University of Kansas
Graduate Study in School Psychology

2015-16

Doctoral Degree (Ph.D.)
Accredited by the American Psychological Association (APA)
Approved by the National Association of School Psychologists
(NASP)/NCATE(CAEP)
and The Kansas State Department of Education

Educational Specialist Degree (Ed.S.)
Approved by the National Association of School Psychologists
(NASP)/NCATE(CAEP)
and The Kansas State Department of Education

Program Website:
http://epsy.ku.edu/academics/school-psychology/specialist-degree/overview-benefits
http://epsy.ku.edu/academics/school-psychology/doctorate/overview-benefits

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2015-2016
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The University of Kansas

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

TO: Prospective School Psychology Students
RE: School Psychology Applications

Thank you for your interest in graduate study in school psychology at the University of Kansas. The University of Kansas offers two degrees in school psychology, the Ed.S. and Ph.D. degrees. The Ed.S. and Ph.D. programs are approved by the National Association of School Psychologists (NASP), National Council for the Accreditation of Teacher Education (NCATE/CAEP), and the Kansas State Department of Education (KSDE). The doctoral program is also accredited by the American Psychological Association (APA).

Please be aware that all application materials must be submitted electronically no later than December 15th for review by the admissions committee for summer or fall enrollment. You are strongly encouraged to review fellowship and scholarship deadlines very carefully. Many fellowship and scholarship committees require a complete application portfolio in January and February.

The KU Graduate School application materials and instructions can be found at http://epsy.ku.edu/academics/school-psychology/specialist-degree/graduate-admission for the Ed.S. program and at http://epsy.ku.edu/academics/school-psychology/doctorate/graduate-admission for the Ph.D. program. Please read the instructions titled EPSY Applicant Instructions and Admissions Information to apply for admissions to the Ed.S. or Ph.D. program first before beginning the online application process.

Financial aid is available for students in the form of graduate teaching and research assistantships. Graduate Teaching Assistantship decisions are usually made in the spring semester for the following academic year. The Graduate Teaching Assistantship applications can be found on the same page as the admissions application materials (see urls above). The awarding of Research Assistantships occurs as research grants are awarded.

If you have questions or desire additional information, please feel free to contact me by email at mreynolds@ku.edu or by phone at (785) 864-9712. The University of Kansas School Psychology program is a cutting-edge program, with a strong and enthusiastic community of student scholars. We hope you will review our program materials and apply to our program.

Best wishes in all your future endeavors,

Matthew R. Reynolds, Ph.D.
Associate Professor
Director of Training
School Psychology Program
Email: mreynolds@ku.edu

Contact Information for the American Psychological Association: Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE, Washington, DC 20002; Website: http://www.apa.org/ed/accreditation; Office Phone: (202) 336-5979; Office Fax: (202) 336-5978
Introduction and Philosophy

The School Psychology Program is a unique professional program within the School of Education, administered through the Department of Educational Psychology. The School Psychology Program Committee representatives from the Department of Educational Psychology, and educational specialist (Ed.S.) and doctoral student representatives coordinate the program. The program offers both the Ed.S. and Doctor of Philosophy (Ph.D.) degrees. The Ph.D. program is accredited by the American Psychological Association (APA). Both the Ph.D. and Ed.S. programs are approved by the National Association of School Psychologists (NASP), the National Council for the Accreditation of Teacher Education (NCATE/CAEP), and the Kansas State Department of Education (KSDE).

The program has a clearly specified philosophy of education and training in the scientist-practitioner model, which is compatible with the mission of its sponsor institution and appropriate to the science and practice of psychology and the fostering of human diversity in which the dignity and rights of the individual are respected. The program's education and training model and its curriculum plan are consistent with this philosophy. The educational philosophy and training approach leads to the preparation of the student as a psychoeducational consultant who, at the doctoral level, can function either as a field-based practitioner or as a university-based trainer of school psychologists. The psychoeducational consultant assumes that behavior is a function of the person and the environment B=f{P x E}. The program prepares students to become competent school psychologists whose services positively impact consumers served. Once admitted, the student will pursue one of the following programs with the assistance of an advisor:

- Educational Specialist (Ed.S.)
- Doctor of Philosophy (Ph.D.)

Applications Materials and Procedures

We are seeking persons who can excel academically and also have a commitment to and capability in working effectively with children and adults. Some background and contact with children such as teaching, youth group leadership, camp counselor, etc. are highly desirable. Students must first meet the admission requirements for graduate study at the University of Kansas. Admission to the School Psychology Program also requires a recommendation for acceptance by the School Psychology Program Committee. Individuals from diverse cultural and individual backgrounds are especially encouraged to apply. The University of Kansas has an affirmative action program and is an equal opportunity institution http://policy.ku.edu/IOA/nondiscrimination.

All applicants for the educational specialist program should go to the educational specialist in school psychology admissions page at http://epsy.ku.edu/academics/school-psychology/specialist-degree/graduate-admission and all applicants for the doctoral program in school psychology should go to the doctorate in school psychology admissions page at http://epsy.ku.edu/academics/school-psychology/doctorate/graduate-admission. Please read the instructions titled EPSY Applicant Instructions and Admissions Information to apply for admissions to the Ed.S. or Ph.D. program first before beginning the online application process. Once the instructions are read, all applicants must complete the KU Graduate School application. The KU Graduate School Application is the most important document to complete in order to begin the application process. Applicants for the educational specialist program can find the KU Graduate School application at http://epsy.ku.edu/academics/school-psychology/specialist-degree/graduate-admission and the applicants for the doctoral program in school psychology can find the KU Graduate School application at http://epsy.ku.edu/academics/school-psychology/doctorate/graduate-admission. Graduate applications submitted online will be recorded and sent to the EPSY Department. There is an application fee for domestic applications. The fees for international applications are somewhat higher (see http://graduate.ku.edu/application-process for more details). The following materials are uploaded by the applicant, with the exception of the official GRE scores and letters of recommendation, when completing the

- APA http://www.apa.org
- KSDE http://www.ksde.org
- NASP http://www.nasponline.org
- NCATE http://www.ncate.org
graduate application. Documents uploaded online must be uploaded by the December 15th deadline. In addition, official GRE scores and official transcripts ordered must also be received by the December 15th deadline.

- One official student transcript from each college where previous coursework was completed. In addition, the applicant will need to request an official college transcript from each one of the colleges attended where previous coursework was completed and these official transcripts must be sent directly to the EPSY Department at the address on the front of this handbook. (The student should have achieved at least an overall 3.0 undergraduate grade point average and at least an overall 3.5 graduate grade point average [if applicable] in prior coursework).

- Graduate Record Examination Scores: General Scores — Verbal, Quantitative, and Analytical Writing (scores at the 50th percentile or higher in the Verbal and Quantitative sections are desirable; i.e. a score of 150 to 151 or higher on the Verbal section and a score of 149 to 150 or higher on the Quantitative section). The GREs must have been completed within the last five years. Further information is available at http://www.gre.org. The University of Kansas institution code is R6871 and the School Psychology code is 3406. The applicant must request that his/her official GRE scores be sent to the University of Kansas using these code numbers.

- A letter of intent by the student outlining his/her background and professional objectives. A vita or resume should be sent along with the letter of intent.

- Three letters of recommendation forms from individuals in a position to evaluate the applicant’s prospects for completing the program. The letters of recommendation can be solicited from the applicant’s recommenders through the online process. The recommenders will then complete and upload these forms.

Admission to the School Psychology Program

The School Psychology Program Committee considers a broad range of academic, personal, and experiential factors in making its decision on admission. Failure to meet the program’s GPA and GRE scores does not necessarily deny a student acceptance into the program. Applications will be reviewed in January for summer or fall enrollment. Complete credentials should be on file by December 15 in order for the student to be considered for admission. Be aware that selected doctoral applicants will be interviewed by at least two faculty members of the School Psychology Program Committee. These interviews may be done in person, by telephone, or via videoconferencing. Doctoral applicants who indicate their intention to engage in full-time study during the interview will be considered for admission to the doctoral program. Doctoral and educational specialist applicants will be notified of their admission status by February 1st. Students who have been accepted will need to confirm their intention to attend the University of Kansas by April 15th. Those students who accept our offer of admissions will be required to complete and clear a student background check prior to their first enrollment in KU’s School Psychology program (see Appendix A). Applicants who have been accepted but who choose not to enroll for the summer or fall semester will need to reapply should they wish admission for a subsequent enrollment period.

Stages of the Review Process

- Dec. 15 - Complete credentials for applicants should be on file.
- Dec. 16 – Application review process begins by School Psychology Program Committee members.
- Middle to Late January – Face-to-Face, telephone, or video-conferencing interviews are scheduled with selected doctoral applicants.
- Feb. 1 - Applicants receive notification of admission status.
- Apr. 15 - Students granted admission need to confirm intention to attend the School Psychology Program at the University of Kansas.

Advisement of Students

Each admitted student will be assigned a temporary advisor from the School Psychology Program Committee. Quality and consistency of curriculum planning and student professional development will be guided by periodic reviews of the student’s progress by the student’s advisor and the School Psychology Program Committee. Students are strongly encouraged, beginning with the Student Orientation held approximately one week before the start of fall classes, to become involved in faculty research, which helps to develop an affiliation with faculty, to join national and state organizations associated with the field of school psychology, and to attend and present at these national and state associations’ conferences as part of each student’s professional development. Since members of
the School Psychology Program Committee teach courses and serve on the student's program planning, dissertation and examination committees, a reasonable frequency of contact is assured. A student may invite other faculty to serve on the dissertation committee provided at least two members of the School Psychology Program Committee are included.

**Continuation and Progress in the School Psychology Program**

The professional practice of psychology in all settings requires a high standard of ethical conduct. It is expected that students will behave in an ethically and professionally appropriate fashion and not exhibit behavior that is considered to be detrimental to themselves, fellow students, clients, or others with whom they have contact. Students should refer to the Student Rights and Responsibilities Code [http://policy.ku.edu/code-student-rights-and-responsibilities-student-code](http://policy.ku.edu/code-student-rights-and-responsibilities-student-code). Professionally, all school psychology students should know and adhere to professional codes of ethics promulgated by the National Association of School Psychologists (NASP, 2010) and the American Psychological Association (APA, 2002 with 2010 amendments). Students will sign the Student Honor Code prior to their first enrollment in the School Psychology Program (see Appendix B). Finally, the School Psychology Program has developed policies and procedures for handling ethical breaches and other student conduct and behavior problems in a document entitled the School Psychology Program Dismissal Policy. This policy is attached to this document and can be seen in Appendix C. Grievance procedures are found in Appendix D and additional information concerning grade disputes is located at [http://policy.ku.edu/education/grade-dispute](http://policy.ku.edu/education/grade-dispute).

The Graduate School requires an overall GPA of 3.0 for the student to maintain graduate status. However, the School Psychology Program requires the attainment of at least a grade of B (this does not include B minus) in each of the specific courses, practica, and field experiences listed below.

- EPSY 760: Ethics, Law, and Professional Issues in School Psychology
- EPSY 770: Developmental Psychopathology: Diagnosis, Intervention, and Prevention
- EPSY 798: Special Course: Applied Behavior Analysis and Evidence-Based Interventions in School Psychology
- EPSY 798: Special Course: Consultation Systems and Program Evaluation
- EPSY 805: Individual Intelligence Testing
- EPSY 835: Clinical Techniques in Academic Assessment & Intervention
- EPSY 855: Psychoeducational Clinic I: Assessment, Consultation, and Intervention
- EPSY 860: Assessment of Behavior Problems & Personality
- EPSY 865: Psychoeducational Clinic II: Assessment, Consultation, and Intervention
- EPSY 880: Ethics and Law in Professional Psychology (PhD students only; beginning in the Fall of 2011)
- EPSY 901: Research Practicum (PhD students only; beginning in the Fall of 2013 for those under the new doctoral plan)
- EPSY 910: Practicum in School Psychology
- EPSY 911: Advanced Practicum in School Psychology
- EPSY 947: Specialist Research
- EPSY 960: Assessment of Infants, Toddlers, and Young Children
- EPSY 965: Foundations of Psychoeducational Consultation
- EPSY 975: Therapeutic Intervention: Home and School
- EPSY 991: Ed.S. Internship in School Psychology
- EPSY 992: Ph.D. Internship in School Psychology

Students not achieving the required B grade (this does not include a B minus) in these courses will be required to either retake the course or remediate the deficiencies as approved by the instructor or the School Psychology Program Committee.

- Admission to EPSY 910: Practicum in School Psychology requires that the student achieve at least a ‘B’ grade (this does not include a B minus) in each of the following courses:
  - EPSY 760: Ethics, Law, and Professional Issues in School Psychology
  - EPSY 770: Developmental Psychopathology: Diagnosis, Intervention, and Prevention
  - EPSY 798: Special Course: Applied Behavior Analysis and Evidence-Based Interventions in School Psychology
  - EPSY 805: Individual Intelligence Testing
  - EPSY 835: Clinical Techniques in Academic Assessment and Intervention
  - EPSY 860: Assessment of Behavior Problems and Personality
  - EPSY 965: Foundations of Psychoeducational Consultation

- Admission to EPSY 991: Ed.S. Internship in School Psychology and EPSY 992: Ph.D. Internship in School Psychology requires that the
student achieves at least a ‘B’ grade (this does not include a B minus) in each of the following courses:

EPSY 798: Special Course: Consultation Systems and Program Evaluation
EPSY 855: Psychoeducational Clinic I: Assessment, Consultation, & Intervention
EPSY 865: Psychoeducational Clinic II: Assessment, Consultation, & Intervention
EPSY 910: Practicum in School Psychology
EPSY 911: Advanced Practicum in School Psychology
EPSY 975: Therapeutic Intervention: Home and School
EPSY 880: Ethical and Legal Issues in Professional Psychology (beginning in 2011 for Ph.D. students only)

Annual Review of Progress
The School Psychology Program Committee will review student progress once each year and offer feedback to each student (see Appendix E for Annual Student Review form). As part of the annual review, all first year and second year Ed.S. and Ph.D. students will meet with their advisor to receive feedback from the School Psychology Program Committee. For selected students, the School Psychology Program Committee will meet as a group with the student to discuss, better understand, and resolve concerns. For those students who are not making adequate progress in the program, a remediation plan will be developed by the School Psychology Program Committee. Continued progress of the student in the program is dependent upon remediation in subsequent evaluations. As other situations or concerns arise, the advisor or training director will consult with the student to better understand and resolve those concerns.

Transfer of Credit
Students may transfer six hours (eight if a KU undergraduate) of graduate credit to count towards a School Psychology graduate degree. Advisors will handle transfers, ensuring that there is an official transcript documenting that the course has been taken for graduate credit and that the course is equivalent to the course in our program.

Respecialization Training
The School Psychology program does not provide opportunities for respecialization.

Course Waivers
Requests for waiver of a required course based on a previously completed course are evaluated by the program faculty. The student must provide the previous course syllabus, readings, and text used as supporting materials for a waiver. In addition, the previous course taken must meet the same program competencies (i.e., program standards) of the required course the student wishes to waive. The granting of a waiver is consistent with NASP graduate preparation standards. All course waivers must be approved by the program faculty and should be processed within the student’s first year in the program.

