 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. 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, in consultation with faculty, should objectively examine the situation and determine whether it is appropriate to take a leave of absence until the educational experience can be given appropriate attention. In such instances, the student's advisor will consult with involved faculty and the Department Chair, and will then meet with the student to assist 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.

### ***Probation and Dismissal***

For general information on the policies and procedures related to probation and termination in the Child, Family, and School Psychology Program in the Morgridge College

of Education (MCE), please see the *MCE Policies and Procedures* page, section “MCE General Academic Probation Protocol and Dismissal Protocol” at:

<http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/#mce-general-academic-probation-protocol-and-dismissal-protocol>.

Students should also access the *DU Graduate Bulletin*, section “Academic Standards” for a comprehensive description of situations that warrant probation, dismissal, and termination. This information can be found at:

<http://bulletin.du.edu/graduate/academicpoliciesandprocedures/academicstandards/>

For information on program-specific expectations, please refer to the rest of this Handbook and the practica and internship manuals.

A written remediation plan must be developed for any student placed on probation that details specific actions to be taken within a specified timeframe. Such actions can include, but are not limited to, additional or repeated coursework or fieldwork; skill building assignments outside of the regular class; psychological evaluation; professional counseling/psychotherapy; remedial coursework to enhance writing, quantitative, or oral presentation skills; or other appropriate remedial actions. Failure to progress after reasonable intervention or a failure to comply with the probationary plan and timelines can result in dismissal from the Program. For egregious violations of expectations, such as unethical or unprofessional behavior, a student may be immediately dismissed from the program.

### ***Grievance Policy***

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

### ***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.

## **Degree Requirements in 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) non-licensure 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 license. The M.A. in CFSP degree requires a minimum of 45 quarter hours. Please see the M.A. in CFSP Coursework Plan ([Appendix A](#)) and recommended course sequence ([Appendix B](#)).

### **Academic Policies**

#### ***Course Attendance***

100% attendance in all classes is expected. In a traditional 10-week quarter, you may miss up to one class session. A second missed class will result in reducing your final grade by a full-letter grade. Each additional class missed will result in an additional grade-letter deduction. Please refer to syllabus for policies regarding participation points. Attendance policies in condensed or hybrid-format courses may differ. Please consult the course syllabus.

In the event that it is necessary to miss a class, students must contact the instructor at least three days prior to the class session. In the case of an emergency in which prior notification is impossible, apprentice teachers should contact the instructor within 24 hours of the class meeting time. It is the student's responsibility to contact the instructor about missed course content. Moreover, every third tardy (per course) will count as an absence.

We ask that you consider missing classes carefully, as this policy will apply regardless of the reason for absence.

#### ***Grades***

CFSP is a performance-based program; therefore, faculty will recommend students for a state teaching license if he or she has met all standards at the proficient level.

In a performance-based program, grades serve a different purpose than they do in traditional academic program. In a performance-based program your grades do not directly affect our decision to recommend you for licensure, advancement in field experiences, or continuation in the program. In a performance-based program, grades are indicators of the following matters: (1) your timely progress in understanding and applying the knowledge base needed to perform at the proficient level, (2) your intellectual engagement, (3) your ability to think, speak, and write at a graduate level.

You must maintain at least a 3.0 GPA throughout the program. If your grade point average falls below 3.0 at any time during the program, you may be removed from fieldwork placement and will be placed on probation. A grade lower than B- renders the credit unacceptable for meeting CFSP degree requirements. If you receive a grade of a C+ or lower, you will have to repeat the course.

An Incomplete "I" is a temporary grade which may be given at the instructor's discretion to a student when illness, necessary absence, or other reasons beyond the control of the student prevent completion of course requirements by the end of the academic term. Because courses are cumulative, students may not be allowed to begin/continue academic courses or fieldwork placements until all grades of Incomplete have been resolved. It is the responsibility of the student to initiate the incomplete process by immediately communicating with the instructor prior to the end of the quarter. This form may be downloaded from the [Registrar](#).

### ***M.A. Comprehensive Examinations***

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.

