

**Child, Family, and School Psychology
Ph.D**

Student Handbook

2016-2017



UNIVERSITY *of*
DENVER

MORGRIDGE COLLEGE OF EDUCATION

Table of Contents

Welcome to Morgridge College of Education	5
About the Child, Family and School Psychology Program.....	7
Program Overview.....	7
Accreditation	8
Program Philosophy and Mission.....	8
Program Goals and Objectives	9
Doctoral Program Objectives and Competencies	10
Doctoral Program Overview	11
Advisors and Advising.....	12
Research Mentoring.....	12
Developing a Coursework Plan (CWP)	12
Professional Development	13
General Information and Requirements.....	13
Admission Policy	13
Distributed Email List and Communication.....	14
Fingerprinting.....	14
Professional Membership	14
Malpractice Insurance.....	15
Workers' Compensation Procedures	15
Personal Difficulties	16
Letters of Recommendation	16
CFSP Doctoral Degree Requirements.....	16
Minimum Requirements	16
Licensure Ph.D. – Post M.A./M.Ed.	17
Pathways Ph.D. – Post Ed.S.....	17
Course Attendance	17
Residency Requirement.....	18
Comprehensive Examinations	18
Praxis II.....	19
Doctoral Comprehensive Exams	19

Doctoral Dissertation	20
Dissertation Credits.....	20
Dissertation Policies and Guidelines	21
Programmatic Field Experiences	21
Requirements for Field Experiences and Placements.....	21
Practicum I (Community Practicum)	22
Practicum II (School Practicum)	23
Advanced Practicum (optional).....	24
School Psychology Internships	25
School Psychology Internship Requirements.....	25
Internship Registration Policy	26
Performance-Based Assessment and Accountability	26
Program Performance Evaluation	26
Student Performance Evaluation	27
Annual Review	27
Inadequate Progress	29
Probation Policy	32
Grievance Policy.....	32
Program, College and University Resources	33
Child, Family, and School Psychology Student Association	33
Counseling and Educational Services Clinic	33
Fisher Early Learning Center	33
Psychoeducational Assessment Library (PAL)	33
Ricks Center for Gifted Children	34
Appendix A: Student Learning Objectives: Competencies, Indicators, and Assessments ..	35
Appendix B: Ph.D. School Psychology Licensure Coursework Plan	39
Appendix C: Ph.D. Pathway for Ed.S. Professionals Coursework Plan	41
Appendix D: Sample Residency Documentation Form	43
Appendix E: CFSP Ph.D. Comprehensive Exam Scoring Rubric	45
Appendix F: Checklist of Dissertation Completion Tasks and Forms	48
Appendix G: Sample Annual Evaluation Letter	50

Appendix H: Annual Review Summary and Form 51
Appendix I: Annual Doctoral Student Data Form 54
Appendix J: PAL Loan Policies and Procedures 58

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/deo/>. You may also contact the Office of Diversity and Equal Opportunity/ADA Compliance with concerns regarding determinations of religious or disability accommodations and /or issues about access.

Teaching and Learning Sciences Department: Faculty and Staff

Note: Individual faculty portfolios can be viewed at <https://portfolio.du.edu/>

**Indicates core CFSP faculty

Mayumi Beckelheimer

DTR Teacher Education Coordinator
Phone: 303-871-2314
Mayumi.Kawafune@du.edu

Doug Clements, PhD

Professor
Kennedy Endowed Chair in Early
Childhood Education
Director, Marsico Institute
Phone: 303-871-2895
Douglas.Clements@du.edu

****Jeanine Coleman, PhD**

Clinical Assistant Professor
Phone: 303-871-2496
Jeanine.Coleman@du.edu

Heidi Creel

Academic Service Associate
Phone: 303-871-7013
heidi.creel@du.edu

Norma Hafenstein, PhD

Ricks Endowed Clinical Professor
Phone: 303-871-2527
Norma.Hafenstein@du.edu

****Cynthia Hazel, PhD**

Professor
Department Chair
Cynthia.Hazel@du.edu

Rick Kitchen, PhD

Kennedy Endowed Chair in Urban
Education
Phone: 303-871-2255
Richard.Kitchen@du.edu

Janet Lear

Assistant Professor of the Practice
Phone: 303-871-2474
Janet.Lear@du.edu

Jessica Lerner, EdS

Assistant Professor of the Practice
Director, Teacher Education Program
Phone: 303-871-2517
Jessica.Lerner@du.edu

Betsy Leonard

TEP Field Placement Supervisor
Phone: 303-917-6369
Betsy.Leonard@du.edu

Paul Michalec, PhD

Clinical Professor
Phone: 303-871-7952
Paul.Michalec@du.edu

****Gloria Miller, PhD**

Morgridge Endowed Professor in
Literacy
Phone: 303-871-3340
Gloria.Miller@du.edu

****Tara Raines, PhD, NCSP**

Assistant Professor
Phone: 303-871-7015
Tara.Raines@du.edu

****Jessica Reinhardt, PhD**

Clinical Assistant Professor
Phone: 303-871-2838
Jessica.Reinhardt@du.edu

****Karen Riley, PhD**

Dean, Associate Professor
Phone: 303-871-3665
Karen.Riley@du.edu

Garrett Roberts, PhD

Assistant Professor
Phone: 303-871-2823
Garrett.Roberts@du.edu

Maria Salazar, PhD

Associate Professor
Phone: 303-871-3772
Maria.Salazar@du.edu

Julie Sarama, PhD

Professor
Kennedy Endowed Chair in
Innovative Learning
Technologies
Phone: 303-871-3983
Julie.Sarama@du.edu

****Devadrita “Tanya”**

Talapatra, PhD
Assistant Professor
Phone: 303-871-3352
Devadrita.Talapatra@du.edu

Bruce Uhrmacher, PhD

Professor
Research Methods and Statistics
Phone: 303-871-2483
Bruce.Uhrmacher@du.edu

About the Child, Family and School Psychology Program

Program Overview

CFSP students are accepted into one of three degree programs:

- Master's degree (M.A.) in Child, Family, and School Psychology
- Educational Specialist (Ed.S.) degree in School Psychology, with an option of obtaining 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; see Figure 1) 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 addressing professional skill development and enhancement (e.g., role play, simulation activities, and supervised experiences). These activities are specifically outlined and directed by the faculty in the Student Learning Objectives (see Appendix A).
- *Active Contributors*: Students acting as Active Contributors engage in professional activities that are managed and dictated by needs and policies of the field placement. These activities, developed collaboratively and completed under the supervision of a faculty member and site supervisor, bring about a specific result that adds to the productivity of the field placement.
- *Independent Practitioners*: Students acting as Independent Practitioners engage in activities in which they apply advanced skills through self-initiated and self-governed professional engagement within a network of collegial supervision.