Graduate Coursework Expiration Dates
Courses completed at the University of Kansas, or transfer credits from another university, cannot be used to fulfill graduate degree requirements if these courses were completed more than ten (10) years prior to the final defense for doctoral candidates or graduation for specialist’s students. Exception to this policy must be approved by the graduate affairs office of the school/college in which the student’s program resides.

Field Placements
The School Psychology Program recognizes the importance of closely supervised and educationally relevant field experiences as a mandatory part of a student's training. Direct supervised contact by the school psychology student with children from diverse backgrounds and children experiencing a variety of problems is necessary for the student to develop the needed expertise to be of service to teachers and children. It is also recognized that field experiences should occur early in a student's program and periodically throughout the program.

Such field experiences provide invaluable means of orienting a student to his/her professional role, opportunities to integrate theoretical concepts and skills with actual application. The program’s field experiences emphasize human diversity. Guidelines and information for the practicum sequence (EPSY 910 & EPSY 911) are found in Appendix F. For the Ed.S. and doctoral internships, the School Psychology Program subscribes to the Guidelines for Meeting Internship Criteria in School Psychology from the Council of Directors of School Psychology Programs (CDSPP). This document is located in Appendix G. The Ed.S.
and doctoral internships involve collaboration between the program and the internship sites and through this collaboration between the program and the internship sites, completion of internship activities is assured that are consistent with the program’s goals. Student performance is assessed in these field-based experiences. Evaluation forms for the school-based practica, Ed.S. internships, and doctoral internships are found in Appendix H.

The Department of Educational Psychology (EPSY) is very fortunate to have the Center for Psychoeducational Services (CPS), http://soe.ku.edu/cps, housed in the School of Education building. The three main components of the CPS mission are the

- Training of graduate and undergraduate students in School Psychology, Counseling Psychology, and other School of Education programs
- Providing psychoeducational services to children, adolescents, adults and families in the Northeast Kansas region
- Conducting psychological and educational research

Some frequently used area field placements for specialized experiences, practica and internships include Blue Valley Public Schools, DeSoto Public Schools, Lawrence Public Schools, Kansas City Public Schools, North Kansas City Schools, Olathe Public Schools, Topeka Public Schools, Northeast Kansas Special Education Cooperative, Wichita Public Schools, and the Kansas University Medical Center - Center for Child Health and Development (http://www.kumc.edu). Our students have also participated in APA-accredited internships and internships that meet the Council of Director of School Psychologist guidelines in other geographic areas.

**Financial Support**

Departmental financial support for students is provided in the form of graduate teaching and research assistantships. The numbers of these assistantships vary from year to year and depend upon instructional needs and funding. Information on departmentally offered teaching and research assistantships is available to current and prospective students. Contact the departmental office for information on making an application and for current information on remuneration and tuition remission for teaching and research assistants. Information on graduate teaching assistantships is also available at http://epsy.ku.edu/documents-and-resources

Application for graduate teaching assistantships can also be found at this site.

The University of Kansas as a major research institution makes regular research assistantships available in various departments. Our students are regularly involved in funded research with faculty and research scientists from Juniper Gardens Children's Project (http://www.jgcp.ku.edu/), the Center for Research on Learning (http://www.kucrl.org), the Beach Center on Families and Disability (http://www.beachcenter.org), the Center for Educational Testing and Evaluation (http://www.cete.ku.edu/) as well as many other child related research centers. In addition, some of our students are regularly involved in funded research with the School Program Evaluation and Research (SPEaR) team. Contact the departmental office for information on various research assistantships. We also encourage students to apply for School of Education Scholarships http://soe.ku.edu/admission/scholarships. Information about the affordability may be obtained on the following website http://affordability.ku.edu/costs. For information on other types of financial aid, please contact the KU Financial Aid Office at (785) 864-4700 or http://www.financialaid.ku.edu.

**Student Input and Program Evaluation**

All school psychology students are eligible for membership in the Graduate Association of School Psychology (GASP). Elected officers and members coordinate numerous orientation activities that help new students become more comfortable in the program and in the Lawrence Campus and Edwards Campus communities. Outlined below are important benefits the organization offers to its members.

GASP:

- Meets periodically to discuss aspects of and experiences gained during the program.
- Provides peer contact to incoming students and participates in the Student Buddy System Program.
- Disseminates current information that affects students.
- Invites guests and practitioners in the field to discuss issues related to school psychology.
• Sends an elected Ed.S. and Ph.D. student representative to attend SPSY Program Committee meetings and one student representative to attend departmental meetings.

• Provides a social atmosphere through annual picnics, a holiday party in December, and numerous other social functions.

Incoming students are encouraged to contact GASP officers to answer any questions that may arise.

Students may comment on the program annually on a special survey form. These surveys allow students to comment on the strengths of the program as well as improvements that could be made. These data are used for program evaluation along with self-study materials used for preparation for regular visits from the American Psychological Association and folio preparation for approval from NASP, NCATE, and KSDE.

**Systematic Performance-Based Evaluation for Program Improvement**

Data obtained from a special survey form completed by students (i.e., the annual review form), self-study materials used for preparation for regular visits from the American Psychological Association, and folio preparation for approval from NASP, NCATE, and KSDE, and other data collected periodically are used for program evaluation and for making program improvements. Data are presented, reviewed, and discussed in School Psychology Program meetings in which faculty and educational specialist and doctoral student representatives attend. Suggestions are made for program improvement based on the review of the data and faculty and student representatives’ discussions. After these discussions, feedback is solicited from the program students. Once feedback is obtained from the program students, the feedback is discussed in a subsequent School Psychology program meeting and either a plan is developed and finalized to implement program changes for program improvement, and voted on by the SPSY Program Committee faculty and student representatives (student representatives do not vote on student-related issues) or for substantial changes, a plan is developed and discussed with program students in a town hall meeting before being finalized and voted on by SPSY Program Committee faculty and student representatives (student representatives do not vote on student-related issues) in a subsequent School Psychology Program Committee meeting.

**School Psychology Colloquium**

Three to four large group meetings are held for the students and faculty during the academic school year. First- and second-year Ed.S. and Ph.D. students and third-year Ph.D. students are required to attend the large group meetings. Advanced Ph.D. students are also invited to attend these meetings. The meetings are scheduled to provide students with the opportunity to develop an affiliation with colleagues and faculty and to begin to establish an identity as a school psychologist. The content of these meetings include such activities as case presentations, research presentations, guest speakers, skill development activities, and professional development.

**Joseph R. Pearson Hall**

In the fall of 2000, the School of Education relocated to the newly renovated Joseph R. Pearson Hall. Highlights of the Joseph R. Pearson Hall include: 1) a telecommunications classroom allowing entire classes to use video conferencing to observe a classroom; 2) 12 technology mediated classrooms; 3) 18 instructional seminar rooms; 4) a clinical training and diagnostic services center, the Center for Psychoeducational Services (CPS), designed to train students in school psychology, counseling psychology, and special and regular education to provide psychoeducational services under supervision of faculty members to children and adolescents who are at risk for academic failure as well as their families in northeast Kansas; and 5) a statistics laboratory.

The Department of Educational Psychology (EPSY) is located in Joseph R. Pearson Hall. Student commons areas and two seminar rooms are located on the 6th floor of the building. Commons areas are equipped with computers with internet access and numerous software programs. These areas are also stocked with some journals and books, and can be used for casual gatherings as well as study groups and meetings. A map of the university is available at [http://places.ku.edu/map](http://places.ku.edu/map).

**Progress Toward Degree Forms**

At certain points in the student’s training, a Progress Toward Degree Form will be completed. The advisor will contact the designated department administrative
staff person who will complete the appropriate form online. Then the form will be submitted to and filed with the Graduate School.

The Progress Toward Degree Form must be filed for:

- Completion of the Ed.S. Exam
- Completion of the Comprehensive Oral Examination* (Doctoral Students Only; includes documentation of completion of research skills requirement and residency plan filed)
- Completion of Final Oral Exam/Dissertation Defense (Doctoral Students Only)

*Note. The advisor will contact the designated department administrative staff person, who will contact the Graduate School, to obtain clearance and pre-approval for the student to sit for the written portion of the student’s Comprehensive Examination. The written portion of the Comprehensive Examination must be taken and passed prior to the oral portion of the Comprehensive Examination.

The Ed.S. Program

The Ed.S. program in school psychology, using the scientist-practitioner model, endorses the training of school psychologists who are psychoeducational consultants. A psychoeducational consultant has multifaceted skills drawn from psychology and education and has as a main function the assistance of children toward greater realization of their potential. Indeed, the single most important yardstick of this person's effectiveness is whether the person’s presence has made a positive difference in the lives of children. The psychoeducational consultant recognizes the tremendous influence that the teacher, the classroom milieu, and the educational philosophy of the school have on children. Therefore, the psychoeducational consultant is vitally concerned with enhancing teacher effectiveness, creating a positive classroom environment for children, and influencing educational thought within that school system.

The Ed.S. program’s goals (i.e., Goals II and III) and objectives (i.e., Objectives 2-7) are shown in our Scientist/Practitioner Model (Figure 1). The goals and objectives are also listed below.

Ed.S. Goals

- To produce graduates who recognize the importance of scholarly inquiry in their work and are capable of making contributions through research to the discipline. (Scientist)
- To produce graduates who are capable of providing effective psychoeducational services to children and adolescents as well as their parents and teachers. (Practitioner)

Ed.S. Objectives

- Research Design, Measurement, and Statistics - Graduates acquire knowledge and develop skills needed to become competent researchers.
- Consultation - Graduates are knowledgeable about and clinically competent in the area of consultation.
- Assessment - Graduates are knowledgeable about and clinically competent in the area of assessment.
- Counseling - Graduates are knowledgeable about and clinically competent in the area of counseling.
- Ethics - Graduates are capable of identifying and responding appropriately to professional, legal, and ethical issues that may arise in their roles as school psychologists.
- Diversity – Graduates are knowledgeable about and skilled in the area of diversity.

Ed.S. competencies or standards are listed below and they have been renumbered (2a-7b) in our scientist-practitioner model to match their respective objectives in the model. The goals, objectives, and competencies are articulated in detail on pages 11-16 of the Program Handbook and displayed as a figure (Figure 1) on page 37 of the Program Handbook. Human diversity is emphasized in the educational specialist program and serves as the foundation in our scientist-practitioner model.

Competency 2a: KSDE Standard #9 [Research] - Students have knowledge of measurement principles and psychometric standards.

Competency 2b: KSDE Standard #9 [Research] - Students have knowledge of research design, measurement, and statistics in sufficient depth to evaluate research.
Competency 2c: KSDE Standard #9 [Research] - Students have knowledge of basic principles of research design.

Competency 2d: KSDE Standard #9 [Research] - Students can provide information about relevant research findings to school personnel, parents, and the public.

Competency 2e: KSDE Standard #9 [Research] - Students can translate research into practice.

Competency 2f: KSDE Standard #9 [Research] - Students can plan and carry out an empirical study.

Competency 2g: NASP Standard VI (Element 8.1) – [Research and Program Evaluation] – Students have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. Students can demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, can use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Competency 3a: KSDE Standard #2 [Consultation] - Students have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and application to particular situations and can collaborate and consult effectively with others in planning and in decision-making processes at the individual, group, and system levels.

Competency 3b: NASP Standard III [Consultation and Collaboration] – Students have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, students can demonstrate skills to consult, collaborate, and communicate effectively with others during design, implementation, and evaluation of services and programs.

Competency 3c: KSDE Standard #3 [Collaboration for Academic Intervention] - Students, in collaboration with others, can develop appropriate cognitive and academic goals for children with different abilities, disabilities, strengths, and needs, implement interventions to achieve those goals, and evaluate the effectiveness of the interventions.

Competency 3d: NASP Standard IV (Element 4.1) [Interventions and Instructional Support to Develop Academic Skills] – Students have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, developmental processes; and evidence-based curricula and instructional strategies. Students, in collaboration with others, demonstrate skills to use assessment and data collection methods and implement and evaluate services that support cognitive and academic skills.

Competency 3e: KSDE Standard #4 [Collaboration for Behavioral, Social, Emotional Intervention] - Students, in collaboration with others, can develop appropriate behavioral, affective, adaptive, and social goals for children of varying abilities, disabilities, strengths, and needs, implement interventions to achieve those goals, and evaluate the effectiveness of the interventions.

Competency 3f: NASP Standard IV (Element 4.2) [Interventions and Mental Health Services to Develop Social and Life Skills] – Students have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health. Students, in collaboration with others, can demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

Competency 3g: KSDE Standard #7 [Prevention] - Students can provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of children.

Competency 3h: NASP Standard V (Element 5.2) [Preventive and Responsive Services] – Students have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. Students, in collaboration with others, can demonstrate skills to promote services that enhance learning, mental safety, and physical well-being through protective and adaptive factors and can implement effective crisis preparation, response, and recovery.

Competency 3i: KSDE Standard #8 [Families/Community] - Students can work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.
Competency 3j: NASP Standard VI [Family-School Collaboration Services] – Students have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. Students, in collaboration with others, can demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

Competency 3k: KSDE Standard #10 [(History of Psychology, Professional Development, and Ethics) - Students have knowledge of ethical, professional, and legal standards and practice in ways that are consistent with applicable standards.

Competency 3l: NASP Standard VIII (Element 8.2) [Legal, Ethical, and Professional Practice] – Students have knowledge of ethical, legal, and professional standards. Students can demonstrate skills to provide services consistent with ethical, legal, and professional standards; can engage in responsive ethical and professional decision-making; can collaborate with other professionals; and can apply professional work characteristics needed for effective practice as a school psychologist, including respect for human diversity and social injustice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Competency 4a: KSDE Standard #1 [Psychoeducational Assessment] - Students can use varied models and methods of assessment as part of a systematic process to collect data and other information, can translate assessment results into empirically-based decisions about service delivery, and can evaluate outcomes of services.

Competency 4b: NASP Standard II [Data Based Decision Making and Accountability] – Students have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, students can demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and can apply results to design, implement, and evaluate response to services and programs.

Competency 4c: KSDE Standard #6 [Knowledge of Education/Safe Schools] - Students have knowledge of general education, special education, and other related services and understand schools and other settings as systems. Students are able to work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

Competency 4d: NASP Standard V (Element 5.1) [School-wide Practices to Promote Learning] – Students have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health. Students, in collaboration with others, can demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Competency 4e: KSDE Standard #10 [(History of Psychology, Professional Development, and Ethics) - Students have knowledge of ethical, professional, and legal standards and can practice in ways that are consistent with applicable standards.

Competency 4f: NASP Standard VIII (Element 8.2) [Legal, Ethical, and Professional Practice] – Students have knowledge of ethical, legal, and professional standards. Students can demonstrate skills to provide services consistent with ethical, legal, and professional standards; can engage in responsive ethical and professional decision-making; can collaborate with other professionals; and can apply professional work characteristics needed for effective practice as a school psychologist, including respect for human diversity and social injustice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Competency 4g: KSDE Standard #11 [Technology] - Students can access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

Competency 5a: KSDE Standard #4 [Collaboration for Behavioral, Social, Emotional Intervention] - Students can develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs, implement
interventions to achieve those goals, and evaluate the effectiveness of the interventions.

**Competency 5b: NASP Standard IV (Element 4.2) [Interventions and Mental Health Services to Develop Social and Life Skills] –** Students have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health. Students, in collaboration with others, can demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

**Competency 5c: KSDE Standard #10 [History of Psychology, Professional Development, and Ethics] -** Students have the knowledge of ethical, professional, and legal standards and can practice in ways that are consistent with applicable standards.