### ***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. See Appendix E for procedures for video and audiotaping.



## ***Community Practicum***

### Community Practicum Description

Community Practicum is a supervised experience designed to enhance and extend knowledge and skills developed during 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 Community Practicum during their first year at both the Counseling and Educational Services Clinic (CESC) located in Ruffatto Hall and at an off-campus school partnership site. Further descriptions and required activities of the clinic can be found in the clinic section.

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. Beginning level students work under the supervision of the Clinic Supervisor, and with advanced peers to develop their clinical skills.

### Community Practicum Requirements

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. The Community Practicum experience extends over 3 quarters.

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. 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 that are collaboratively developed with the Clinic Supervisor. For students who are not deemed ready to move onto the School Practicum experience, the Department Chair and CFSP faculty will develop a probation plan 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*.

### ***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 and TLS Department meetings.

#### Student Performance Evaluation

As students acquire increasing levels of competency as *Consumers, Collaborators, Interventionists, and Advocates* (see section on Program Philosophy and Mission), student progress is comprehensively and continuously evaluated throughout the Program using a variety of methods to assess individual progress across stated performance objectives and competency areas. Our student performance evaluation progression begins at entry, where normative exams (i.e., GRE), prior coursework, grades, and relevant life experiences are examined to evaluate verbal, written, quantitative and professional competence. Professional skills and competencies are closely monitored during the Program through an annual review process that includes a holistic performance review of grades, coursework, curriculum-based assessments, work samples, self-reflective statements, professional accomplishments, professional work dispositions, field supervisor evaluations, and documentation of successful fieldwork. Based on this process, a student may be placed on probation if either academic or professional work disposition deficiencies are noted or if a student's grade point average falls below a 3.0. All students must successfully complete a summative comprehensive examination at the end of their degree program to gauge attainment of professional knowledge and competencies. In addition to the previously described review process, school psychology student progress is measured in each of the NASP Standard II Domains.

### Annual Review and Process

Each year 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.

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. 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 student who has made inadequate progress due to academic or professional disposition deficits will be placed on probation or, for extreme violations, dismissed from the program. See [Appendix C](#) for the Cumulative Evaluation Form and [Appendix D](#) for the Professional Work Characteristics Development Form.

## **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 monthly 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 supporting 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 result in creating an optimal learning environment where all children achieve their full potential. For more information about the

FELC visit their website: <http://www.du.edu/fisher/>. Students may only visit or observe at Fisher Center with instructors permission.

### ***Psychoeducational Assessment Library (PAL)***

The Psychoeducational Assessment Library (PAL) houses an array of materials relevant to Psychoeducational assessment and research for use by students and faculty in the MCE. The PAL is a professional library equipped with cognitive, behavioral, and social-emotional assessment measures, protocols, scoring software, training videos and other mental health resources. Materials in the PAL are accessible to currently matriculated, qualified CFSP graduate students enrolled in assessment classes 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/>. Students may only visit or observe at Ricks Center with instructors permission.

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

Name of Student: \_\_\_\_\_ ID No.: \_\_\_\_\_

<b>Developmental and Psychological Foundations</b>		
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
<b>Legal, Ethical and Professional Foundations</b>		
CFSP 4302	Legal Issues in Education	3
	Required Credits	3
<b>Evaluation and Assessment</b>		
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
<b>Collaborative Consultation with Families and Schools</b>		
CFSP 4308	Early Academic Competencies	3
	Required Credits	3
<b>Applied Courses</b>		
CFSP 4349	Community Practicum (taken over 3 quarters)	6
	Applied Project/Capstone	PASS
	Required Credits	6
	<b>Total Minimum Credits</b>	<b>45</b>

<b>M.A. Degree</b>	<b>Credits/Score</b>	<b>Signature</b>
Program Requirements		
Transfer Credits		
Comprehensive Project		