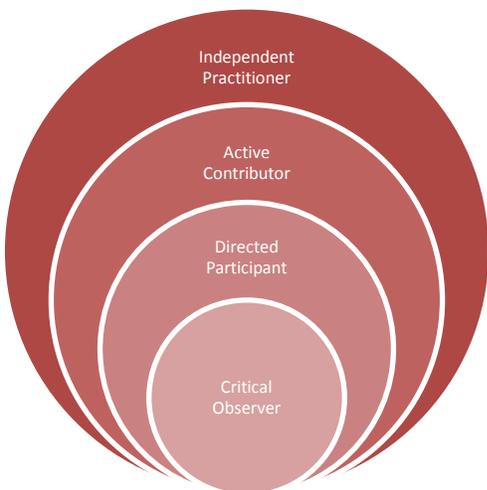


Figure 1. *CoRE Model*

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 the Psychoeducational Clinic, the Fisher Early Learning Center, and the Ricks Center for Gifted Children (all housed within the Morgridge College of Education), 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/NASPAproved.aspx>

The School Psychology Licensure Ph.D. degree program is in the process of applying for American Psychological Association (APA) approval. As per the requirements of APA, students will be required to complete an annual data form for record-keeping purposes (see Appendix I).

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*)

Doctoral Program Objectives and Competencies

Our Doctoral training is designed to prepare highly competent, collaborative, ethical, and self-reflective scientist-practitioners who can problem-solve and share decision-making with others to optimize social-emotional, cognitive, academic, and behavioral outcomes for typically and atypically developing children and youth. The CFSP doctoral program student learning objectives aim to produce professionals who are competent in *consultation*, *assessment*, *intervention*, and *scholarship/advocacy* as they work on behalf of individuals, families, schools, and communities (see Figure 2). These competency areas are defined as follows:

- *Consultation*: able to collaborate in strengths-based, problem-solving, interdisciplinary teams with families, teachers, administrators, and other school and community personnel and to demonstrate appropriate interpersonal relations and professional dispositions and work characteristics;

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

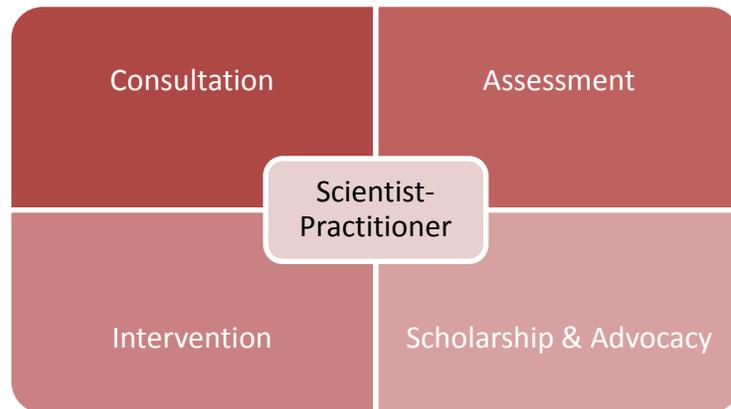


Figure 2. *CFSP Competencies*

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

Doctoral Program Overview

Our Ph.D. curriculum provides a strong foundation and core knowledge base in developmental, psychological, and learning theories, general and special education, and legal, ethical and professional standards of practice. Professional skills and advanced training are required in research, measurement, program evaluation, assessment, prevention, intervention, and consultation with family, school and community professionals. All CFSP applied experiences are designed within the *CoRE* framework. Doctoral students in the Ph.D. program gain competencies in conducting original research, grant writing, and in advanced qualitative and quantitative analysis, research design, and statistics. Graduates assume positions as administrators, University professors, and educational evaluators. Ph.D. students are expected to gain a high level of collaborative and then independent research involvement with an assigned faculty mentor. Students with a Masters or Ed.S. degree are accepted into the Ph.D. program.

Advisors and Advising

Upon admission to the Program, new students are assigned a faculty advisor who collaboratively directs all degree and curriculum decisions. Students and their faculty advisors develop an official coursework plan of study that is signed by both the student and advisor and officially 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. 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.

Research Mentoring

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

Developing a Coursework Plan (CWP)

Required and recommended courses for the CFSP Ph.D. degrees are found listed on the CFSP Coursework Plans (see Appendices B and C). As per the coursework plan requirements, students must take a minimum of 5 courses in a defined advanced specialization selected in consultation with their advisor (e.g., early childhood, culturally and linguistically diverse populations, low-incidence, community mental health, educational leadership, research, program evaluation, and policy development) that are designed to develop expertise matched to individual interests and proficiency. Coursework options can be taken through other programs in the MCE as well as in related Graduate departments across the University. Although students take courses across a broad range of areas, they must select from advanced coursework that emphasizes research, teaching, program development, administration, policy, or advocacy.

Doctoral students must complete an official coursework plan in consultation with an advisor during the first quarter they are officially enrolled, and must place an official coursework plan on file with the Academic Services Associate (ASA) by the end of the first year. An official coursework plan is one that is signed by the student and the student's advisor. A student's coursework plan serves as a plan leading to graduation 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, and track their progress toward meeting all graduation requirements.

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.

General Information and Requirements

Admission Policy

Although the general admissions requirements are listed in the DU Graduate Studies Policies and Procedures, the CFSP faculty members' approach to doctoral admissions decisions are guided by:

- Students demonstrating competence in foundational areas of school psychology and/or related areas including, but not limited to:
 - acumen for research and clinical practice,
 - a keen multicultural orientation, and
 - ethical and professional behavior.
- Students demonstrating reflective practices.
- Students demonstrating a good fit with program's goals, objectives, and competencies as well as the program's values and philosophies.
- Students demonstrating complimentary research interests with program faculty.

The admission process is as follows:

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

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

To be considered a successful CFSP School Psychology PhD applicant, students must have a M.Ed./M.A. in school psychology or a related field, or an Ed.S. school psychology degree from a NASP-approved program. Students must demonstrate completion of all requirements of the DU M.A./Ed.S. degree programs or their equivalents prior to their doctoral studies (the programs of

study for the M.A. and Ed.S. degrees at DU are listed online). The faculty will evaluate students' prior graduate work (e.g., syllabi, PRAXIS scores, artifacts) to determine if additional coursework, remedial coursework, or practicum experiences are required prior to, or concurrent with, beginning doctoral studies at DU. Previous education in a masters level curriculum may or may not count towards the Ph.D. program. Upon faculty review, 45 credits from a related masters degree may apply to the CFSP licensure doctoral program.

Distributed Email List and Communication

All students are automatically assigned a University e-mail address upon entry into the CFSP 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 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 National Association of School Psychology (NASP), the American Psychological Association (APA), the American Educational Research Association (AERA), Council for Exceptional Children Division of Early Childhood (DEC), and the National

Association for the Education of the Young Child (NAEYC). At the state level, recommended professional organizations include but are not limited to the Colorado Society of School Psychologists (CSSP) and the Colorado Council for Exceptional Children (CCEC). Additional requirements for doctoral students are outlined in the “Residency Requirements” section.

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.

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/)

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
 - 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 Monday through Friday.