**Competency 5d: NASP Standard VIII (Element 8.2) [Legal, Ethical, and Professional Practice] –** Students have knowledge of ethical, legal, and professional standards. Students can demonstrate skills to provide services consistent with ethical, legal, and professional standards; can engage in responsive ethical and professional decision-making; can collaborate with other professionals; and can apply professional work characteristics needed for effective practice as a school psychologist, including respect for human diversity and social injustice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

**Competency 6a: KSDE Standard #10 [History of Psychology, Professional Development, and Ethics] -** Students have knowledge of the American Psychological Association’s Ethics Code and the National Association of School Psychologists Principles for Professional Ethics.

**Competency 6b: KSDE Standard #10 [History of Psychology, Professional Development, and Ethics] -** Students have working knowledge of legal standards (e.g., IDEIA, Section 504, and FERPA) that impact the professional practice of school psychology.

**Competency 6c: KSDE Standard #10 [History of Psychology, Professional Development, and Ethics] -** Students are able to apply ethical and legal standards to actual situations.

**Competency 6d: NASP Standard VIII (Element 8.2) [Legal, Ethical, and Professional Practice] –** Students have knowledge of ethical, legal, and professional standards. Students can demonstrate skills to provide services consistent with ethical, legal, and professional standards; can engage in responsive ethical and professional decision-making; can collaborate with other professionals; and can apply professional work characteristics needed for effective practice as a school psychologist, including respect for human diversity and social injustice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

**Competency 7a: Standard #5 [Diversity] -** Students can demonstrate sensitivity and skills needed to work with individuals of diverse characteristics and can implement strategies selected based on individual characteristics, strengths, and needs.

**Competency 7b: Standard VIII [Diversity] –** Students have the knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. Students can demonstrate skills to provide effective professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations for all aspects of service delivery.

Upon completion of the Ed.S. program in school psychology, students will be expected to demonstrate the following general competencies. These competencies are stated below as standards.

**Kansas State Department of Education (KSDE) Standards**

**Standard #1 [Psychoeducational Assessment]** The school psychologist uses varied models and methods of assessment as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.

**Standard #2 [Consultation]** The school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and
methods and of the application to particular situations. The school psychologist collaborates and consults effectively with others in planning and decision-making processes at the individual, group, and system levels.

**Standard #3 [Collaboration for Academic Intervention]** The school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs, implements interventions to achieve those goals, and evaluates the effectiveness of interventions.

**Standard #4 [Collaboration for Behavioral, Social, Emotional Intervention]** The school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs, implements interventions to achieve those goals, and evaluates the effectiveness of interventions.

**Standard #5 [Diversity]** The school psychologist demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected based on individual characteristics, strengths, and needs.

**Standard #6 [Knowledge of Education/Safe Schools]** The school psychologist has knowledge of general education, special education, and other educational and related services and understands schools and other settings as systems. The school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

**Standard #7 [Prevention]** The school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.

**Standard #8 [Families/Community]** The school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

**Standard #9 [Research]** The school psychologist evaluates research, translates research into practice, and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

**Standard #10 [History of Psychology, Professional Development, and Ethics]** The school psychologist has knowledge of the history and foundations of the profession, of various service models and methods, of public policy development applicable to services to infants, children and families, and of ethical, professional, and legal standards. The school psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development.

**Standard #11 [Technology]** The school psychologist accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.

**Standard #12 [Internship]** The school psychologist must complete an internship supervised by the recommending institution as part of the performance assessment for this license.

### National Association of School Psychologists (NASP) Standards

**Standard II [Data Based Decision Making and Accountability]** – The school psychologist has knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, the school psychologist demonstrates skills to use psychological and educational assessment, data collection strategies, and technology resources and applies results to design, implement, and evaluate response to services and programs.

**Standard III [Consultation and Collaboration]** – The school psychologist has knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, the school psychologist demonstrates skills to consult, collaborate, and communicate effectively with others during design, implementation, and evaluation of services and programs.

**Standard IV (Element 4.1) [Interventions and Instructional Support to Develop Academic Skills]** – The school psychologist has knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, developmental processes; and evidence-based curricula and instructional
strategies. The school psychologist, in collaboration with others, demonstrates skills to use assessment and data collection methods and implements and evaluates services that support cognitive and academic skills.

**Standard IV (Element 4.2) [Interventions and Mental Health Services to Develop Social and Life Skills]** – The school psychologist has knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health. The school psychologist, in collaboration with others, demonstrates skills to use assessment and data-collection methods and implements and evaluates services that support socialization, learning, and mental health.

**Standard V (Element 5.1) [School-wide Practices to Promote Learning]** – The school psychologist has knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health. The school psychologist, in collaboration with others, demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

**Standard V (Element 5.2) [Preventive and Responsive Services]** – The school psychologist has knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. The school psychologist, in collaboration with others, demonstrates skills to promote services that enhance learning, mental safety, and physical well-being through protective and adaptive factors and implements effective crisis preparation, response, and recovery.

**Standard VI [Family-School Collaboration Services]** – The school psychologist has knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. The school psychologist, in collaboration with others, demonstrates skills to design, implement, and evaluate services that respond to culture and context and facilitates family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

**Standard VII [Diversity]** – The school psychologist has knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. The school psychologist demonstrates skills to provide effective professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations for all aspects of service delivery.

**Standard VIII (Element 8.1) – [Research and Program Evaluation]** – The school psychologist has knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. The school psychologist demonstrates skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, uses various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

**Standard VIII (Element 8.2) [Legal, Ethical, and Professional Practice]** – The school psychologist has knowledge of the history and foundations of school psychology; multiple models and methods; ethical, legal, and professional standards. The school psychologist demonstrates skills to provide services consistent with ethical, legal, and professional standards; engages in responsive ethical and professional decision-making; collaborates with other professionals; and applies professional work characteristics needed for effective practice as a school psychologist, including respect for human diversity and social injustice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

**Curriculum**

The curriculum is designed to prepare the student to function professionally as a licensed/certified school psychologist within a psychoeducational consultant orientation. The Ed.S. program (over 70 semester hours in length) consists of two years of full-time graduate study followed by a third year of internship. The educational internship consists of a minimum of 1500
hours. This program was developed to prepare a person to function effectively as a school psychologist and to meet the recommendations of professional organizations and the licensure requirements of the State of Kansas. For students entering this program with a bachelor's degree, the program will terminate with the awarding of the Educational Specialist (Ed.S.) degree and successful completion of the internship. The suggested Ed.S. course sequence can be seen in Appendix I. Note: In the event of a faculty sabbatical or the unavailability of faculty, another course may be used in place of the required course as approved by the School Psychology Program Committee.

The program competencies are primarily obtained through a sequence of prescribed courses and field-based experiences that all students complete. However, there may be room in a student's program for electives depending upon previous experiences and coursework. This degree of flexibility permits each student to place varying emphasis on different areas as agreed between the student and advisor. The advanced school psychology practicum is another opportunity for the student to pursue particular interests. The courses in the Ed.S. program meet or exceed State of Kansas licensure requirements.

The Ed.S. Comprehensive Examination

The comprehensive examination for the Ed.S. degree is the Praxis II: School Psychologist Exam. The Praxis Series™ Assessments provide tests and services that states use as part of their teaching licensing/certification process. These assessments are a series of national examinations under the umbrella of the Educational Testing Services. This computerized test may be taken at the Lawrence Campus of the University of Kansas at the Testing Services Department.

- Educational Testing Services, www.ets.org
- University of Kansas Testing Services Department, www.caps.ku.edu/testing/

Education Specialist students will take the School Psychology Praxis Assessments during the month of March of their second year of studies. Students are responsible for providing a complete copy of their scores report to the Director of Training for the School Psychology Program. The program and the State of Kansas require a passing score of 147. Students not attaining a passing score during the March administration must retake the exam during the June administration of the exam. Students not passing during the March administration must work closely with their advisor to prepare for the June administration of the exam. Students not passing their second attempt at the exam in June will not be recommended for initial two-year license. Doctoral students are recommended to take this examination during their third year of graduate studies.

The School Psychologist examination has a test code of 5402. The overall minimum scoring requirement for licensure in the State of Kansas is 147 on the Praxis II exam.

**School Psychologist: Test Code of 5402**

I. Professional Practices, Practices that Permeate All Aspects of Service Delivery

II. Direct and Indirect Services for Children, Families, and Schools (Student-Level Services)

III. Systems-Level Services

IV. Foundations of School Psychological Service Delivery

**Institution Codes for Reporting Scores**

R1549 (National Association of School Psychologists)
R6871 (University of Kansas)
R7270 (A) Kansas State Board of Education

**Research Requirements**

Students in the educational specialist (Ed.S.) degree program in school psychology are required to complete a research component for their degree. They must enroll in four hours of specialist research credit with the consent of a research advisor under EPSY 947 - Specialist Research. The purpose of the specialist research is to give the school psychology student an introductory experience in conducting research relevant to the theory and practice of school psychology. By conducting the specialist research, the student is being exposed to research methods, theories, and writing skills necessary for conducting and understanding research. The specialist research project is conducted with a graduate faculty advisor as supervisor of the project, although more than one faculty member may oversee the project. No research committee is required. Under the supervision and mentorship of the research advisor, the student may conduct a quasi-experimental study, a single-subject study, a correlational study, or a meta-analysis. Other possibilities may include a literature review, a theoretical article, a position paper, a book chapter, a manual that translates research into practice, a synthesis and evaluation of literature so it can be used as a foundation for practice, a program evaluation of an intervention at an individual, group, or
systems level, an empirical evaluation of school data that can be used to improve future practice, or a scholarly review of a measure. The written product often takes the form of a journal article that is written in APA style, but the form of the final product is determined by the research advisor. It is up to the research advisor to determine whether the research project meets an acceptable standard for completion.

Students begin their specialist research no later than the fall semester of their second year in the Ed.S. program. Students must complete their Specialist project by July 1st of the year they plan to enroll in their first semester (i.e., fall semester) of their internship. The KU Human Subjects Committee at Lawrence (KU HSC-L) first approves research that involves human subjects. Application forms for HSC-L Committee Approval are available online. Students are expected to complete a KUCR tutorial on conducting ethical research and comply with the ethical principles specified for conducting research in the NASP and APA Codes of Ethics. Further information on the tutorial and research forms is available at http://www.kucr.ku.edu/.

Recommendation for School Psychology Licensure/Certification

Upon completion of the Ed.S. degree requirements, including the Ed.S. research project and final exams, the student will be recommended for the initial two-year license as a school psychologist in Kansas. For those students planning to go on internship in the fall, they must complete the Ed.S. degree requirements by the end of the summer session and file for the degree. Upon satisfactory completion of the internship experience, the student will be recommended for full licensure/certification at the PK-12 level.

Students are responsible for contacting the Director of Student Services (School of Education), http://www.soe.ku.edu/licensure, to obtain and complete the application for licensure (initial two-year or full) when they have completed, or plan to complete the requisite courses and field experiences.

The Ph.D. Program

Training Model and Program Goals, Objectives, and Competencies

As specified on p. 5, the KU SPSY program has a clearly specified philosophy of education and training, compatible with the mission of its sponsor institution and appropriate to the science and practice of psychology and the fostering of human diversity in which the dignity and rights of the individual are respected. The program's education and training model and its curriculum plan are consistent with this philosophy. The educational philosophy and training approach at the doctoral level is the preparation of the student as a psychoeducational consultant who can function either as a field-based practitioner or as a university-based trainer of school psychologists. The archival and public definition of the specialty of school psychology also inform our training model and curriculum http://www.apadivisions.org/division-16/about/definition.aspx. School psychology is a general practice and health service provider specialty of professional psychology that is concerned with the science and practice of psychology with children, youth, and families and the schooling process.

The SPSY program adheres to the scientist-practitioner model in which science and practice are integrated. Students are trained in the scientist-practitioner model to become effective problem solvers using an empirical approach to problem solving. Effective problem solvers are able to (a) define the problem from an ecological perspective; (b) analyze the problem using the scientific method and data collection; (c) identify resources; (d) use research to guide assessment, intervention, and evaluation efforts; (e) implement interventions effectively and successfully; and (f) evaluate outcomes (Knoff & Curtis, 1997). Our students are well grounded in the theoretical bases of human behavior, in applied clinical skills, in research methodology, in human diversity, including understanding diversity in development and learning, and in the professional practice of school psychology. Numerous goals, objectives, and competencies emanate from the program’s philosophy and model (see the University of Kansas School Psychology Program’s Scientist-Practitioner Model - Figure 1). The three overarching goals of the program are included in this model and are listed below:

Goal I: To produce graduates who are knowledgeable about general psychology. (Generalist)

Goal II: To produce graduates who recognize the importance of scholarly inquiry in their work and are capable of making contributions through research to the discipline. (Scientist)

Goal III: To produce graduates who are capable of providing effective psychoeducational services to children and adolescents as well as their parents and teachers. (Practitioner)
The Scientist-Practitioner model unifies our three interconnected goals (Generalist-Scientist-Practitioner). Our program believes that our graduates must be knowledgeable about general psychology to be effective scientist-practitioner school psychologists. Thus our Generalist (Goal I) goal is for our graduates to develop both the breadth and depth of knowledge in the areas of basic psychology (i.e., Psychological Foundations). This knowledge in the psychological foundations contributes (as indicated by the unidirectional arrow in Figure 1, p. 37) to the development of effective scientist-practitioner school psychologists who utilize psychological theories and scientific research (i.e., Research Design, Measurement, and Statistics) to inform their practice (i.e., Consultation, Assessment, Counseling, and Ethics). As indicated by the bidirectional arrows between the objectives associated with the Scientist (Goal II) and Practitioner (Goal III) goals, science and practice mutually influence each other. Science informs practice and practice informs science. Human diversity, including understanding of diversity in development and learning, is the foundation of our model (i.e., Diversity).

As scientist-practitioner school psychologists, our graduates are consumers and distributors of research, contributors to the research knowledge base, and empirical evaluators. Our program strives to produce graduates who are able to work in academic or research capacities and in settings in which they apply psychological science to practice. To accomplish the three overarching goals of the program, the program has seven objectives and 44 competencies that our students are required to accomplish. The program’s objectives are interrelated (note uni-directional and bi-directional arrows) and posit competencies that include both knowledge and skills.

The program’s objectives are listed below:

**Objective #1: Psychological Foundations** - Graduates develop both the breadth and depth of knowledge in the psychological foundations of the field.

**Objective #2: Research Design, Measurement, and Statistics** - Graduates acquire knowledge and develop skills needed to become competent researchers.

**Objective #3: Consultation** - Graduates are knowledgeable about and clinically competent in the area of consultation.

**Objective #4: Assessment** - Graduates are knowledgeable about and clinically competent in the area of assessment.

**Objective #5: Counseling** - Graduates are knowledgeable about and clinically competent in the area of counseling.

**Objective #6: Ethics** - Graduates are capable of identifying and responding appropriately to professional, legal, and ethical issues that may arise in their roles as school psychologists.