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

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

## Appendix B: M.A. in Child, Family, and School Psychology Suggested Course Sequence

Quarter	Year 1
Fall	<ul style="list-style-type: none"> <li>• CFSP 4310 Infant Development</li> <li>• CFSP 4301 Professional &amp; Ethical Issues in School Psychology</li> <li>• CFSP 4304 Diversity in Community &amp; School Settings</li> <li>• CFSP 4349 Community Practicum</li> </ul>
Winter	<ul style="list-style-type: none"> <li>• CFSP 4322 Assessment I</li> <li>• CFSP 4312 Learning Application &amp; Analysis</li> <li>• CFSP 4308 Early Academic Competencies</li> <li>• CFSP 4349 Community Practicum</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• CFSP 4323 Assessment II</li> <li>• CFSP 4305 Exceptional Child</li> <li>• CFSP 4349 Community Practicum</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• CFSP 4311 Child Development</li> <li>• CFSP 4302 Legal Issues in Education</li> <li>• RMS 4900 Education Research &amp; Measurement</li> <li>• CNP 4641 Adolescent Development</li> </ul>



## Appendix C: Cumulative Evaluation Form

<i>Year</i>	<i>Date &amp; Student &amp; Advisor Initials</i>	<i>Adequate Progress (AP)</i>	<i>Inadequate Progress (IP)</i>	<i>If IP and placed on probation, 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 D: Professional Work Characteristics Development Annual Review

Rev. 05/16

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

In order for a student to become an effective professional he/she must demonstrate academic and professional competencies, as well as professional work characteristics. The following are work characteristics necessary for effective practice as a professional. Directions: Please rate yourself as candidly as possible on each item using the scale provided and also provide an example or two to support your rating.

The shaded rating area is for faculty use. It is important that you consider the ratings in light of your status in your selected program (1<sup>st</sup>-year, 2<sup>nd</sup>-year, etc.). Please review your CFSP Student Handbook for program philosophy, mission, goals, and objectives.

### **Ratings**

- 1 – Below expectations: Improvement needed to reach appropriate competency level for year in program
- 2 – Meets expectations: Exhibits level of competency appropriate for year in program.

<b>Professional Characteristics</b>		
<b>Initiative – initiates activities when appropriate; does not wait to be asked or told when to begin tasks.</b>	<b>Self</b>	<b>Fac.</b>
Please describe an incident that you feel demonstrates your initiative or why it is an area for improvement.		
<b>Dependability – follows through on tasks; completes assignments in accordance with stated parameters and/or constraints.</b>	<b>Self</b>	<b>Fac.</b>
Please describe one or more incidents that you feel demonstrate your dependability or why it is an area for improvement.		
<b>Time Management/Work Organization – organizes work and manages time effectively; completes assignments in a timely manner.</b>	<b>Self</b>	<b>Fac.</b>
Please describe one or more incidents that you feel demonstrate your time management and/or organizational abilities or lack thereof.		

<b>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.</b>	<b>Self</b>	<b>Fac.</b>
Please describe one or more incidents that you feel demonstrate your respect for human diversity or need for improvement.		
<b>Oral Communication – expresses self orally in a clear and organized manner.</b>	<b>Self</b>	<b>Fac.</b>
Please describe one or more incidents that you feel demonstrate your ability or struggle to communicate orally.		
<b>Written Communication – expresses self in writing in a clear and organized manner.</b>	<b>Self</b>	<b>Fac.</b>
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.		
<b>Attending/Listening Skills – listens attentively; attends to important communications.</b>	<b>Self</b>	<b>Fac.</b>
Please describe one or more incidents that you feel demonstrate your attending/listening abilities or struggles.		

<b>Interpersonal Relations – relates effectively with colleagues, faculty, supervisors and clients.</b>	<b>Self</b>	<b>Fac.</b>
Please describe one or more incidents that you feel demonstrate your interpersonal relationship abilities or challenges.		
<b>Adaptability/Flexibility – adapts effectively to demands of situation; exhibits flexibility in face of change.</b>	<b>Self</b>	<b>Fac.</b>
Please describe one or more incidents that you feel demonstrate your adaptability and flexibility or rigidity.		
<b>Ethical Responsibility -</b>	<b>Self</b>	<b>Fac.</b>
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 E: 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
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## 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 following section. 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]