Health One 125 E. Hampden Englewood, CO 80113 303-788-9292	Health One 120 Bryant St. Denver, CO 80219 303-936-9700	Concentra Medical Centers 1212 S. Broadway, Suite 150 Denver, CO 80210 303-777-2777	Centura Centers for Occupational Medicine 20 W. Dry Creek Circle, Ste. 300 Littleton, CO 80120 303-269-2900
---	--	--	---

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>

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.

Program policy is that when such situations exist, the student and faculty should objectively examine the situation and determine whether it is appropriate to take a leave of absence until the educational experience can be given appropriate attention. In such instances, the student's advisor will consult with relevant faculty and the Department Chair, and will then meet with the student 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 student will be placed on probation and the Program faculty will create a remediation plan to clarify expectations and student responsibilities.

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 members generally do not supply students with copies of recommendation letters.

CFSP Doctoral Degree Requirements

Minimum Requirements

All Ph.D. candidates must complete the following requirements:

- (a) field-specific coursework
- (b) comprehensive exams

- (c) doctoral residency requirements
- (d) a dissertation study
- (e) a supervised minimum 1500-hour advanced full-time Internship (required for Licensure students and optional for Pathways students). Students must complete all other coursework, pass doctoral comprehensives, and successfully propose their dissertation study prior to starting Internship.

The recommended course sequence for Ph.D. students varies depending on prior coursework, identified interest, and the selected cognate area.

Licensure Ph.D. – Post M.A./M.Ed.

The post Masters CFSP Licensure Ph.D. program takes 4 to 6 years to complete. It prepares professionals in all aspects of doctoral-level School Psychology services. Students are expected to complete all corresponding coursework and practice experiences required to obtain a State Department of Education School Psychology license (see online coursework sequence for Ed.S. degree). In addition, students take advanced classes in assessment, clinical practice, supervision, and research methods that lead to a concentrated expertise in the field. The post Masters Ph.D. School Psychology 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 CFSP Masters degree, as well as completing a minimum of 90 credits during their doctoral program.

Pathways Ph.D. – Post Ed.S.

The post Specialist CFSP Pathways Ph.D. program takes 3 to 5 years to complete. It is intended for Ed.S. professionals who wish to 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. Applicants must provide PRAXIS scores; if asked, previous coursework syllabi to ensure they have met the CFSP Ed.S. competencies; as well as complete a minimum of 55 credits during their doctoral program.

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.

Residency Requirement

The purpose of the doctoral residency requirement is to provide students with a set of extended research experiences beyond those offered by formal coursework. All doctoral students, Pathways and Licensure, must complete these requirements. During this time, students will spend considerable time involved in activities related to 4 category areas:

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

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

Comprehensive Examinations

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

Praxis II

Students in Ph.D. School Psychology Licensure degree program must take and pass a national professional certification exam as evidence of their comprehensive knowledge of school psychology, and in order to receive most 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 at the end of the first year of the Licensure program (i.e., the summer before Residency). A passing PRAXIS score is required before starting internship, unless an exception has been granted. Students register for the exam on their own. Information on exam registration, including when and where the exam is offered can be found at the ETS website (<http://www.ets.org/praxis>). All students must meet or exceed the passing score required in Colorado. Students must submit official PRAXIS exam scores (total and subscores) to CFSP prior to being able to register for Residency and Doctoral Comprehensive Exams.

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. A comprehensive exam **MUST** be satisfactorily completed before a dissertation proposal can be defended.

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

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

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

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

Conditional Pass, a student will be given one chance to rewrite the portion of the exam that was deficient with explicit criteria outlined by the Faculty Review Committee. Completed conditional pass revisions must be resubmitted for approval within two weeks of receipt of feedback on the Conditional Pass. Two faculty members re-read the revision and rate it as either pass or fail. 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.

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

Doctoral Dissertation

All CFSP doctoral students must complete a five-chapter dissertation that represents a unique body of work that will add to the professional literature.

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 if (a) the student's dissertation advisor agrees to work directly with the student on a regular basis throughout the quarter in which the student is registering for dissertation credit; and (b) the student is prepared and able to dedicate substantial work to dissertation planning and preparation. In this case, a student may register for no more than 50% of the minimum number of required dissertation credits.

The dissertation credit form can be obtained from the Registrar's website. 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 they successfully complete and defend their dissertation and graduate as per the MCE Continuous Enrollment Policy.

If students are receiving financial aid while working on their dissertation and/or they wish to defer any potential loan repayments, they must also register for the DU Graduate Studies Continuous Enrollment (CENR 5600) EACH academic quarter until they successfully defend and complete dissertation.

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 (see Appendix F) with their dissertation advisor.

Refer also to the University of Denver Office of Graduate Studies policies and instructions for preparing a dissertation found at <http://www.du.edu/currentstudents/graduates/graduationinformation.html>.

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 within the *CoRE* framework.

Although the structure and content of field courses differ across degree programs, all Ph.D. licensure students complete a 1500-hour 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

As per the Fingerprinting section, students are required to comply with program and district background checks before engaging in any field experiences. And, as per the Insurance section, students are encouraged to carry personal malpractice insurance.

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. Specific procedures for probation and dismissal can be found under the ***Probation Policy*** of this handbook or on the Graduate College webpage.

Practicum I (Community Practicum)

Most doctoral students will have fulfilled the Practicum I requirement in their prior graduate training. However, if the CFSP faculty determine that a student's prior graduate training did not provide adequate field experiences, the student will be required to complete some or all of the year of Practicum I training.

Practicum I is a supervised experience designed to enhance and extend knowledge and skills developed during ongoing assessment, intervention and consultation coursework. During Practicum I, students act as *Directed Participants*, engaging in activities specifically outlined and directed by faculty to address professional skill development and enhancement. The tasks include, but are not limited to role-play, team activities, and actual collaborative participation in authentic client cases. Most students complete Practicum I at the Counseling and Educational Services Clinic (CESC) located in Ruffatto Hall and at an off-campus school partnership site. The CFSP Psychoeducational 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 an individualized clinical approach. In addition, off-campus school partnerships provide opportunities for students to observe 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.

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

Supervisor. The Clinic also offers ongoing research opportunities for graduate students and faculty. The 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. 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, 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 previously, along with specific performance expectations, descriptions of expected activities, supervision requirements, and evaluation procedures can be found in the *CFSP Clinic Manual*.

Practicum II (School Practicum)

Most Ph.D. Licensure students will start their field experiences with Practicum II. It is assumed that Ph.D. Pathways students will have completed Practicum II experiences during Ed.S. training. However, if the CFSP faculty determine that a Pathways student's prior graduate training did not provide adequate field experiences, the student will be required to complete some or all of the year of Practicum II training.

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

Most approved Practicum sites are located within driving distance of the University and are scattered throughout the greater metropolitan Denver area. School Practicum sites 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. 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.

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.