**Objective #7: Diversity** - Graduates are knowledgeable about and skilled in the area of diversity.

The program’s multiple competencies include the standards listed in the School Psychology Handbook (see page 14-16), as well as other competencies. The program’s standards consist of the current Kansas State Department of Education (KSDE) standards and the National Association of School Psychologists (NASP) standards of 2010. The standards have been renumbered to match their respective objectives in our scientist-practitioner model (see Figure 1). In some instances, the standards appear as competencies more than once in our model because we think they cut across more than one objective. The program’s competencies are listed below:

**Competency 1a:** Students acquire knowledge about biological factors underlying or are associated with certain mental health disorders.

**Competency 1b:** Students acquire knowledge about theory and research in relation to the cognitive aspects of behavior.

**Competency 1c:** Students acquire knowledge about theory and research in relation to the emotional aspects of behavior.

**Competency 1d:** Students acquire knowledge about theory and research in relation to the social aspects of behavior.

**Competency 1e:** Students acquire knowledge about the history of psychology.

**Competency 1f:** (Doctoral students only) Doctoral students communicate their foundational knowledge to other undergraduates or graduate students through formal teaching experiences.
Competency 2a: KSDE Standard #9 [Research] - Students have knowledge of measurement principles and psychometric standards.

Competency 2b: KSDE Standard #9 [Research] - Students have knowledge of research design, measurement, and statistics in sufficient depth to evaluate research.

Competency 2c: KSDE Standard #9 [Research] - Students have knowledge of basic principles of research design.

Competency 2d: KSDE Standard #9 [Research] - Students can provide information about relevant research findings to school personnel, parents, and the public.

Competency 2e: KSDE Standard #9 [Research] - Students can translate research into practice.

Competency 2f: KSDE Standard #9 [Research] - Students can plan and carry out an empirical study.

Competency 2g: NASP Standard VIII (Element 8.1) – [Research and Program Evaluation] – Students have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. Students can demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, can use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Competency 2h: (Doctoral students only) - Doctoral students disseminate their research at a national conference and/or in a peer-reviewed publication.

Competency 3a: KSDE Standard #2 [Consultation] - Students have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and application to particular situations and can collaborate and consult effectively with others in planning and in decision-making processes at the individual, group, and system levels.

Competency 3b: NASP Standard III [Consultation and Collaboration] - Students have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, students can demonstrate skills to consult, collaborate, and communicate effectively with others during design, implementation, and evaluation of services and programs.

Competency 3c: KSDE Standard #3 [Collaboration for Academic Intervention] - Students, in collaboration with others, can develop appropriate cognitive and academic goals for children with different abilities, disabilities, strengths, and needs, implement interventions to achieve those goals, and evaluate the effectiveness of the interventions.

Competency 3d: NASP Standard IV (Element 4.1) [Interventions and Instructional Support to Develop Academic Skills] - Students have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, developmental processes; and evidence-based curricula and instructional strategies. Students, in collaboration with others, demonstrate skills to use assessment and data collection methods and implement and evaluate services that support cognitive and academic skills.

Competency 3e: KSDE Standard #4 [Collaboration for Behavioral, Social, Emotional Intervention] - Students, in collaboration with others, can develop appropriate behavioral, affective, adaptive, and social goals for children of varying abilities, disabilities, strengths, and needs, can implement interventions to achieve those goals, and can evaluate the effectiveness of the interventions.

Competency 3f: NASP Standard IV (Element 4.2) [Interventions and Mental Health Services to Develop Social and Life Skills] - Students have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health. Students, in collaboration with others, can demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

Competency 3g: KSDE Standard #7 [Prevention] - Students can provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of children.
Competency 3h: NASP Standard V (Element 5.2) [Preventive and Responsive Services] - Students have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. Students, in collaboration with others, can demonstrate skills to promote services that enhance learning, mental safety, and physical well-being through protective and adaptive factors and can implement effective crisis preparation, response, and recovery.

Competency 3i: KSDE Standard #8 [Families/Community] - Students can work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

Competency 3j: NASP Standard VI [Family-School Collaboration Services] - Students have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. Students, in collaboration with others, can demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

Competency 3k: KSDE Standard #10 [History of Psychology, Professional Development, and Ethics] - Students have knowledge of ethical, professional, and legal standards and practice in ways that are consistent with applicable standards.

Competency 3l: NASP Standard VIII (Element 8.2) [Legal, Ethical, and Professional Practice] - Students have knowledge of ethical, legal, and professional standards. Students can demonstrate skills to provide services consistent with ethical, legal, and professional standards; can engage in responsive ethical and professional decision-making; can collaborate with other professionals; and can apply professional work characteristics needed for effective practice as a school psychologist, including respect for human diversity and social injustice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Competency 4a: KSDE Standard #1 [Psychoeducational Assessment] - Students can use varied models and methods of assessment as part of a systematic process to collect data and other information, can translate assessment results into empirically-based decisions about service delivery, and can evaluate outcomes of services.

Competency 4b: NASP Standard II [Data Based Decision Making and Accountability] - Students have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, students can demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and can apply results to design, implement, and evaluate response to services and programs.

Competency 4c: KSDE Standard #6 [Knowledge of Education/Safe Schools] - Students have knowledge of general education, special education, and other related services and understand schools and other settings as systems. Students are able to work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

Competency 4d: NASP Standard V (Element 5.1) [School-wide Practices to Promote Learning] - Students have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health. Students, in collaboration with others, can demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Competency 4e: KSDE Standard #10 [History of Psychology, Professional Development, and Ethics] - Students have knowledge of ethical, professional, and legal standards and can practice in ways that are consistent with applicable standards.

Competency 4f: NASP Standard VIII (Element 8.2) [Legal, Ethical, and Professional Practice] - Students have knowledge of ethical, legal, and professional standards. Students can demonstrate skills to provide services consistent with ethical, legal, and professional standards; can engage in responsive ethical and professional decision-making; can collaborate with
other professionals; and can apply professional work characteristics needed for effective practice as a school psychologist, including respect for human diversity and social injustice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Competency 4g: KSDE Standard #11 [Technology] - Students can access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

Competency 4h: (Doctoral Competency only) – Doctoral students acquire supervisory skills by providing supervision to less advanced graduate students.

Competency 5a: KSDE Standard #4 [Collaboration for Behavioral, Social, Emotional Intervention] - Students can develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs, implement interventions to achieve those goals, and evaluate the effectiveness of the interventions.

Competency 5b: NASP Standard IV (Element 4.2) [Interventions and Mental Health Services to Develop Social and Life Skills] - Students have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health. Students, in collaboration with others, can demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

Competency 5c: KSDE Standard #10 [History of Psychology, Professional Development, and Ethics] - Students have the knowledge of ethical, professional, and legal standards and can practice in ways that are consistent with applicable standards.

Competency 5d: NASP Standard VIII (Element 8.2) [Legal, Ethical, and Professional Practice] - Students have knowledge of ethical, legal, and professional standards. Students can demonstrate skills to provide services consistent with ethical, legal, and professional standards; can engage in responsive ethical and professional decision-making; can collaborate with other professionals; and can apply professional work characteristics needed for effective practice as a school psychologist, including respect for human diversity and social injustice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Competency 6a: KSDE Standard #10 [History of Psychology, Professional Development, and Ethics] - Students have knowledge of the American Psychological Association’s Ethics Code and the National Association of School Psychologists Principles for Professional Ethics.

Competency 6b: KSDE Standard #10 [History of Psychology, Professional Development, and Ethics] - Students have working knowledge of legal standards (e.g., IDEIA, Section 504, and FERPA) that impact the professional practice of school psychology.

Competency 6c: KSDE Standard #10 [History of Psychology, Professional Development, and Ethics] - Students are able to apply ethical and legal standards to actual situations.

Competency 6d: NASP Standard VIII (Element 8.2) [Legal, Ethical, and Professional Practice] - Students have knowledge of ethical, legal, and professional standards. Students can demonstrate skills to provide services consistent with ethical, legal, and professional standards; can engage in responsive ethical and professional decision-making; can collaborate with other professionals; and can apply professional work characteristics needed for effective practice as a school psychologist, including respect for human diversity and social injustice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Competency 7a: KSDE Standard #5 [Diversity] - Students can demonstrate sensitivity and skills needed to work with individuals of diverse characteristics and can implement strategies selected based on individual characteristics, strengths, and needs.

Competency 7b: NASP Standard VII [Diversity] - Students have the knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. Students can demonstrate skills to provide effective professional services that promote effective functioning
for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations for all aspects of service delivery.

Human diversity, including understanding of diversity in development and learning, serves as the foundation of the program’s scientist-practitioner model (see Figure 1). The heavy arrows pointing upward in the model indicate that human diversity have strong influences on the other competencies our students develop as well as the objectives and goals of the program, and the goals, objectives, and other competencies influence human diversity, as indicated by the arrows pointing down toward human diversity (see Figure 1).

Study in the University of Kansas School Psychology Doctoral Program leads to an increase in theoretical background and research skills. The Ph.D. program features a foundational background in professional psychology, in-depth research skills, and college-teaching experiences. It is also assumed that while in residence, the student will participate with faculty in appropriate research endeavors. This may occur through the research practica or by the student serving as a research assistant or as a reflection of the student’s awareness that such collaborative and supervised activities constitute an excellent basis for acquiring skills in many phases of research.

All doctoral students must complete the Ed.S. program or its equivalent as part of the doctoral program. Some students who were admitted and pursued doctoral study were originally admitted to the Ed.S. program. The Ph.D. program in School Psychology is usually a four-year program of full-time study followed by a full year internship. This program is accredited by the American Psychological Association (APA) and approved by the National Association of School Psychologists (NASP), National Council for the Accreditation of Teacher Education (NCATE), and Kansas State Department of Education (KSDE).

**Benchmarks/Minimum Thresholds for Achievement of Goals**

A variety of methods are used to assess the program outcomes including: (a) student grades, (b) ratings on field placement evaluation forms for practicum, Ed.S. internship, and Ph.D. internship, (c) completion of competencies on the practicum competency and contract form, (d) ratings on the annual student review form, (e) a grade on the comprehensive exam, (f) acceptance of dissertation and grade on the final oral exam (i.e., dissertation defense), (g) fulfillment of the research skills requirement, and (h) informal means. Minimum thresholds for achievement of program goals are listed below:

- Earn a B (this does not include a B minus) or better grade in the school psychology core courses (see School Psychology Handbook, p. 7-8).
- Maintain a GPA of 3.0 or better (see Dismissal Policy, School Psychology Handbook, Appendix C).
- Accrue no more than 2 Cs or lower in the graduate program - this includes EPSY courses and other courses taken in other departments (see Dismissal Policy, School Psychology Handbook, Appendix C).
- Earn a grade of satisfactory in a course graded as satisfactory/ unsatisfactory.
- Earn a rating of 1 or higher by the end of the first year of study in the Ed.S. or Ph.D. program on each KSDE and NASP standard on the Annual Student Review; earn a rating of 2 or higher by the end of the second year of study on each KSDE and NASP standard on the Annual Student Review (Ed.S. students only) or earn a rating of 1 or higher by the end of the second year of study on KSDE standards 2, 3, 4, 6, 7, and 8 and earn a rating of 2 or higher by the end of the second year on KSDE standards 1, 5, 9, 10 and 11 on the Annual Student Review, and a rating of 1 or higher on NASP standards III, IV (4.1), IV (4.2), V (5.1), V (5.2), and VI, and a rating of 2 or higher on NASP standards II, VII, VIII (8.1), and VIII (8.2) (Ph.D. students only); these criteria also apply to PhD students who were Ed.S. students in the previous year; earn a rating of 2 or higher by the end of the third year of study on each KSDE and NASP standard on the Annual Student Review (Ph.D. students only); and earn a rating of 3 or higher by the end of the fourth year of study and thereafter on each KSDE and NASP standard on the Annual Student Review (Ph.D. students only).
- Complete 90% of the competencies/assignments on the Practicum Competency and Contract form.
- Earn a rating of 2 or higher on each KSDE and NASP standard on the Field Placement Evaluation
- Practicum form by the end of the year-long school-based practicum.

- Obtain a Praxis II score of at least 147.

- Complete the Specialist project with a B or better (this does not include a B minus).

- Earn a rating of 3 or higher on each KSDE and NASP standard on the Field Placement Evaluation - Ed.S. Internship form by the end of the Ed.S. internship.

- Earn a rating of 3 or higher on each KSDE and NASP standard on the Field Placement Evaluation - Ph.D. Internship form by the end of the Ph.D. internship.

- Earn a satisfactory grade on the Doctoral Comprehensive Exam.

- Have the dissertation accepted by the Dissertation Committee and obtain a satisfactory rating on the Final Oral Examination.

Note: Students who do not meet the benchmarks will develop a remediation plan with the School Psychology Program Committee. Benchmarks/ Minimum Thresholds for Achievement of Goals are also listed in a brochure entitled Formative and Summative Assessment in School Psychology at the University of Kansas - See Appendix M.

Completing the Course of Study

With the assistance of the advisor, the student develops a plan of study including coursework and field experiences within the first year of doctoral study (preferably before the end of the first semester). The finalization of the plan requires the endorsement of the student’s advisor. The plan of study should reflect the student's interests and professional program objectives as well as meeting the program goals, objectives, and standards. The recommended plan of study (course sequence), consisting of five years of full-time study, for the doctoral degree in school psychology can be seen in Appendix J. The doctoral program requirements are found in Appendix K. Note: In the event of a faculty sabbatical or the unavailability of faculty, another course may be used in place of the required course as approved by the School Psychology Program Committee. Also, the knowledge and competency standards listed above, including minimum thresholds must be met successfully.

After completing coursework, the student must pass a comprehensive examination comprising two phases.

- A written comprehensive examination
- An oral comprehensive examination

Upon passing both portions of the comprehensive examination, the student meets with his or her advisor to begin the dissertation process. Internship placement is coordinated after the successful completion of the comprehensive examination. The internship setting must be endorsed by the program and the internship is usually completed in one year, although it may extend over two years. The content, structure, and supervision requirements follow guidelines of the American Psychological Association (APA) and the Council of Directors of School Psychology Programs (CDSPP).

Residence Requirements

Residence requirements for the Ph.D. degree are preferably fulfilled by the student enrolling full-time for two successive semesters following admission to the program. (See the Graduate School Catalog for a definition of full-time enrollment). The residency has important professional value beyond simply completing coursework. It is an opportunity for the student to have close and meaningful contacts with faculty through participation in professional activities. For further information, see the KU Graduate Catalog website at http://catalog.ku.edu/education/#graduateregulationstex!

Responsible Scholarship

All doctoral students are required to complete the responsible scholarship requirement. The responsible scholarship requirement requires all doctoral students to have training in responsible scholarship pertinent to their field of research. The responsible scholarship training includes opportunities to participate in discussions and read literature on ethical issues and decision making as well as on topics of relevance to the research discipline. Doctoral students in the school psychology program fulfill this requirement through the completion of two ethics courses (EPSY 760: Ethics, Law, and Professional Issues in School Psychology and EPSY 880: Ethics and Law in Professional Psychology) and the research skills requirement. For further information, see the Research Skills and Responsible Scholarship policy at http://www.policy.ku.edu/.
Research Requirements – Specialist Research Project

Students in the doctoral (Ph.D.) program in school psychology who began their studies during the 2011-2012 academic school year or earlier are required to complete the specialist research under the old program requirements. The students must enroll in four hours of specialist research credit with the consent of a research advisor under EPSY 947 - Specialist Research. The purpose of the specialist research is to give the doctoral school psychology student an opportunity to conduct research relevant to the theory and practice of school psychology. By conducting the specialist research, the student is being exposed to research methods, theories, and writing skills necessary for conducting and understanding research. The specialist research project is conducted with a graduate faculty advisor as supervisor of the project, although more than one faculty member may oversee the project. No research committee is required. Under the supervision and mentorship of the research advisor, the doctoral student conducts an empirical study. The doctoral student formulates research questions, designs the study, collects data, and writes up the study. The written product often takes the form of a journal article that is written in APA style, but the form of the final product is determined by the research advisor. It is up to the research advisor to determine whether the research project meets an acceptable standard for completion.