During Practicum II, students complete a series of activities to meet explicit Program and professional development requirements. 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. 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. In order to advance to internship, students must have successfully completed all prior coursework; receive all satisfactory School Practicum supervisor performance ratings; and complete the Goals and Continuing Professional Development Plan and Intent to Complete a School Psychology Internship, that contain individualized professional development goals collaboratively developed with the Field Supervisor. For students who are not deemed ready to move onto the Internship experience, the CFSP faculty and Department Chair will develop a probation plan that may include repeated coursework, extended or additional Practicum experiences, or other appropriate remedial actions. The forms mentioned previously, along with specific performance expectations, descriptions of expected activities, supervision requirements, and evaluation procedures can be found in the *CFSP Practicum Manual*.

Advanced Practicum (optional)

The PhD Licensure program requires three quarters of full-time placement in CFSP 4361, Advanced Practicum, for a minimum of 400 hours. *Note that to receive certification as a school psychologist (i.e., NCSP) at least 600 hours across field experiences must be completed in a school-based setting.* It is possible, with the prior approval of the faculty, to arrange a 600-hour advanced doctoral practicum in a special school, clinic, or non-school setting if the setting provides experiences that are consistent with professional school psychology practices and includes appropriate supervision by a licensed psychologist. For students entering the program with an Ed.S., or the equivalent, the student's doctoral advisory committee will determine whether the student has completed a comparable course in prior graduate work and has sufficient

skills and field experience to meet the criteria for this advanced practicum. Based on input from the doctoral advisory committee, some Pathways students may consider enrolling in an additional practicum experience.

School Psychology Internships

Internship is a required field experience for the Ph.D. Licensure students and an optional opportunity for the Ph.D. Pathways students. However, if the CFSP faculty determine that a Pathways student's prior graduate training did not provide adequate field experiences, the student will be required to complete some or all of the year of Internship. Students interested in obtaining licensure as a professional psychologist should refer to the State's licensure requirements, but a standard expectation is a doctoral-level internship experience.

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

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

School Psychology Internship Requirements

Internship requirements are aligned with professional competencies required for state and national School Psychology Licensure. Ph.D. candidates complete a minimum 1500-hour Internship. All students are encouraged to apply for APA or APPIC approved internships. Regardless of placement, all students must engage in all Internship activities in strict accordance with the ethical principles established by APA, CDSPP, NASP and DEC.

Although students function as *Independent Practitioners* during Internship, they must receive a minimum of two hours of supervision per week from a qualified Internship Field Supervisor with a current license in Psychology. Internship placements must allow a student to work with at least two different age groups (i.e., infant, preschool, elementary, middle, or high school levels) and must involve both general and special education populations. Internship casework should reflect a wide array of Psychological roles and functions. Internship students enroll for Internship credit and are supervised also by a University faculty member. Internship students must submit

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

Written mid-term and end-of-placement evaluations of student competencies and attainment of professional goals are completed by the student and Field Supervisor and then are shared with the University faculty who will assign a grade for completion of all Internship placements. Internship students must maintain a monthly time sheet log and submit a cumulative summary of all Internship hours at the end of each quarter. A cumulative Internship grade is entered after documentation of completed hours and satisfactory performance for the entire Internship. Students who do not successfully complete Internship may be required to retake Internship at the same or at a new site based on a probation plan developed by the CFSP faculty and Department Chair. Forms mentioned above, along with specific performance expectations, description of expected activities and assignments, supervision requirements, and internship evaluation procedures can be found in the *CFSP Internship Manual*.

Internship Registration Policy

Students must register for CFSP 4355 Internship credit each quarter that they are on internship. Students must also register for CFSP 4356 School Psych Field Experience every academic quarter during the internship. Students must obtain program approval every academic quarter for clearance to register for the field experience course (CFSP 4356) by contacting the Department ASA who will confirm eligibility for field experience registration. Please also note that there are two sections of CFSP 4356. Section 1 is reserved only for a student who has prior approval to complete the required internship on a half-time basis. Section 2 is reserved for those completing the internship field experience on a full-time basis. Specific internship policies can be found in the course syllabus.

Performance-Based Assessment and Accountability

The CFSP Program uses a variety of formative and summative information to systematically evaluate the overall quality of the Program and to assess short- and long-term outcomes 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 that assists faculty members 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 to meet stated Program and student objectives and to generate annual goals and recommendations to enhance 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 (see Figure 3).

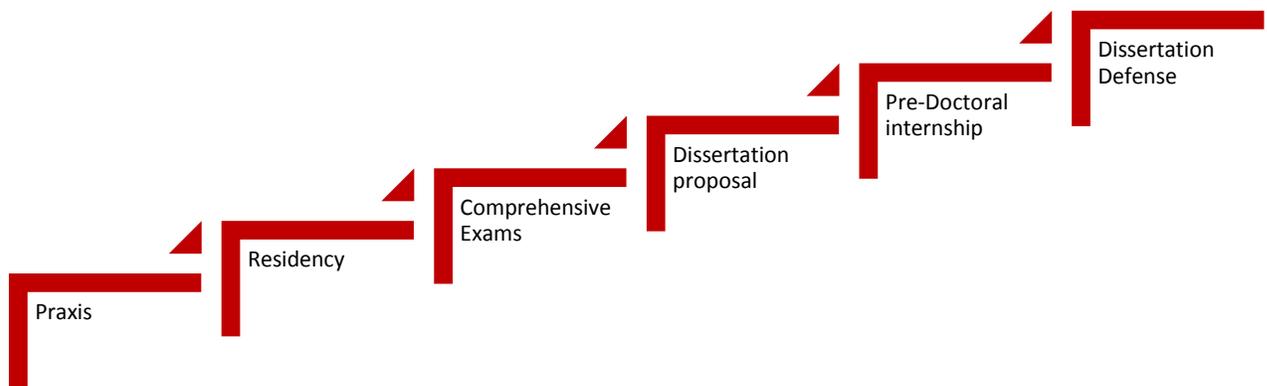


Figure 3. *Student Performance Evaluation*

Our student performance evaluation progression begins at entry, where normative exams (e.g., 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

The Doctoral Annual Review process is specifically designed to encourage integrative and personal self-reflection on performance expectations throughout the student's program of study. This process also permits faculty to monitor and recognize student progress and to provide

timely, constructive feedback to ensure continued professional success. Each faculty member may raise questions about a particular student's performance and progress during regularly scheduled department faculty meetings. At that time, any questions about students may be raised for faculty consideration.

Successful completion of the doctoral program in CFSP is based on the demonstration of effectiveness in academic and professional areas as they relate to a student's professional objectives. The CFSP faculty members have a professional responsibility to evaluate the academic and professional development of students. Student progress is reviewed at least annually by the school psychology faculty. The review procedure serves two main purposes:

1. To provide students with information related to their progress that will enable them to take advantage of strengths and to remediate weaknesses in their academic, professional and personal development
2. To provide the faculty with information about the progress of students that will facilitate decision making that is in the best interest of students and the profession they are preparing to enter. Faculty members are concerned about the suitability of a student entering a profession with evidence of satisfactory performance in academic course work but with weakness in required practical skills, or behaviors that are unethical, illegal, or unprofessional.

Student annual progress in the program is evaluated based on a holistic review of critical performance expectations captured through the Annual Review that contains multiple sources of data and cumulative documents (see Table 2). Multiple sources of evidence are compiled for the Annual Review to reflect progressive evidence of professional competence and independence. Each year students are asked to include an updated transcript, vita and to review professional dispositions and characteristics not easily captured in course grades. Students are also asked to summarize and evaluate experiences gained through coursework and field experiences and to develop (or update) a professional identity statement.

Once these 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 meet 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.

To review, doctoral students participate in this ongoing evaluation process by:

1. Completing the Annual Review Summary and Form (Appendix H)
2. Submitting an updated transcript
3. Providing a current *vita*
4. Developing a professional identity statement, which summarizes and evaluates experiences gained through coursework and field experiences, their personal strengths, and areas of improvement

These documents are collected at the beginning of the spring quarter and, along with faculty members' observations, form the basis for the student evaluation. Minimal levels of satisfactory

achievement are based on multiple factors including (but not limited to) course grades, clinical work, Field Supervisor feedback, assistantship (research, departmental, and/or teaching) performance, professional and ethical behaviors, and completion and progress toward comprehensive examinations, residency, and dissertation.

The annual review will result in one of four possible outcomes:

1. Far below expectations: demonstrating little to no progress for year in program; the student is demonstrating behaviors deemed substandard, unethical, illegal, and/or professionally unbecoming in the professional judgment of the department faculty. This student is placed on probation or dismissed from the program. The faculty may carry out either of these two options at any time during the course of training.
2. Below expectations: demonstrating inadequate progress for year in program; the student will be placed on probation, with a specific remediation plan. This student is notified to make an appointment with their advisor in order to receive feedback. This probation plan will be documented and reviewed at a specified timeline.
3. Meets expectations: demonstrating satisfactory progress for year in program.
4. Exceeds expectations: demonstrating exceptional skill and progress for year in program.

Student advancement in the program is intended to assure that each student maintains adequate progress in gaining knowledge, skills, competencies, and behaviors required for graduation and professional practice. The following list provides examples of behaviors and attitudes expected of successful CFSP doctoral students. This list is not exhaustive, but rather serves as a guide to the student and the faculty. Characteristics expected of a successful student include:

- Integrity: The commitment to upholding confidentiality with fellow students in interpersonal and supervisory experiences and also with clients in practicum and internship.
- Ethical practices: Respect for and adherence to the Code of Ethics of the American Psychological Association
- Reflective practices: The ability to accept and make use of feedback from faculty regarding one's progress in the program as it relates to academics, interactions with fellow students and faculty, and clinical skills
- Respect: Sensitivity to individual differences and respect for diversity among fellow students, staff, faculty, and clients.
- Motivation: Ability to successfully complete the academic course work required in the program and demonstrate initiative and autonomy in coursework completion
- Collegiality: Ability to interact appropriately and effectively with other students, faculty, and staff and maintain appropriate interpersonal boundaries with faculty, fellow students, and clients.

Inadequate Progress

The faculty can determine that a student has made inadequate progress at the annual review, or at other times throughout the year. The following are offered as examples of circumstances or performances that may be the basis for probation or dismissal, with further clarification below:

1. Failure to maintain minimum academic standards
2. Unsatisfactory performance in practica or internship
3. Academic misconduct or dishonesty

4. Failure to comply with established University or Program timetables and requirements
5. Unethical practices and/or unprofessional conduct
6. Behavioral impairment that obstructs the training process and/or threatens client, student, and/or faculty welfare
7. Violation of the DU Honor Code
8. Criminal conviction of misconduct that affects ability to practice or be licensed

1. Failure to maintain minimum academic standards

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

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

2. Unsatisfactory performance in practica courses or internship

Upon the recommendation of the student's clinical supervisor at practicum or internship site and/or in conjunction with the CFSP Training Director and, after a performance review by the program faculty, a student who has failed to meet the program's expectations for the quantity or quality of clinical work or supervision during any of the student's practica or predoctoral internship, will be recommended to the TLS Department Chair for review for probation or dismissal as outlined in the Student Review and Retention Plan.

3. Academic misconduct or dishonesty

Academic misconduct or dishonesty by a student includes, but is not limited to, disruption of classes, giving or receiving of unauthorized aid on examinations, or in the preparation of notebooks, themes, reports, or other assignments, or, knowingly misrepresenting the source of any academic work, falsification of research results, plagiarism, violation of regulation or ethical codes for the treatment of human participants, or otherwise acting dishonestly in research. Plagiarism, or using other people's ideas or data without giving them credit is unethical according to the APA (2002, 2010) Code of Ethics. It is similarly unacceptable to "borrow" another student, author, or publisher's work without giving him or her credit. Using papers written by others, or parts of papers, materials, and handing it in as your own work is clearly

unethical. Students should not copy something written or published by others. An instructor may, with due notice to the student, treat as unsatisfactory any student work that is a product of academic misconduct or dishonesty. The instructor will also complete a student misconduct report and inform the Chair of the TLS Department. If suitable solutions are not reached, the student may be dismissed from the program.

4. Failure to comply with established University or program timetables and requirements.

DU policy allows 7 years for doctoral students to complete their program. Failure to complete the degree within the established time limits will result in termination, unless the student's petition for an exception or time extension is approved by the Office of Graduate Studies. Petition procedures and instructions are detailed in the Graduate Studies Bulletin:

<http://bulletin.du.edu/graduate/academicexceptions/exceptions/>

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

5. Unethical practices and/or unprofessional conduct

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

6. Behavioral impairments that obstruct the training process and/or threaten client welfare

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

responsibilities; behavior that interferes with or jeopardizes the well-being of clients, students, faculty, or supervisors; unsupervised practice; and infractions of university rules for student conduct.

7. Violation of the DU Honor Code

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

8. Criminal conviction of misconduct that affects ability to practice or be licensed

A student whose conduct, within or outside of the program, has resulted in the conviction of a crime that would preclude licensing or certification in Colorado as a school psychologist may be dismissed from the program by action of faculty.

Probation Policy

Please refer to the MCE policies for probation and dismissal:

<http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/>

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

Grievance Policy

If a student has a grievance involving another student, a faculty member, or a program review decision, it is preferable for the student to work it out with that person. Students' advisors may act in a consultative role in this process. If 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>

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).

Counseling and Educational Services Clinic

The Counseling and Educational Services Clinic (CESC) is the umbrella clinic over the Counseling Psychology Program Clinic and the Child, Family, and School Psychology (CFSP) Psychoeducational Clinic. The Psychoeducational Clinic is housed on the first floor of Ruffatto Hall and provides an array of low-cost assessment, consultation, and intervention services to children, adolescents, families, and schools in the Denver metro area. Formal and informal approaches are used to assess developmental delay, academic or intellectual giftedness, learning and reading disability, attention deficits, and other behavioral and emotional concerns that 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 CFSP Clinic Director, who is a Licensed Psychologist, oversees all school-based, educational assessment clinic services and supervises all CFSP students in their Psychoeducational Clinic work.