Students begin their specialist research no later than the fall semester of their third year in the doctoral program. Students must complete their specialist project by July 1st of the following year if they plan to enroll in a part-time Ed.S. internship. The KU Human Subjects Committee at Lawrence (KU HSC-L) first approves research that involves human subjects. Application forms for HSC-L Committee Approval are available online. Students are expected to complete a KUCR tutorial on conducting ethical research and comply with the ethical principles specified for conducting research in the NASP and APA Codes of Ethics. http://research.ku.edu/Kansas_Center_For_Research.

In addition, doctoral students who began their studies during the 2011-2012 academic school year or earlier must complete the research skills requirement. The research skills requirement requires the doctoral student to submit a proposal (a poster or paper presentation) to a national conference, have it accepted, and present the poster or paper at the national conference or submit a manuscript to a refereed journal for consideration for publication. The manuscript does not need to be accepted for publication. The submission, acceptance, and presentation of a poster or paper at a national conference or submission of a manuscript to a refereed journal for consideration for publication plus completion of the research, statistics, measurement, and evaluation required courses and electives fulfill the research skills requirement.

Research Practica, Specialist Research, Research Skills Requirement and Comprehensive Exams

Beginning in the Fall of 2013, incoming students in the doctoral program in school psychology are required to complete four research practica in addition to their specialist research during the first three years in the doctoral program. Doctoral students, whose first enrollment in the doctoral program was during the 2012-2013 school year, have the option to follow this new doctoral course of study or follow the previous doctoral course of study. The purpose of the research practicum and specialist research is for doctoral students to develop strong research skills under close faculty supervision. Through the research practica and specialist research, doctoral students are exposed to different research methodologies, designs, theories, and writing skills necessary to understand and conduct research. The research conducted by doctoral students must be relevant to theory and practice in the field of school psychology.

Doctoral students are required to produce three research products. The three research products will consist of (a) an assessment product, intervention product, and a prevention product with a comprehensive section addressing ethics in one of the products, or (b) three products in one area, such as assessment, but must also include a comprehensive section addressing intervention in one product, prevention in another product, and ethics in the third product, or (c) two products in one area, such as interventions, and one product in one of the other areas, assessment or prevention, and in two of the three products, the student must also include a comprehensive section addressing ethics in one of the products, and the major area (i.e., assessment, intervention, or prevention) not covered as the main area in the three products. Human diversity will also be addressed in these products. Examples of possible products include a literature review, a theoretical article, a position paper, a book chapter, a review of a measure, a quasi-experimental study, a meta-analysis, a correlational study, or a single-subject design study. At least one of these research products is required to be a quantitative study.
Doctoral students are supervised on the three research projects by one or more faculty members of the School Psychology Program Committee. Doctoral students are required to have regular weekly or biweekly meetings with their supervisor(s) during the academic school year.

Doctoral students are required to enroll for two credits of EPSY 901 Research Practicum each semester (i.e., fall and spring) during the first two years in the doctoral program. In the third year of the doctoral program, the doctoral students enroll in EPSY 947 Specialist Research for a total of four credits.

The grade schedule for the research practica is a letter grade. For the specialist research, the final grade is a letter grade when the third project is completed.

Doctoral students are strongly encouraged to use one of the three products to fulfill a portion of the research skills requirement of the program. The research skills requirement requires the doctoral student to submit a proposal (a poster or paper presentation) to a national conference, have it accepted, and present the poster or paper at the national conference or submit a manuscript to a refereed journal for consideration for publication. The manuscript does not need to be accepted for publication. The submission, acceptance, and presentation of a poster or paper at a national conference or submission of a manuscript to a refereed journal for consideration for publication plus completion of the research, statistics, measurement, and evaluation required courses and electives fulfill the research skills requirement.

The research practica and specialist research products cover five major areas (i.e., assessment, intervention, prevention, ethics, and research design, statistics, and measurement). In addition, human diversity is also addressed in these products. These three products comprise the doctoral student’s written comprehensive exams. The School Psychology Program Committee faculty member who serves as the research supervisor on the three products will evaluate the products to determine whether the student passes or fails the written portion of the doctoral comprehensive exams. If more than one School Psychology Program Committee faculty member serves as a research supervisor on one or more of the research products, then the research supervisors will by consensus determine whether the student passes or fails the written portion of the doctoral comprehensive exam.

**Doctoral Comprehensive Examinations**

Doctoral Comprehensive Examinations may be taken when the candidate has completed the major portion of coursework (i.e., no more than two courses, 6 credits, are left and no incompletes) at a satisfactory level and has completed the research skills, responsible scholarship, and other requisite departmental requirements. Students may take the doctoral comprehensive examinations during the final semester of the student’s coursework when no more than two courses are left in the student’s program and the student has no incompletes. Students must be enrolled when they take the doctoral comprehensive exam.

The Comprehensive Examination Committee consists of at least five voting members, all of whom must be members of the Graduate Faculty, and at least three of these members must be from the School Psychology Program Committee. In addition, the majority of committee members must be tenured/tenure-track faculty holding regular or dissertation graduate faculty status in the EPSY department/school psychology program. Of the five (or at least five) voting members on the committee, three committee members must be faculty holding regular or dissertation graduate faculty status and be members of the EPSY department/school psychology program. At least one member must be from a department other than EPSY and meet the requirements for serving as the Graduate Studies representative. A faculty member from a different department with a courtesy appointment in the student’s department may serve as the Graduate Studies representative or in fulfillment of the committee majority, but cannot serve in both roles at the same time. Furthermore, one member of the committee may hold any graduate faculty status, including regular, dissertation, special, or ad hoc status. For more information, see the policy on Graduate Faculty appointments (http://policy.ku.edu/graduate-studies/graduate-faculty-appointments). For doctoral committees who decide to select a co-chair, the co-chair may hold any graduate faculty status. Substitutions of the chair (and/or co-chair) are prohibited after the committee has been approved by the graduate affairs division of the college/school. If a committee chair (and/or co-chair) needs to be replaced, the revised committee must be approved by the college/school two weeks in advance of the exam. Substitutions of the other committee members are permitted as long as the new members hold regular or dissertation graduate faculty status. Ad Hoc or Special members may be added after the committee has been approved by the graduate affairs division of the college/school, but these additions must be approved by the college/school no later than two weeks in advance of the exam. The Office of Graduate Studies will manage any exceptions to the policy
outlined above. Requests for exceptions must be made in writing to the Dean of Graduate Studies detailing the exception requested and the extraordinary circumstances that have resulted in the request.

For those doctoral students, who began their doctoral studies during the 2011-2012 school year or earlier, the comprehensive examination consists of both written and oral parts and covers the major and minor areas of study. The entire written component lasts 15 hours. The written comprehensive exam is a closed book, closed note test; however, the student may schedule a particular content area for a particular exam time. A student who receives a grade of Unsatisfactory may be allowed, upon recommendation of the School Psychology Program Committee (and with some type of remediation), to repeat it, but it may not be taken more than three times.

Typical content areas for the written comprehensive exam in school psychology are:

- Psychoeducational assessment (3 hours)
- Direct and indirect intervention (3 hours)
- Professional school psychology and special education (3 hours)
- Research methods, statistics and measurement (3 hours)
- Minor area (3 hours)

Note. Students’ knowledge of diversity will be assessed through these different content areas.

The two hour oral portion of the exam follows after successful completion of the written exam. The same committee administers the oral exam. It is recommended that the oral portion of the exam take place a minimum of two weeks after the written exam. Successful completion of both the written and oral elements of the exam is required. The Committee may report a grade of Honors, Satisfactory or Unsatisfactory. See the Graduate Catalog for more details on the doctoral comprehensive exams, http://www.catalogs.ku.edu/graduate/contents.shtml (see Doctoral Degree Requirements under General Information).

**Doctoral Comprehensive Exam Time Constraints**

Under normal circumstances, the doctoral candidacy period between passage of the oral comprehensive examination and the final dissertation defense must last no longer than 5 years. If a student took the oral comprehensive examination more than 5 years prior to the dissertation defense, a re-evaluation of the student’s candidacy status is necessary. Re-evaluation of the student’s candidacy status can include retaking the comprehensive oral examination. Exceptions to this policy will be managed by the graduate affairs office of the school/college in which the student’s program resides.
**Doctoral Internship**

Doctoral internship requirements are usually completed in the year following the completion of all coursework and the completion of the comprehensive exam. It represents a year of supervision wherein the student extends skills and continues professional development while working professionally in an approved setting. The internship also provides an opportunity for students to integrate theory and practice as they "field test" skills and concepts gained through the program. The internship is generally one year in duration but may extend over two years. Content, structure and supervision requirements follow guidelines of the American Psychological Association (APA) and modified guidelines from the Council of Directors of School Psychology Programs (CDSPP). Materials and publications on internship sites are available outside the EPSY Department main office. The guidelines and contract materials for the doctoral internship can be seen in Appendix G.

**Dissertation Requirement for the Ph.D. in School Psychology**

Students in the Ph.D. program in School Psychology are required to complete a doctoral dissertation as part of their degree requirements. The purpose of the dissertation is to provide the doctoral candidate with the opportunity to explore an area of research interest under the supervision of a dissertation advisor and committee. The dissertation reflects the scientist-practitioner orientation of the school psychology program. Students are expected to choose a dissertation topic that is important to the field, use good scientific methods to investigate the topic, and communicate results such that their relationship to the field of school psychology is evident. All School Psychology Dissertation Committees require at least five members. The doctoral dissertation committee (i.e. dissertation defense committee) must follow the same configuration as required for the doctoral comprehensive exam committee (as indicated above), with one exception (i.e., only two committee members are required to be members of the School Psychology Program Committee). The doctoral dissertation committee closely follows the Graduate School rules and regulations regarding the doctoral dissertation (http://graduate.ku.edu/policies). Students are encouraged to defend their dissertation proposal by October 1st of the year preceding their internship year. Publication of the dissertation is not required for the degree, but is highly encouraged. The University requires a minimum of 18 hours of dissertation enrollment. Frequently, however, students in the School Psychology program may need to enroll for additional credit hours to complete the dissertation phase of the program.

**Final Oral Exam**

The final oral examination and defense of the dissertation are the culminating steps that complete the dissertation process. The purpose of the final oral examination is to provide the doctoral candidate the opportunity to present the research and results to the Doctoral Dissertation Committee and to answer questions related to all phases of the dissertation. When the completed dissertation has been accepted by the Dissertation Committee in final draft form, and all other degree requirements have been satisfied, the chair of the dissertation committee requests the Graduate Division to schedule the final oral examination. The final oral examination over the dissertation in school psychology is graded satisfactory or unsatisfactory. If an unsatisfactory grade is reported, the candidate may be allowed to repeat the examination on the recommendation of the Dissertation Committee. Instructions about the proper form of the dissertation and publication procedures may be obtained from the Graduate School or from the Graduate Division of each program. The University of Kansas now has an electronic thesis/dissertation policy for submission (see http://graduate.ku.edu/electronic-thesis-and-dissertation). Note: All doctoral candidates must be enrolled in coursework in the semester they plan to graduate.

**Time Limits for the Completion of the Ph.D.**

The School Psychology program recommends that doctoral students complete the program in six years. The School of Education allows eight years for the completion of the doctoral degree. Enrollment beyond the eight-year time limit requires a petition for the additional time required to complete the remaining degree requirements. Petitions for time extensions can be obtained from the Student Services Office in the School of Education (http://soe.ku.edu/policies).

**General University Information on Doctoral Study**

General University Information and Requirements on Doctoral Study may be found in the University of Kansas Graduate School Catalog at http://www.catalogs.ku.edu/graduate. Guidance on such matters as the comprehensive examination (written and oral sections), and
dissertation committee, continuous enrollment following completion of the comprehensive examination, and final oral exam are included in this catalog as well.

**Faculty and Student Support**

The School Psychology Program Committee members associated with the program are Drs. Lee, Lowe, Niileksela, Peyton, and Reynolds from the Department of Educational Psychology. The School Psychology Program Committee members schedule group and individual meetings with new students to help them orient to the program and devise their schedule for the semester and a tentative program of study. Assigned advisors aid students in their transition to the University of Kansas and graduate study.

The Graduate Association of School Psychology (GASP) is composed of all Ed.S. and Ph.D. students in School Psychology. Elected officers and members coordinate numerous orientation activities that help new students become more comfortable in the program and in the Lawrence and Edwards community. GASP serves several important functions as it facilitates orientation, promotes scholarly development, and serves as a direct communication channel to the School Psychology faculty and the larger Educational Psychology faculty.

**Characteristics of Students Admitted to the Program**

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<th>Program</th>
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* Students Entering the Program in 2014 and 2015.

Most students admitted to the school psychology program have a baccalaureate degree in psychology. Over the past five years we have admitted Ed.S. students from Creighton University, Emporia State University, Graceland University, Kansas State University, Louisiana State University, Ohio State University, Oklahoma Christian University, Oklahoma State University, University of Arkansas-Fayetteville, University of Kansas, University of Michigan, University of Missouri–Kansas City, University of Nebraska at Lincoln, University of Wyoming, and Utah State University. The average age of the Ed.S. students who are currently in the program is 24 years (Mdn = 24 years, Min-Max = 22-30 years) and 83% are female.

Approximately 15% of the current students who were admitted to the doctoral program and pursued the Ph.D. in School Psychology at the University of Kansas were originally admitted to the Ed.S. program. Most students entered the program specifically for doctoral study. Some of these students have come from Avila University, Brigham Young University, Guangdong University of Foreign Studies, Hastings College, Iowa University, Luther College, Minnesota State University, University of Adelaide, University of Cincinnati, University of Puget Sound, University of Utah, and Wichita State University. The average age of the Ph.D. students who are currently in the program is 28.30 years (Mdn = 26 years, Min-Max = 23-41 years) and 85% are female.

**Program Graduates**

Over the last four years, an average about 7 new students each year have been admitted and have enrolled in the Ed.S. program. These students have come from Kansas and states nationwide. All of our Ed.S. graduates have obtained employment in the public schools, with most of them remaining in the northeast Kansas area. A number, however, have obtained employment in other states including Arizona, Nebraska, South Dakota, Florida, Iowa, Maryland, Michigan, Missouri, Texas, and Virginia.

We have accepted 17 applicants for the doctoral program (i.e., 7 to 10 applicants per year) over the last 2 years. Current students in the doctoral program have come from the Midwest, as well as from greater geographic distances such as Ohio, New York, Texas, Utah, Washington, China, and Singapore. Most of the students who have graduated from the doctoral program (approximately 1-2 per year) have assumed public school positions or academic teaching positions. Some graduates have taken consulting positions, whereas a few graduates are working in independent practice at a medical center, private general hospital, or clinic.