Fisher Early Learning Center

The mission of Fisher Early Learning Center is to provide 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 instructor and Fisher permission.

Psychoeducational Assessment Library (PAL)

The Psychoeducational Assessment Library (PAL) houses an array of materials relevant to psychoeducational assessments 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 Clinic Director. Procedures for signing out PAL materials are handed out and reviewed in core classes. The PAL is overseen by the Clinic Director and is staffed by a graduate assistant who posts hours each quarter when students can access PAL materials. For guidelines outlining the access, use, and treatment of test materials, refer to Appendix J.

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 instructor and Ricks permission.

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

Competency	Indicator	Where will the assessment take place (course number)	What student work is being assessed (assignments)	What determines acceptable performance (rubric)
Consultation: Learners will be able to collaborate in strengths-based, problem-solving, inter-disciplinary teams with families, teachers, administrators, and other school and community personnel and to demonstrate appropriate interpersonal relations and professional dispositions and work characteristics				
<i>Critical Observer:</i> Identifies components of culturally competent practice.	Provides recommendations that utilize multiple learning styles, including auditory, visual, kinesthetic, tactile, and social/interpersonal.			
	Demonstrates interest, value, and respect for students' values, cultures, and communities.			
<i>Directed Participant:</i> Establishes respectful and productive relationships with students and families.	Demonstrates positive rapport with students, families, and colleagues and facilitates positive rapport between students (e.g., empathy, patience, caring).			
	Communicates with parents/families to gather information on student needs, provide support, and share data about student performance and progress.			
<i>Active Contributor:</i> Utilizes information gathered from stakeholders to inform practice.	Provides recommendations that utilize multiple learning styles, including auditory, visual, kinesthetic, tactile, and social/interpersonal.			
	Develops and implements developmentally appropriate, culturally-sensitive, and proactive recommendations that promotes student/system well-being.			
<i>Independent Practitioner:</i> Actively engages key stakeholders in school and community collaborations and incorporates findings into practice.	Demonstrates collaborative problem-solving with school, family, and community professionals leading to practical applications of human learning and development theory and a full continuum of empirically valid prevention and intervention strategies to promote mental health, learning, and physical well-being for students in regular and special education.			

	Engages in program development and evaluation that include, but are not limited to, progress monitoring, outcome accountability, and formative and summative evaluation of school, family, and community partnerships to enhance academic, social-emotional, and behavioral outcomes for students.			
Assessment: Learners will demonstrate evidence-based and culturally competent decision-making regarding selection, administration, and interpretation of assessments.				
<i>Critical Observer:</i> Demonstrates knowledge of test use, content, development, and theory.	Demonstrates knowledge of contemporary, scientifically-based knowledge of typical and atypical development within the core areas of cognition and learning, language and communication, motor and movement, social-emotional, and adaptive behavior			
	Understands theories underlying cognitive, achievement, adaptive and social-emotional assessments.			
<i>Directed Participant:</i> Identifies selects assessments based on client characteristics.	Identifies instruments that are developmentally and culturally normed for the target population.			
	Selects an appropriate assessment battery based on reason for referral.			
<i>Active Contributor:</i> Uses data to synthesize assessment findings and plan interventions.	Analyzes relevant test materials and current research on assessments to identify implications on administration and interpretation.			
	Provides clear, concise, and comprehensive explanations of assessment findings.			
<i>Independent Practitioner:</i> Integrates data from culturally and developmentally appropriate assessment batteries and communicates findings to stakeholders.	Engages in shared decision-making that utilizes formal and informal assessment data to enhance services and promote change at the individual, family, classroom, building, district, or community level.			
	Executes and interprets evaluations that are considerate of developmental			

	and cultural influences while integrating data gathered from multiple informants, observations, and norm-referenced instruments.			
Intervention: Learners will employ data-based decision-making and systems thinking that links assessment outcomes to effective individual, family, and group change and to deliver preventative, remedial strategic accommodations, intervention, and crisis services in a timely and professional manner.				
<i>Critical Observer:</i> Demonstrates knowledge of typical developmental sequences and identifies appropriate interventions for atypical development.	Identifies cultural and environmental influences on development, learning, and behavior.			
	Defines appropriate intervention practices for CLD populations at each major developmental stage.			
<i>Directed Participant:</i> Utilizes evidence based practices to promote development, learning and prosocial behavior.	Makes strategic use of student and family cultural and/or linguistic identity to develop intervention recommendations.			
	Uses knowledge of biological and environmental bases of behavior to identify and implement interventions.			
<i>Active Contributor:</i> Uses formal and informal assessment data to monitor student progress toward learning and/or behavioral goals.	Engages key stakeholders to gather informal assessment data to inform intervention design and implementation.			
	Monitors intervention progress for student response makes timely and appropriate intervention modifications based on student performance.			
<i>Independent Practitioner:</i> Employ a continuum of interventions (e.g. universal, targeted, and intensive individual, group, etc.) and educational services to create and maintain safe and supportive environments for learners of all abilities.	Utilizes a multi-tiered system of support to develop interventions of increasing intensity to foster academic or behavioral success.			
	Uses curriculum-based assessments to design, monitor and assess interventions for students from culturally and linguistically diverse populations.			
Scholarship & Advocacy: Learners initiate and expand upon scientifically-based pedagogy and professional practice while advocating for the needs of marginalized or disenfranchised children and families.				
<i>Critical Observer:</i> Awareness of ethical standards and value of advocacy.	Demonstrates knowledge of and adheres to ethical and legal standards specified in APA standards of practice and university guidelines for scholarship and practice.			

	Demonstrates understanding that advocacy to promote wellness and prevention of learning, emotional, and behavior problems is a valuable tool to prevent remediation.			
<i>Directed Participant:</i> Demonstrates commitment to professional growth and building professional relationships.	Reflects on personal practice for continuous improvement by using feedback data to set clear and measurable goals for professional practice and research			
	Maintains professional demeanor (e.g. positive relationships, appropriate boundaries, standard language) in accordance with placement and/or university policies.			
<i>Active Contributor:</i> Demonstrates ethical, legal, and socially responsible practice in School Psychology that reflects current knowledge of public policy, federal and state legislation and regulations, and a strong professional identity.	Collaborates with professionals on multi- and inter-disciplinary teams to make culturally responsive determinations about student educational placements utilizing local, state, and federal regulations.			
	Identifies and recommends the use of community partners as a resources when working with children and families from at-risk and marginalized groups.			
<i>Independent Practitioner:</i> Appraises and communicates empirical evidence and literature based on a thorough understanding of research design, measurement, and statistics.	Exemplifies commitment to scholarship through scholarly contributions to professional organizations and publications.			
	Formulates budding research agenda that seeks to fill gap in existing literature and is aligned with social justice and advocacy frameworks.			