**Student Admissions, Outcomes, and Other Data**

The University of Kansas School Psychology Doctoral Program is an APA-accredited program. According to APA’s Commission on Accreditation, each APA-
accredited doctoral graduate program is required to provide potential applicants, current students, and the public with information about and expectations of their program. The purpose of this disclosure is to inform potential applicants, current students, and the public about the program and to assist potential applicants to make informed decisions about applying to a doctoral program and accepting an offer of admissions into a program. Educational/training outcomes for the University of Kansas School Psychology Doctoral Program are reported below and include (a) time to complete the program, (b) program costs, (c) internship information, (d) attrition, and (e) licensure information. The Student Admissions, Outcomes, and Other Data can be found at http://epsy.ku.edu/academics/school-psychology/doctorate/overview-benefits

School Psychology Program Committee Members

The School Psychology Program Committee members are Drs. Lee, Lowe, Peyton, Niileksela, and Reynolds from the Department of Educational Psychology. The following is a brief overview of the background and teaching and research interests of these faculty members.

Steven W. Lee, Ph.D.
Professor, School Psychology Program & Chair of EPSY

• Ph.D. in School Psychology, University of Nebraska - Lincoln.

• Teaching interests include psychoeducational consultation, counseling/therapeutic interventions, single case experimental design, and field supervision.

• Research interests include general and test anxiety in children and youth, school program evaluation, functional behavioral assessment, classroom observations and interventions, and student assistance teams.

Patricia Lowe, Ph.D.
Associate Professor, School Psychology Program

• Ph.D. in School Psychology with a Clinical Child Emphasis from Texas A & M University. Specialized Tracks: Child and Family, and Neuropsychology.

• Teaching interests include developmental psychopathology, behavioral and personality assessment, prevention, and ethics.

• Research interests include anxiety in children, adolescents and adults, behavioral and personality assessment, and prevention.

Chris Niileksela, Ph.D.
Courtesy Lecturer, School Psychology Program

• Ph. D. in School Psychology from the University of Kansas.

• Teaching interests include applied behavior analysis, consultation, and program evaluation.

• Research interests include intelligence, learning disabilities, applied behavior analysis, and behavior economics.

Vicki Peyton, Ph. D.
Research Associate, Educational Psychology & Research Program

• Ph. D. in Educational Psychology and Research with an emphasis in Quantitative Research Methodology from the University of Kansas.

• Teaching interests include multilevel modeling, longitudinal analyses, and multivariate statistics.

• Research interests include applied statistics and measurement, confirmatory factor analysis, educational and psychological item analyses.

Matthew Reynolds, Ph. D.
Associate Professor, Training Director, School Psychology Program

• Ph. D. in Educational Psychology (School Psychology and Quantitative Methods) from the University of Texas at Austin.

• Teaching interests include assessment of cognitive abilities and academic skills and non-experimental quantitative research methods.

• Research interests include psychometric structure and measurement of human cognitive abilities; latent variable modeling; and longitudinal modeling of developmental psychopathology.
Department of Educational Psychology Faculty

Counseling Psychology Faculty

Kristen Bast Hensley, Ph.D., University of Kansas, 2008. Courtesy lecturer and Director of the Center for Psychoeducational Services. Research Interests: positive psychology, building and nurturing strengths, training of counselors and psychologists, individual (adult, adolescent, and child) and family therapy, and individuals with disabilities and their families.

Changming Duan, Ph.D., University of Maryland, 1992. Director of Training Professor. Research Interests: Cross-cultural understanding and multicultural perspectives that enhance the science and practice of counseling psychology.

Barbara Kerr, Ph.D., University of Missouri-Columbia, 1978. Williamson Family Distinguished Professor of Counseling Psychology. Research Interests: guiding and nurturing talent, spiritual intelligence, alternative forms of therapy.

Tom Krieshok, Ph.D., University of Missouri-Columbia, 1982, Professor. Research Interests: career development theory, assessment, and intervention, narrative approaches to counseling and psychotherapy, training of counselors and psychologists.

Jim Lichtenberg, Ph.D., University of Minnesota, 1974. Professor. Research Interests: social influence processes in counseling, social interaction processes and dynamics, therapy processes and outcomes, and professional training issues.

Tammy Mikinski, Ph.D., University of Kansas, 1993. Instructor. Research Interests: counselor and psychologist training, school counseling, counseling college students, test anxiety, and suicide prevention, couples and families in therapy.

Karen D. Multon, Ph.D., Loyola University-Chicago, 1990. Professor. Research Interests: Counseling process and outcome (both career and personal counseling), career development, personality assessment, measurement, test construction, health psychology.

Educational Psychology Faculty

Bob Harrington, Ph.D., University of Iowa, 1980. Professor. Research Interests: school psychological techniques with preschool children, child behavior problems, personality assessment.

David Hansen, Ph.D., University of Illinois, 2001. Associate Professor. Research Interests: Adolescent development in a variety of out-of-school settings, including extracurricular and community-based voluntary activities and part-time work; processes of psychological, social, and emotional development; development of strategic thinking and initiative.

Meagan Patterson, Ph.D., University of Texas, 2007. Associate Professor. Research Interests: Intergroup attitudes; identity and self concept; academic motivation and achievement.

Research, Evaluation, Measurement, and Statistics Faculty

Bruce Frey, Ph.D., University of Kansas, 1994. Associate Professor. Research Interests: classroom assessment, evaluation methodology, and instrument development.

Neal Kingston, Ph.D., Teachers College, Columbia University, 1983. Professor. Research Interests: computer-based testing, diagnostic testing, reporting test scores in ways that maximize learning, scoring of complex item responses.

Vicki Peyton, Ph.D., University of Kansas, 2000. Research Associate. Research interests include applied statistics and measurement, confirmatory factor analysis, educational and psychological item analyses.

John Poggio, Ph.D., Boston College, 1972. Professor. Research Interests: educational measurement, measurement theory, program evaluation.

Jonathan Templin, Ph.D., University of Illinois at Urbana-Champaign, 2004, Associate
Professor, Research Interests: Diagnostic classification models.


School Psychology Faculty

Steve Lee, Ph.D., University of Nebraska-Lincoln, 1986, Professor and Department Chair. Research Interests: general and test anxiety in children and youth, school program evaluation, functional behavioral assessment, classroom observations and interventions, and student assistance teams.


Chris Niileksela, Ph.D., University of Kansas, 2012. Courtesy Lecturer. Research interests include intelligence, learning disabilities, applied behavior analysis, and behavior economics.

Matt Reynolds, Ph.D., University of Texas at Austin, 2008. Associate Professor and Training Director. Research interests include psychometric structure and measurement of human cognitive abilities.

Student Resources

Bookstores
KU Bookstore, Burge Union, Level 2
1601 Irving Hill Rd.
Lawrence, KS 66045-7557
(785) 864-5697
www.jayhawks.com

KU Bookstores, Kansas Union, Level 2
1301 Jayhawk Blvd.
Lawrence, KS 66045-7548
(785) 864-4640
www.jayhawks.com

Career Planning and Placement

University Career Center
Burge Union, 1601 Irving Hill Rd., Room 110
(785) 864-3624
www.ucc.ku.edu

Continuing Education
Continuing Education, 1515 St. Andrews Dr.
(785) 864-4790
www.kuce.org

Counseling
Counseling and Psychological Services
Watkins Memorial Health Center
1200 Schweger Dr., Room 2100
Lawrence, KS 66045-7559
(785) 864-2277
www.ku.edu/~caps

Emily Taylor Women’s Resource Center
Strong Hall, 1450 Jayhawk Blvd., Room 22
Lawrence, KS 66045-7535
(785) 864-3552
www.ku.edu/~etwrc

Office of Multicultural Affairs, Strong Hall
1450 Jayhawk Blvd., Room 145
Lawrence, KS 66045-7535
(785) 864-4351
www.ku.edu/~oma

Student Development Center, Strong Hall
1450 Jayhawk Blvd., Room 22
Lawrence, KS 66045-7535
(785) 864-4064
www.ku.edu/~develop

English Proficiency
Applied English Center, Lippincott Hall
1410 Jayhawk Blvd., Room 204
Lawrence, KS 66045-7515
(785) 864-4606
www.aec.ku.edu

Equal Opportunity
Institutional Opportunity and Access
Carruth-O’Leary Room 153
1246 West Campus Road
Lawrence, KS 66045
785-864-6414
711 TTY
e-mail: IOA@ku.edu
http://ioa.ku.edu/about-ioa

Fellowships
The University of Kansas Graduate School,
Strong Hall, 1450 Jayhawk Blvd., Room 300
Lawrence, KS 66045-7535
(785) 864-6161, fax: (785) 864-4555
email: jaugusto@ku.edu
www.graduate.ku.edu

**Graduate Admission Tests**
Counseling and Psychological Services
Testing Services, Watkins Memorial Health Center
1200 Schwegler Dr., Room 2150
Lawrence, KS 66045-7559
(785) 864-2768
www.ku.edu/~caps/testing

**Graduate Student Services**
University of Kansas Graduate School
Strong Hall, 1450 Jayhawk Blvd., Room 300
Lawrence, KS 66045-7535
(785) 864-6161, fax: (785) 864-4555
email: graduate@ku.edu
www.graduate.ku.edu

**Health Services**
Student Health Services
Watkins Memorial Health Center
www.ku.edu/~shs
Hours are 8 a.m. to 8 p.m. Monday–Friday; 8 a.m. to 4:30 p.m. Saturday, and 12:30 to 4:30 p.m. Sunday.

**Information and Referrals**
Student Development Center
Strong Hall
1450 Jayhawk Blvd., Room 22
Lawrence, KS 66045-7535
(785) 864-4064
www.ku.edu/~develop

**Information Technology**
1001 Sunnyside Ave.
Lawrence KS 66045
(785)-864-8080
itcsc@ku.edu
HTTP://TECHNOLOGY.KU.EDU/

**International Students**
Applied English Center
Lippincott Hall
1410 Jayhawk Blvd., Room 204
(785) 864-4606
www.aec.ku.edu

Office of International Student Services
Strong Hall
1450 Jayhawk Blvd., Room 2
(785) 864-3617
www.ku.edu/~issfacts

**Language Laboratory**
Ermal Garinger Academic Resource Center
Wescoe Hall
1445 Jayhawk Blvd., Room 4069
(785) 864-4759
EGARC@ku.edu

**Legal Services**
Legal Services for Students
Burge Union
1601 Irving Hill Rd., Room 148
Lawrence, KS 66045-7557
(785) 864-5665, legals@ku.edu

**Libraries**
Anschutz Library
1301 Hoch Auditoria Drive
Lawrence, 66045-7537
(785) 864-4928
http://www.lib.ku.edu/

Learning Resources Center
Joseph R. Pearson Hall
1122 West Campus, Room 110
Lawrence, KS 66045-3101
(785) 864-3464
http://www.soe.ku.edu/lrc/

Watson Library
1425 Jayhawk Blvd.
Lawrence, KS 66045-7544
(785) 864-3956
www.lib.ku.edu/

**Loans**
Office of Student Financial Aid
Strong Hall
1450 Jayhawk Blvd., Room 50
Lawrence, KS 66045-7535
(785) 864-4700
osfa@ku.edu

**Multicultural Students**
Office of Multicultural Affairs
1299 Oread Avenue
Lawrence, KS 66045 785-864-4350,
www.ku.edu/~oma

**Nontraditional Students**
Student Development Center
Strong Hall
1450 Jayhawk Blvd., Room 22
Lawrence, KS 66045-7535
(785) 864-4064
www.ku.edu/~develop
**Safety and Crime on Campus**
The annual security report about KU safety policies, crime statistics, and campus resources is available online at [www.ku.edu/safety](http://www.ku.edu/safety) or on paper by contacting the Dean of Students, Strong Hall, 1450 Jayhawk Blvd. Room 133, Lawrence, KS 66045-7535, (785) 864-4060.

**Sexual Assault Prevention**
Sexual Assault Prevention and Education Program
Emily Taylor Women’s Resource Center
Strong Hall
1450 Jayhawk Blvd., Room 22
Lawrence, KS 66045-7535
(785) 864-3552
[www.ku.edu/~etwrc](http://www.ku.edu/~etwrc)

**Speech-Language-Hearing Clinic**
Schiefelbusch Speech-Language-Hearing Clinic
Haworth Hall, 1200 Sunnyside Ave., Room 2101
Lawrence, KS 66045-7534
(785) 864-4690
[www.lsi.ku.edu/splh/clinic.htm](http://www.lsi.ku.edu/splh/clinic.htm)

**Student Academic Records**
Office of the University Registrar
Strong Hall
1450 Jayhawk Blvd., Room 121
Enrollment, Transcripts, Tuition and Fee Payment, (785) 864-4422
Residency, (785) 864-4472
Veterans’ Services, (785) 864-5426
[www.registrar.ku.edu](http://www.registrar.ku.edu)

**Students Access Services**
Student Access Service
Strong Hall
1450 Jayhawk Blvd., Room 135
Lawrence, KS 66045-7535
(785) 864-2620 (Voice/TTD)
[www.ku.edu/~ssdis](http://www.ku.edu/~ssdis)

**Student Involvement and Leadership**
Student Involvement & Leadership Center
1301 Jayhawk Blvd, Rm 400
Lawrence, KS 66045
[www.ku.edu/~etwrc](http://www.ku.edu/~etwrc)

**Study Abroad**
Office of Study Abroad
Lippincott Hall
1410 Jayhawk Blvd., Room 108
Lawrence, KS 66045-7515
(785) 864-3742
[www.ku.edu/~osa](http://www.ku.edu/~osa)

**Teaching Improvement**
Center for Teaching Excellence
Budig Hall
1455 Jayhawk Blvd. #135
(785) 864-4199
[http://www.ku.edu/~cte/index.html](http://www.ku.edu/~cte/index.html)

**University of Kansas Edwards Campus**
12600 Quivira Road, Overland Park, KS 66213-2402
Phone: 864-8400 (from Lawrence) or (913) 897-8400
email: angiej@ku.edu
[http://edwardscampus.ku.edu](http://edwardscampus.ku.edu)

**Women’s Resources**
Emily Taylor Women’s Resource Center
Strong Hall
1450 Jayhawk Blvd., Room 22
Lawrence, KS 66045-7535
(785) 864-3552
[www.ku.edu/~etwrc](http://www.ku.edu/~etwrc)

**Writing Center**
KU Writing Center Wescoe Hall
1445 Jayhawk Blvd., Room 4005
Lawrence, KS 66045-7590
(785) 864-2399
[www.ku.edu/~writing](http://www.ku.edu/~writing)
**Additional Information**

Thank you for your interest in our program. We encourage application to the program by any person desiring graduate study in school psychology. Individuals from diverse (i.e., culturally and individually diverse) backgrounds are encouraged to apply.

If you have any questions, please contact

Matthew Reynolds, PhD  
Training Director, School Psychology Program  
Department of Educational Psychology  
Room 130T JRP Hall  
1122 West Campus Road  
University of Kansas  
Lawrence, KS 66045  
Phone: (785) 864-9712  
Fax: (785) 864-3820
Figure 1. The University of Kansas School Psychology Scientist-Practitioner Model
Appendix A: Student Background Check
STUDENT BACKGROUND CHECK POLICY
University of Kansas School Psychology Program

May 17, 2010

Purpose

Increasingly school and non-school (clinical) settings require students to submit to background checks prior to their practicum, internship, and other field placement experiences. In response to the placement policies of these school and non-school settings on which the School Psychology program depends on for training support, and having a commitment to assure the sites as much as possible that the students we place with them are of good character as well as clinically competent, the faculty of the School Psychology program have adopted a criminal background check policy applicable to all of its students.

Policy

To enroll as a student in good standing in the University of Kansas School Psychology program and to be placed in school and non-school practice sites (e.g., practicum, internship, field experience), students in the program must complete and satisfactorily clear a criminal background check with Validity Screening Solutions. Refusal to undergo the background check will result in denial of enrollment or in the case of students already in the program, placement at the school or non-school site.

Effective August 1, 2010, for students newly admitted to the program, the background check must be completed before their first enrollment in the program. The program will then review the background check to determine if the check passes program standards. If no disqualifying offenses are indicated, the student will be fully admitted into the program.

For students already enrolled in the program as of August 1, 2010, the background check must be completed before they may begin their fall clinical/school field placement. If no disqualifying offenses are located, the student will be permitted to enroll (or remain enrolled) in the practicum/field experience. (This will apply only for the 2010-2011 academic school year).

Doctoral students must also re-qualify via a second background check by August 1st of the year in which they intend to apply for internship unless they have cleared a background check as part of the application process in obtaining their initial or full license or certification as a school psychologist. The initial or full license or certification as a school psychologist must have been obtained in the last two years from the August 1st date of the year in which students intend to apply for internship. Students will be required to document clearance by presenting the Director of Training with their initial or full license or certification as a school psychologist.

Students who are graduating more than three years since their last background check are required to re-qualify in order to be cleared by the program for graduation. Refusal to undergo the background check will result in denial of enrollment or in the case of students already in the program, placement at the school or non-school site.
check will result in denial of enrollment or in the case of students already in the program, denial of school or clinic-based field placement.

As a part of the background check, students are required to disclose any prior criminal records. Failure to do so could be considered falsification of application and could result in dismissal from the program.

Any student convicted of any misdemeanor or felony charges subsequent to the criminal background check must disclose the information within 10 calendar days to the program training director. Failure to disclose or falsification of conviction information could result in administrative dismissal from the program.

Scope

The background check will be conducted by Validity Screening Solutions and may include but is not limited to the following:

- Social Security Number trace (serves as an address verification tool)
- Criminal search for felonies/misdemeanors and federal records in all jurisdictions reported on the Social Security Number trace for the past seven years
- Multi-state sex offender registry (search of all 50 states registries and the District of Columbia)

Standards

The following offenses, if indicated on the background check, may preclude enrollment in the program. These offenses may include but are not limited to:

- Felony offenses
- Sexual assault, rape, indecent exposure, lewd and lascivious behavior, unlawful voluntary sexual relations, promoting sexual performance by a minor, aggravated sexual battery, sexual exploitation of a child, habitually promoting prostitution, enticement of a child, criminal sodomy, indecent liberties with a child, incest, and child molestation
- Any charge relating to illegal drugs
- Assault or battery
- Murder or manslaughter
- Contributing to a child's misconduct or deprivation, furnishing alcoholic beverages to a minor for illicit purpose
- Robbery
- Theft
- Forgery
- Insurance Fraud
• Kidnapping
• Poisoning or attempted poisoning
• Assisting suicide
• Arson
• Failure to report acts of abuse or neglect
• Mistreatment of a dependent adult
• Child abuse or neglect, abandonment of a child
• Registered sex offender

Any conviction of, attempt or conspiracy to commit any of the above crimes could also be considered a disqualifying criminal offense.

**Procedures**

The student must undergo the background check provided by Validity Screening Solutions. No other background check will be accepted due to the variance in quality and type of background checks conducted.

The student will be provided with log-in information to a Validity Screening Solutions secure website where the student will be provided with a copy of their Summary of Rights. After providing authorization for the background check, the student will provide the information needed to conduct the background check and provide payment if so instructed. The completed background check report will be released to the Training Director of the program, to field placement sites (school and non-school/clinical sites) if requested and authorized by the student, and also to the student if the student requests a copy upon initiation of the background check.

The program will review the background check to determine if the check passes program standards. If no disqualifying offenses are indicated, the student will be permitted to enroll in the program, placed at their field placement site, or allowed to graduate, depending on the timing of the check.

If the background check has any type of flag, the School Psychology Program Committee faculty members will review the background check to determine if the flag contains disqualifying convictions. If the background check is found to contain any convictions not passing the program’s standards, the Committee will then take the following into consideration:

• Nature, circumstances and frequency of any offense(s)
• Length of time since offense(s)
• Documented rehabilitation
• Accuracy of the information provided by the applicant in application materials

After these factors have been considered, if the School Psychology Program Committee faculty members consider the student at risk to students/clients they serve or public safety, the student will then be notified in writing that their admission to the program has been canceled or that they are
being dismissed from the program. The student will be provided with the name and contact information for Validity Screening Solutions and will contact Validity Screening Solutions directly with any disputes to the information provided. Validity Screening Solutions will then respond to the student’s inquiry within 20 days and provide the School Psychology program with an updated report if applicable.

Within 10 days of receipt of the letter informing the student of their dismissal from the program, the student has the right to meet with the Department Chair (or designee) and provide a rebuttal in writing as to why they should be allowed into (or to remain in) the program.

The Department Chair will then forward the appeal and provide the background check and appeal letter to a designated Committee for review. This Committee will make the final decision and will notify the student in writing of their decision.

Students passing the background check standards for the program will be advised that any crimes must be reported to any licensing or registry boards and future employers. These licensing or registry boards and any future employers will have their own standards and they may not allow certain convictions. Students will be further informed that neither the University of Kansas nor its School Psychology program is liable for denial for any professional license or certification by any licensing or registry board. It is the student’s responsibility to determine whether or not any information in their background check will prevent them from certification or licensing upon completion of the program. The criminal background check and standards apply solely to the University of Kansas School Psychology Program and thus, even if the student passes program standards, they may not be eligible for licensing, certification or jobs with certain employers based on their criminal history.

**Confidentiality**

The School Psychology program will not share any of the information contained in the background check with any other entity besides the school/non-school/clinical field placement setting and only then if it is a requirement for placement and the student consents to the disclosure. The results of the background check will only be reviewed by limited number of university officials and school/clinical facility personnel. All completed background checks are maintained on Validity Screening Solution’s secure management system. The student has a right at any time to request a copy of her/his background check directly from Validity Screening Solutions.
Appendix B: Student Honor Code
Student Honor Code

"We, the school psychology students of the University of Kansas, hereby proclaim that we will adhere to the NASP and APA ethical codes. We will conduct ourselves in a professional manner, refraining from plagiarism and all other forms of academic misconduct, knowing that we are representing the University of Kansas and the field of School Psychology as a whole."

~written by the KU members of GASP September 14th, 2010

Student Name: _______________________________________

Student Signature: ____________________________ Date: ________
Appendix C: Dismissal Policy
School Psychology Program
Department of Educational Psychology
DISMISSAL POLICY
SCHOOL PSYCHOLOGY PROGRAM
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

The dismissal of a student from the School Psychology Program (Ed.S. or Ph.D.) is a significant event for both the student and the program faculty and represents the conclusion of the faculty that the student has not demonstrated an adequate level of competency in either academic or clinical skills, or in other critical areas of professional conduct. Action of the program toward the dismissal of a student is generally the final outcome of several informal and formal communications with the student regarding his or her unsatisfactory progress through the program and, when appropriate, special efforts at helping the student meet program requirements and training objectives. The final program decision regarding whether or not a student should be terminated from the program, or under what conditions a student making unsatisfactory progress will be allowed to continue, is a decision that rests with the program faculty.

The University of Kansas and the faculty of the Department of Educational Psychology in which the School Psychology Program resides are committed to principles of fairness and due process in the implementation of dismissal actions. The University’s Code of Student Rights and Responsibilities describes the rights of each student at the university. Students should make themselves aware of their rights, as well as their responsibilities. The complete text of the Code is printed in the University’s Timetable of Classes each semester, and online at http://policy.ku.edu/code-student-rights-and-responsibilities-student-code; it also is available at the Office for Student Success, 133 Strong Hall. The university also has policies against racial and ethnic harassment and against sexual harassment, copies of which also may be obtained from the Office of Student Success. Rules regarding academic misconduct appear in Article II, Sec. 6 of the Rules and Regulations of the University Senate. A Copy of those rules are contained in the KU Student Handbook.

Reasons for Dismissal from the Program
A student’s advancement through his or her academic program from one semester to the next is contingent upon satisfactory progress each semester. 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. Program faculty formally reviews students once each academic year. Faculty however retains the right and responsibility to review at any time any circumstances or behaviors by students that could affect the student’s status in the program. They also maintain the right to review at any time those competencies for individual professional practice that may impact whether a student should continue in the program. Finally, faculty has the right and responsibility to review a student whose behavior might threaten the welfare of a child, parent, teacher or the welfare of other clients. The following are offered as examples of circumstances or performances that may be the basis for dismissal action:

a. failure to maintain minimum academic standards
b. unsatisfactory performance in school psychology field experiences (e.g. counseling labs, practica, or internships or other arranged field experiences)
c. academic misconduct or dishonesty
d. criminal conviction of misconduct that affects ability to practice or be licensed
e. failure to comply with established university or program timetables and requirements
f. unethical practices or unprofessional conduct
g. cognitive, affective, and/or behavioral impairments that obstruct the training process and/or threaten client welfare

The following subsections are offered to clarify the above listed bases for student dismissal.

1. Failure to maintain minimum academic standards.
The Graduate School places a student on academic probation whenever his/her cumulative GPA drops below 3.0. Students on probation have one semester to raise their GPA to 3.0 and return to regular status. A student failing to meet this requirement will not be permitted to re-enroll unless recommended by the department and approved by the School of Education Graduate Office.

Within the School Psychology Program, students also must attain a grade of at least B (3.0) in each of several specific clinical courses, practica and experiences, or else be placed on “departmental probation.” (See listing of specific courses in the Handbook for School Psychology Training under “Continuation and Progress in the Program.”) Admission to practica and internship are dependent upon the student’s meeting these criteria (See Handbook for School Psychology Training). Students not achieving the required B grade in these courses will be required to either retake the course (and earn a B or better) or remediate the deficiencies as approved by the instructor or the School Psychology Program Committee. Permission to enroll following placement on departmental probation will be given only if it is numerically possible for the student to remove him/herself from probation during the next semester through the completion of prescribed program coursework.

As a matter of department policy, no “I’s” (incompletes) may accrue during a probationary semester, and any “I’s” assigned to the probationary period must be completed by the end of the probationary semester.

Also as a matter of departmental policy, students may not accrue more than two (2) “C’s” or lower in their graduate program -- whether those courses are EPSY courses or courses taken through other departments. A third “C” in the program will result in the student's dismissal from the program.

Students may not be on probation at the time of enrollment in a practicum or clinical field experience. Any pre-enrollment in a practicum or field experience is contingent on a student maintaining a satisfactory graduate GPA 3.0 or better).

2. Unsatisfactory performance in school psychology practica courses or internships.

Upon the recommendation of the student’s clinical supervisor and a performance review by the program faculty, a student may be dismissed from the program for failure to meet the program’s expectations for the quantity or quality of clinical work or supervision during practica, field experiences, or internships.

3. Academic 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, plagiarizing of another’s work, violation of regulation or ethical codes for the treatment of human and animal subjects, or otherwise acting dishonestly in research.

An instructor may, with due notice to the student, treat as unsatisfactory any student work, which is a product of academic misconduct. If an instructor deems other judicatory action for academic misconduct by a student to be advisable, or if a student wishes to protest a grade based upon work judged by an instructor to be a product of academic misconduct, the case shall be reported to the Dean of the School in which the course is offered. Each school establishes, at the department level where feasible, appropriate mechanisms for action upon such reports. (A copy of the grievance procedures used by the Department of Educational Psychology and the School of Education are available in the EPSY Departmental Office).

The following sanctions may be imposed upon a student for academic misconduct:

a. Admonition: An oral statement that his or her present action constitutes academic misconduct.

b. Warning: An oral or written statement that continuation or repetition, within a stated period of action which constitutes academic misconduct may be the cause for a more severe disciplinary sanction.

c. Censure: A written reprimand for actions which constitute academic misconduct. Censure may include a written warning.
d. Reduction of Grade: Treating as unsatisfactory any work which is a product of academic misconduct. Reduction of grade may include the awarding of an F in the course.

e. Disciplinary Probation: Exclusion from participation in specified privileges or extracurricular activities for a period not exceeding one school year.

f. Suspension: Exclusion from classes and other specified privileges or activities for a definite period not in excess of two years.

g. Expulsion: Termination of student status for an indefinite period. The condition of readmission, if any, shall be stated in the order of expulsion.

More than one sanction may be imposed upon a student for the same offense or offenses.

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

A student whose conduct, within or outside of the program, has resulted in the conviction of a crime that would preclude licensure/certification in Kansas as a school psychologist or that would preclude licensing, registration, or certification in Kansas as a psychologist (including registered master’s level psychologist) or counselor (registered professional counselor, certified school counselor) may be dismissed from the program by action of the faculty.

5. Failure to comply with established university or program timetables and requirements.

Graduate School policy permits Ed.S. students seven (7) years from the time of their admission to complete their degree. Doctoral students are permitted eight (8) years from the time of their admission to doctoral study to complete their degree. For Ed.S. students, in cases where more than eight years are needed to complete the degree, the appropriate appeals body of the School of Education will consider petitions, for further extensions and, where evidence of continuous progress, currency of knowledge, and other reasons are compelling, may grant further extensions.

For doctoral students, in cases in which compelling circumstances recommend a one-year extension of the normal eight year limit, the Graduate Division of the School of Education has the authority to grant a one-year extension on the written advice of the dissertation committee. In cases where more than nine (9) years are indicated, the appropriate appeals body of the School of Education will consider petitions for the further extensions, and, where evidence of continuous progress, currency, of knowledge and other reasons are compelling, may grant further extensions.

The above notwithstanding, the Graduate School permits graduate departments authority to set more stringent rulings regarding program time restrictions. Students petitioning for an extension are expected to document their “continuous progress” and to show good cause why their work has not been completed. Doctoral students may petition the Graduate division through the department for a leave of absence during either the pre- or post-comprehensive period to pursue full-time professional activities related to the student’s doctoral program and long-range goals. Leaves of absence also may be granted because of illness or other emergency. Ordinarily a leave of absence is granted for one (1) year, with the possibility of extension upon request. After an absence of five (5) years, however, a doctoral student (aspirant or candidate) loses status as such and, in order to continue, must apply for readmission to the program and to the Graduate Division. By graduating a student from one of its programs, the department is certifying that a student is current with respect to his/her field of study. When granting an extension, the department may, at its discretion, stipulate that a student retake or supplement coursework in order to maintain currency in the field.

6. Unethical practices and/or unprofessional conduct.

Students are referred to the APA Ethical Principles of Psychologists and the Code of Conduct (APA, 2002 with 2010 Amendments); and the National Association of School Psychologists Principles for Professional Ethics (NASP, 2010). Also see Kansas Codes, KAR 102-1-10 (Unprofessional conduct—licensed psychologists), KAR 102-3-10 (Unprofessional conduct--registered professional counselors), and KAR 102-4-5 (Unprofessional conduct-registered masters-level psychologists).
7. Cognitive, affective, and/or behavioral impairments that obstruct the training process and/or threaten client welfare.