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

Name: _____ ID No.: _____

		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, and Program Evaluation		Credits	Completed
	<i>Introductory Level</i>		
RMS 4951*	Introduction to Qualitative Research	4	
RMS 4930*	Empirical Research Methods	3	
RMS 4910*	Introductory Statistics	5	
	<i>Intermediate Level (Minimum 8 hours)</i>	Credits	
	<i>Advanced Level (Minimum 3 hours)</i>	Credits	
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	CREDIT S/ SCORES	SIGNATURE	DATE
Program Requirements			
Transfer Credit			
PRAXIS			
Residency			
Ph.D. Comprehensive Exam			
Ph.D. Dissertation Proposal			
Ph.D. Dissertation Defense			
Doctoral Internship (1500 hrs)			

Student's Signature: _____ Date: _____

Advisor's Signature: _____ Date: _____

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

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 D: Sample Residency Documentation Form

Part 1: Residency Plan Proposal

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

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

Research Course	Term/Year/Grade

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

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

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

Student Name _____ Date _____
Doctoral Student

Faculty Name _____ Date _____
Academic Advisor

Part 2: Residency Documentation

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

Research: <Report completed activities in this area>

Research Course	Term/Year/Grade

Scholarship:

Pre-dissertation Title:

Place Submitted:

Pre-dissertation Faculty Advisor:

<Report other completed activities in this area>

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

Professional Development: <Report completed activities in this area>

Student Name
Doctoral Student

Date

Faculty Name
Academic Advisor

Date

Appendix E: 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

<p>Ideas are given for how to apply, implement and use data to evaluate and make valid decisions.</p> <p>Answer is based on thorough understanding of research design measurement and statistics.</p> <p>Unambiguous evidence of how to integrate appropriate interpersonal collaboration across domains of professional practice.</p> <p>Answer is obviously strengths-based, with an emphasis on transdisciplinary collaborative approaches.</p> <p>There is clear evidence that ecological theory and approaches are used in decision making.</p>	<p>Some ideas are given for how to apply, implement and use data to evaluate and make valid decisions.</p> <p>Answer is based on basic understanding of research design measurement and statistics.</p> <p>Some evidence of how to integrate appropriate interpersonal collaboration across domains of professional practice.</p> <p>Answer is somewhat strengths-based, with an emphasis on transdisciplinary collaborative approaches.</p> <p>There is clear evidence that ecological theory and approaches are used in decision making.</p>	<p>Few ideas are given for how to apply, implement and use data to evaluate and make valid decisions.</p> <p>Answer is based on incomplete understanding of research design measurement and statistics.</p> <p>Incomplete or irrelevant evidence of how to integrate appropriate interpersonal collaboration across domains of professional practice.</p> <p>Answer is less strengths-based and more deficit-based with no emphasis on transdisciplinary collaborative approaches.</p> <p>There is clear evidence that ecological theory and approaches are used in decision making.</p>	<p>No ideas are given for how to apply, implement and use data to evaluate and make valid decisions.</p> <p>Answer is based on inaccurate understanding of research design measurement and statistics.</p> <p>Minimal or no evidence of how to integrate appropriate interpersonal collaboration across domains of professional practice.</p> <p>Answer is not strengths-based, and is not focused on transdisciplinary collaborative approaches.</p> <p>There is clear evidence that ecological theory and approaches are used in decision making.</p>
Professional Knowledge			
Honors	Pass	Conditional Pass	Fail
<p>Clear evidence of relevant legal and ethical standards and standards of professional practice, current policy, and legislation.</p>	<p>Some evidence of ties to relevant legal and ethical standards or standards of professional practice, policy or legislation.</p>	<p>Little evidence of relevant legal or ethical standards or standards of professional practice, policy or legislation.</p>	<p>No evidence of relevant legal or ethical standards or standards of professional practice, policy or legislation.</p>

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, punctuation, spelling, capitalization throughout.	Attention to grammar, punctuation, spelling, capitalization, mostly throughout.	Inconsistent attention to grammar, punctuation, spelling, capitalization.	Little attention to grammar, punctuation, spelling, capitalization.

Appendix F: Checklist of Dissertation Completion Tasks and Forms

- Review DU dissertation guidelines:
<http://www.du.edu/currentstudents/graduates/graduationinformation.html>
- Review Program Handbook for specific department or program requirements
- Pass PRAXIS
- Complete Residency
- Pass Doctoral Comprehensive Exam
- Prepare an outline version of your Proposed Research Project, with answerable research questions
- Meet with Dissertation Director: Discuss additional committee members
- Select 2 More Dissertation Committee Members who agree to participate
- Write proposal, which includes first three chapters of dissertation
- 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 application (Dissertation Director's Approval is required). Visit this [link](#) for the IRB Determination Form.
- Submit Application to IRB, after receiving proposal approval and IRB approval from Dissertation Director
- Apply for and receive approval from other Research or Human Subjects Boards (such as school districts), as appropriate
- Schedule Intermittent Meetings with Director and/or Committee
- Once IRB and all other approvals have been obtained, begin Data Collection of the Study:
 - Begin Data Collection
 - Finish Data Collection
 - Begin Analysis of Data
 - Finish Analysis of Data
- Schedule Intermittent Meetings with Director and/or Committee
- Complete write-up of the Study
 - Prepare Tables of Data, Write Results
 - Determine the significance and limitations of the study, and its contribution to the field of school psychology
 - Update, revise, and/or expand Literature Review

- Convert all descriptions of study to past-tense and include any changes made in procedures
- Finish Final Chapters
- Schedule Intermittent Meetings with Director and/or Committee
- Finalize Completed Study
 - Refine and Complete First Chapters (e.g., updated literature review)
 - Finish Summary, Discussion Chapter
 - Prepare Abstract (350 Word Limit)
 - Refine Table of Contents, References, Appendices, Title Page, Etc.
- Receive approval for defense from Director and Committee
- 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
- Request Academic Services Associate to post Defense Location, Date, and Title to MCE community
- Distribute Text Copies of Dissertation to Committee 4 Weeks Prior to Defense
- Prepare presentation of Dissertation for presenting to Committee and other attendees
- Assuming that defense is successful, complete revisions and have them approved by Dissertation Director
- Give Revised Copies of Dissertation to Oral Defense Committee Chair and Committee
- Attend MCE Academic Hooding Ceremony, MCE Graduate Reception, & DU Ph.D. Reception
- Graduate!

Appendix G: Sample Annual Evaluation Letter

DATE

Dear [STUDENT NAME],

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

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

We look forward to your continued growth.

Best,

Department Chair
Child, Family, and School Psychology Program

Appendix H: Annual Review Summary and Form

Part 1: Annual Review Summary

Name:		Home Phone:	
Address:		Work Phone:	
E-mail Address:		Cell phone:	
Official Program Entry Date (mm/dd/yy):		Review Date:	
Program: <input type="checkbox"/> M.A. Yr 1&2 <input type="checkbox"/> Ed.S. Yr 1&2 <input type="checkbox"/> PhD Licensure <input type="checkbox"/> Ph.D. Leadership/Pathway			

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 is a summary of performance in the work characteristics necessary for effective practice as a professional.

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

* Refer to ratings in Part 2: Annual Review Form

** (1) Dismissed from the program; (2) Allowed to progress in the Program under remediation restrictions

Part 2: Annual Review Form

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

Directions:

Please rate yourself on a scale of 1-4 on each competency using the following criteria:

- Far below expectations: demonstrating little to no progress for year in program (1)
- Below expectations: demonstrating inadequate progress for year in program (2)
- Meets expectations: demonstrating satisfactory progress for year in program (3)
- Exceeds expectations: demonstrating exceptional skill and progress for year in program (4)

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

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

Please describe one or more incidents that you feel demonstrate your ability or struggle to communicate orally.		
<i>Written Communication – expresses self in writing in a clear and organized manner.</i>	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.		
<i>Attending/Listening Skills – listens attentively; attends to important communications.</i>	Self	Fac.
Please describe one or more incidents that you feel demonstrate your attending/listening abilities or struggles.		
<i>Interpersonal Relations – relates effectively with colleagues, faculty, supervisors and clients.</i>	Self	Fac.
Please describe one or more incidents that you feel demonstrate your interpersonal relationship abilities or challenges.		
<i>Adaptability/Flexibility – adapts effectively to demands of situation; exhibits flexibility in face of change.</i>	Self	Fac.
Please describe one or more incidents that you feel demonstrate your adaptability and flexibility or rigidity.		
<i>Ethical Responsibility – responds appropriately to interpersonal and professional legal and ethical challenges</i>	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: Annual Doctoral Student Data Form

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

Demographic Data:

Name: Click here to enter text.

Race/Ethnicity: Choose an item.

Date of Birth: Click here to enter text.

Gender: Click here to enter text.

Term & Year Entered Doctoral Program: Click here to enter text.

Advisor: Choose an item. Cognate/Concentration: Click here to enter text.

Educational Background Data:

Undergraduate Institution: Click here to enter text.

Major/ Minor: Click here to enter text.

Undergraduate Graduation Term & Year: Click here to enter text.

Degree Earned: Click here to enter text.

Graduate Institution: Click here to enter text.

Major: Click here to enter text.

Graduate Graduation Term & Year: Click here to enter text.

Degree Earned: Click here to enter text.

Graduate Institution: Click here to enter text.

Major: Click here to enter text.

Graduate Graduation Term & Year: Click here to enter text.

Degree Earned: Click here to enter text.

Doctoral Program Progress Data:

Program: MA to PhD (Licensure)

EdS to PhD (Pathways)

1. Have you completed your Predissertation Project: Yes No
 - a. Title of your project: Click here to enter text.
 - b. Research supervisor: Click here to enter text.
 - c. Journal submitted: Click here to enter text.
 - d. Published: Yes No
 - e. If not completed, please estimate approximate term and year you anticipate completing: Click here to enter text.
 - f. Please note your preliminary topic ideas for the Predissertation Project: Click here to enter text.
2. Have you filed your program of study: Yes No
3. Has your residency been approved: Yes No

Residency year: Click here to enter text.
4. Have you passed the PRAXIS exam: Yes No

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

Placement Information:

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

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

Research and Scholarship Data:

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

Click here to enter text.

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

Click here to enter text.

Click here to enter text.

Click here to enter text.

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

Click here to enter text.

Click here to enter text.

Click here to enter text.

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

Click here to enter text.

Click here to enter text.

7. Please list any Graduate Assistantships you had this year and supervisor/program:

Click here to enter text.

Click here to enter text.

Employment Data

1. Are you employed: Yes No

a. If yes, how would you describe your employment:

i. Full-Time Part-Time Contract (1-2 days/week)

b. If yes, what is the name and setting of your employment: Click here to enter text.

i. Type of employment activities (e.g., consultation, assessment, intervention, counseling): Click here to enter text.

ii. Are you employed as a State Certified School Psychologist: Yes No
If yes, which state: Click here to enter text.

iii. Are you employed as a Nationally Certified School Psychologist: Yes
No

2. Have you completed a postdoctoral experience: Yes No

a. If yes, please identify the placement (name and setting), supervisor and the postdoctoral activities (e.g., consultation, assessment, counseling): Click here to enter text.

3. Have you passed the EPPP: Yes No

4. Will you be seeking licensure: Yes No

a. If yes, when do you anticipate seeking licensure (month and year): Click here to enter text.

b. What licenses will you be seeking (e.g., NCSP, DORA): Click here to enter text.

Appendix J: PAL Loan Policies and Procedures

The Psychoeducational Assessment Library (PAL) provides assessment and related material loan services to students enrolled in CFSP classes. Although there is no charge for the use of any PAL materials for students, students are expected to treat any item entrusted to them with the utmost responsibility and care. Other than normally expected wear and tear, the student will be held responsible for the replacement costs of any lost, stolen, or damaged materials. Students must be currently enrolled in courses, in the CFSP or ECSE program, and a valid DU ID must be presented prior to signing out materials. Materials will only be checked in and out of the PAL at the designated checkout times. The PAL policies and procedures listed on the back of this form should be read carefully and understood by each student using the facility. After reading these policies, complete and sign the contractual agreement below. This contract will be binding for the duration of your tenure at DU.

STATEMENT OF LIABILITY

I am responsible for the safe and timely return of PAL items. I agree to pay for any and all damages, including replacement of the item(s). If I fail to return the materials or fail to pay for damages in a timely manner the CFSP Program can withhold my diploma until the matter is settled.

Reminders

- **2 WEEK CHECKOUT.**
- **NO MORE THAN 2 CONSECUTIVE CHECKOUTS (4 WEEKS TOTAL).**
- **Late returns incur 1-point grade deduction (from the course which necessitated material checkout) for *each day* beyond the due date.**
- **Damaged or lost materials are the responsibility of the last person who checked them out. For this reason, it is important that checked-out materials are not traded or loaned to anyone else.**

I have read and agree to the terms outlined in this document.

Name (print):	Department:
DU Email:	Phone Number:
DU ID:	Date:
Signature:	

Loan Policies and Procedures

Loan of Materials

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

Terms of Loan

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

Lost, Damaged or Stolen Materials

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

Loan of Materials to Non-Students

1. If I am serving as adjunct faculty, I understand that I can check out PAL materials only if they are needed for instruction of my assigned course. I agree to uphold all the policies and procedures stated above regarding (a) terms of the loan and (b) monetary fines assessed to lost, damaged, or stolen materials.
2. If I am an alum of the CFSP program, I agree to only review materials in the PAL facility, but *not* check out materials. I understand that I will have to present proper credentials to access the PAL materials.