Student conduct which in the opinion of the faculty and/or student’s supervisors, is the result of cognitive, affective or behavioral impairment and which obstructs, interferes with or threatens the training of fellow students or the welfare of clients, students, faculty, or supervisors may result in student dismissal from the program or referral for remediation. In the case of referral for remediation, the student may be asked or required to withdraw from classes and may be placed on a leave of absence from the program until such time as the student is able to demonstrate to the satisfaction of the faculty that he/she is able to return to the program without impairment.

Examples of impairment having the potential for student dismissal or referral include, but are not limited to: substance abuse; dual relationships with clients or students/supervisees for whom the student is responsible; passive-aggressive behavior; anti-social behavior, lying or misrepresenting oneself to clients, faculty, or supervisors; failure to refer or practicing outside of one’s area(s) of competence without appropriate supervision; chronic lateness and/or absence from academic and clinical responsibilities; burnout, depression or emotional distress; impulsive behavior, emotional reactions that interfere with or jeopardize the well-being of clients, students, faculty or supervisors.

**Dismissal Procedures**

Unless otherwise provided for in School of Education or university codes, instances of dismissal for academic reasons, such as the failure to maintain minimum academic standards or failure to comply with the time and requirements established for the degree, are not appealable beyond the School.

To protect student due process rights, as well as the right and responsibility of faculty to uphold the academic and professional standards of the training program, the following steps will be taken as a part of the dismissal review process. Nothing in these steps is intended to conflict with the School of Education Grievance Procedures and Grade Appeal Procedures which have been adopted by the Department of Educational Psychology nor with any other procedural guarantees accorded the student (see University Senate Code, Article XVI, Sec. 2). In this regard, and in accordance with the School of Education Grievance Procedures and Grade Appeal Procedures, when a grievance occurs, the grievant (student) should first attempt to resolve the issue with the primary parties involved. If the issue is not resolved, then the parties should attempt resolution with the appropriate supervisor or administrator. At this point the student should consult with the University Ombudsman for help with resolution. If the issue is still unresolved, the next step in the process is to consult the Dean of the School of Education. The final step in this informal process is to file a formal grievance in writing with the School of Education Grievance Committee (see School of Education Grievance Procedures in Appendix B).

(Note: If the student conduct in question involves racial, ethnic, or sexual harassment, the Office of Affirmative Action is the appropriate office to contact).

1. The student will be informed in writing by the department chair of any charge, event, performance, or circumstance that may threaten the student’s immediate status and advancement within the program. Such charges or complaints may emanate from members of the program faculty, faculty in other departments, clinical supervisors, child, parent, or teachers, or professionals and agents outside of the university community.

2. As part of the above notification, the department chair may initially advise the student to seek an informal resolution of the charge or complaint with accusing party, and to inform the chair of the outcome of this action within 30 days.

3. If however, the informal methods at problem resolution, are inappropriate or unsatisfactory, the department chair will inform the student, in writing, that a formal hearing of the program faculty will be necessary to review the nature of the student’s status and to determine whether dismissal is appropriate. The department chair may invite any persons judged to have relevant information to submit such information either in person at the hearing or in writing prior to the hearing. The student will be given copies of all written materials under consideration in advance of the hearing.
The student may invite other individuals who have relevant testimony to attend the hearing or to present written information. The student will provide the department chair with a list of these individuals at least five (5) days in advance of the scheduled hearing.

4. Following the presentation of testimony and evidence, the program faculty will convene separately to deliberate and to arrive at a decision regarding the student’s standing in the program. This decision may result in either (a) a dismissal of the charges or threats against the student and a restoration of the student’s good standing in the program, or (b) a judgment to allow the student to continue in the program pending satisfactory completion of, or compliance with, specified conditions, or (c) immediate dismissal of the student from the program. The student will be provided with prompt, written notices of the faculty’s decision.

5. Students may appeal the program faculty decision to the School of Education Grievance Committee in accordance with the School’s Grievance Procedures and Grade Appeals Procedures, which are available in the program office.
Appendix D: Grievance Procedures
GRIEVANCE PROCEDURES

As stipulated by the University of Kansas Graduate Catalog: "A graduate student who believes himself or herself to be unfairly or unlawfully treated in an academic matter may present a grievance to the academic department or program chair. Each academic unit, all Graduate Divisions, and the College have established grievance policies and procedures. Appeal of a grievance heard at one of these levels is made to the Judicial Board.” “For disputes involving alleged academic misconduct or alleged violations of student rights, the initial hearing normally is held at the unit level. There is an option to hold an initial hearing at the Judicial Board level if both parties agree, or if either party petitions the Judicial Board chair to hold the hearing at the Judicial Board level and the petition is granted. The petition must state why a fair hearing cannot be obtained at the unit level; the opposing party has an opportunity to respond to the petition.” For information on these guidelines, contact the Graduate School, (785) 864-6161.

The grievance procedures adopted by the School of Education are the procedures used by the Department of Educational Psychology and the School Psychology program http://policy.ku.edu/education/grievance-procedure.
Pursuant to Article XIV of the University Senate Code and Articles V and VI of the University Senate Rules and Regulations (USRR) of the University of Kansas, the School of Education establishes the following procedure to hear grievances arising within the School. Subordinate units that report to the Dean may establish unit grievance procedures. If a subordinate unit has a grievance procedure, grievances arising within the subordinate unit must be heard under the subordinate unit's grievance procedure unless exceptional circumstances, as determined by the Dean, make it more appropriate for those grievances to be heard at the School level. Appeal of a grievance heard at a subordinate unit level is to the Judicial Board as required by USRR 6.4.3.2.

For disputes involving alleged academic misconduct or alleged violations of student rights, the initial hearing normally will be at the subordinate unit level, and will be governed by Section 6 of the University Rules and Regulations on Academic Misconduct. There is an option to hold an initial hearing at the Judicial Board level if either party petitions the Judicial Board Chair for a Judicial Board hearing and if the petition is granted. The petition must state why a fair hearing cannot be obtained at the School or subunit level; the opposing party has an opportunity to respond to the petition (USRR 6.4.3.1).

Except as provided in USRR 6.5.4, no person shall be disciplined for using the grievance procedure or assisting another in using the grievance procedure.

The Dean's Office shall provide a copy of this procedure to anyone who requests it.

1. To start the grievance process, the complainant must submit a written grievance either to the chair or director of a subunit having a grievance procedure or to the Office of the Dean of the School of Education. The complaint shall contain a statement of the facts underlying the complaint and specify the provision(s) of the Faculty Code of Conduct, University Senate Code, the University Senate Rules and Regulations, the Code of Student Rights and Responsibilities, or other applicable rule, policy, regulation, or law allegedly violated. The complaint shall also indicate the witnesses or other evidence relied on by the complaining party, and copies of any documents relevant to the complaint shall be attached to the complaint.

2. At the time the complaint is submitted, the complaining party shall provide a copy of the complaint, with accompanying documents, to the respondent(s).

3. Upon receipt of the complaint, the subunit head or Office of the Dean of the School of Education shall contact the respondent to verify that the respondent has received a copy of the complaint and to provide the respondent with a copy of these procedures.

4. Pursuant to University Senate Code XIV.2.c, a respondent has the privilege of remaining silent and refusing to give evidence in response to a complaint. The respondent also has the right to respond and give evidence in response to the complaint.

5. The respondent shall submit a written response to the subunit head or Office of the Dean of the School of Education within 14 calendar days of receiving the complaint. The response shall contain the respondent's statement of the facts underlying the dispute as well as any other defenses to the allegations in the complaint. The response shall also identify the witnesses or other evidence relied on by the respondent and shall include copies of any documents relevant to the response. The respondent shall provide a complete copy of the response to the complaining party.

6. Upon receipt of the response, the subunit head or Office of the Dean of the School of Education shall contact the complaining party to verify that a copy of the response has been provided.

7. Upon receiving the complaint and response, or if the respondent fails to respond within the 14 calendar day time period, the head or Office of the Dean of the School of Education shall either form a committee to consider the complaint or refer it to an appropriate extant committee. The committee members shall be disinterested parties who have not had previous involvement in the specific situation forming the basis of the complaint.
8. Pursuant to USRR 6.8.4.2, the chair of the committee may contact other hearing bodies within the University to determine whether a grievance or complaint involving the underlying occurrence or events is currently pending before or has been decided by any other hearing body.

9. Time limits. To use this procedure, the complainant must file the written complaint within six months from the action or event that forms the basis of the complaint. The six-month time period shall be calculated using calendar days (including weekends and calendar days during which classes are not in session).

10. Upon receiving the complaint, if the chair of the committee determines that any of the following grounds exist, he or she may recommend to the subunit head or Dean that the complaint be dismissed without further proceedings. The grounds for such dismissal are: (a) the grievance or another grievance involving substantially the same underlying occurrence or events has already been, or is being, adjudicated by proper University procedures; (b) the grievance has not been filed in a timely fashion; (c) the subunit or school lack jurisdiction over the subject matter or any of the parties; (d) the grievance fails to allege a violation of a University rule; (e) the party filing the grievance lacks standing because he or she has not suffered a distinct injury as a result of the challenged conduct and has not been empowered to bring the complaint on behalf of the University; or (f) the party filing the grievance has been denied the right to file grievances pursuant to USRR 6.5.4.

11. If the chair of the committee determines that a grievance on its face properly should be heard by another body, the chair will recommend that the subunit head or Dean send the grievance to the appropriate hearing body without further proceedings at the subunit or school level. The subunit head or Dean will send a copy of the referral to the Complainant(s) and any responding parties.

12. Prior to scheduling a hearing, the parties shall participate in mediation of the dispute unless either party waives mediation. Mediation shall be governed by USRR 6.2.3.

13. If mediation is successful, the mediator will forward to the subunit head, Dean and the Grievance Committee chair, and all parties a letter describing the outcome of the mediation and terms upon which the parties have agreed to resolve the dispute. This letter shall be a recommendation to the subunit chair or Associate Dean. This party will notify the mediator, the committee chair, and the parties that the recommendation has been accepted, modified, or rejected.

14. If mediation is not successful, the mediator will notify the subunit head, Dean, the committee chair, and the parties that mediation has terminated. If mediation is not successful, or if it is waived by either party, the Grievance Committee will schedule a hearing no later than 30 calendar days from the written submission of the complaint. The 30-day period may be extended for good cause as determined by the chair of the committee. The 30-day period shall be suspended during the mediation process. The hearing will be closed unless all parties agree that it shall be public.

15. Each party may represent himself or herself or be represented by an advisor or counsel of his or her choice.

16. Each party has the right to introduce all relevant testimony and documents if the documents have been provided with the complaint or response.

17. Each party shall be entitled to question the other party's witnesses. The committee may question all witnesses.

18. Witnesses other than parties shall leave the hearing room when they are not testifying.

19. The chair of the committee shall have the right to place reasonable time limits on each party's presentation.

20. The chair of the committee shall have the authority and responsibility to keep order, rule on questions of evidence and relevance, and shall possess other reasonable powers necessary for a fair and orderly hearing.

21. The hearing shall not be governed by the rules of evidence, but the chair of the committee may exclude information he or she deems irrelevant, unnecessary, or duplicative. Statements or admissions made as part of the mediation process are not admissible.

22. The committee will make an audiotape of the hearing, but not of the deliberations of the committee. The
audiotape will be available to the parties, their authorized representatives, the committee and the subunit head or Dean. If a party desires a copy of the audiotape or transcript of the tape, that party will pay for the cost of such copy of transcript. In the event of an appeal, the audiotape will be provided to the appellate body as part of the record of the case.

23. After the presentation of evidence and arguments, the committee will excuse the parties and deliberate. The committee's decision will be a written recommendation to the subunit head or Dean. The committee shall base its recommendations solely upon the information presented at the hearing.

24. The committee will send its written recommendation to the subunit head or Dean and the parties as soon possible and no later than 14 calendar days after the end of the hearing.

25. Within 14 calendar days of receiving the committee recommendation, the subunit head or Dean will notify the parties of the acceptance, modification, or rejection of the recommendation. The subunit head or Dean will advise the parties of the procedure available to appeal the decision.

Approved: Faculty Assembly of the School of Education

These procedures have been reviewed by the Office of the University General Counsel and are effective with the beginning of the fall semester 2002.
Appendix E: Annual Student Review
KU School Psychology - Annual Survey

The School Psychology Program at the University of Kansas is committed to regular evaluation of student’s progress in the program. While students are evaluated in many ways, this evaluation is an annual (global) evaluation of progress, skills, values and behavior of students as well as a progress planner for 2015-2016. PLEASE COMPLETE THIS SURVEY BY APRIL 30th.

After this survey has been received, the faculty will review it and rate students collaboratively. Once the faculty complete their evaluations, all first and second year Ed.S. and Ph.D. students (and any other students specified by the faculty) will meet with their advisor to go over these ratings. These meetings with your advisor will cover the ratings as well as goals for the upcoming academic year. These meetings will typically be held in May.

This survey is divided into five parts. Part One (the default section) asks about you and your professional activities. Part Two asks about your doctoral internship (Ph.D. students only). Part Three is about professional skills. Part Four asks about your academic behavior, ethics and degree progress. Part Five asks you to articulate your goals for 2015-16.

This survey IS NOT anonymous but be aware that no personally identifying information will be shared with anyone except the School Psychology Program Committee faculty members. The data obtained may be shared in aggregated form with accrediting bodies or other interested parties.

1. Name and Address

   *Name: ______________________________________________________

   Employer: ____________________________________________________

   *Address 1: __________________________________________________

   Address 2: ___________________________________________________

   *City/Town: _________________________________________________

   *State/Province: _____________________________________________

   *Zip/Postal Code: ____________________________________________

   *Advisor: ____________________________________________________

   *Email Address: ______________________________________________

2. Are you currently in the Ed.S. or Ph.D. program (or both)

   _____ Ed.S. Program       _____ Ph.D. Program       _____ Both

3. Demographics: Please note below your gender, ethnicity, years in the program and note whether you have a physical disability or handicapping condition.

   PreK-12
Gender

Years in Ed.S. Program

Years in Ph.D. Program

Ethnic Status

Physical Disability (yes or no)

4. Are you (or were you) a member of any national or state psychological, professional or research society in 2012-13 and/or 2013-14?

_____ American Psychological Assn. (APA) for 2013-14

_____ American Psychological Assn. (APA) for 2014-15

_____ National Assn. of School Psychologists (NASP) for 2013-14

_____ National Assn. of School Psychologists (NASP) for 2014-15

_____ Kansas Assn. of School Psychologists (KASP) for 2013-14

_____ Kansas Assn. of School Psychologists (KASP) for 2014-15

_____ I was not a member of any professional organization.

_____ Other: ____________________________________________

5. Did you author or co-author one or more articles in refereed journals, book chapters or present at state, national or professional meetings during 2014-15?

_____ Yes  _____ No

6. If you answered yes to question #5, note how many articles, book chapters or presentations you completed in 2014-15 below.

   Non-refereed Articles   _______
   Refereed Articles   _______
   Book Chapters    _______
   National Presentations  _______
   State or Local Presentations  _______

7. Were you involved in grant supported research (including research assistantships) during 2014-15?

_____ Yes  _____ No
If you answered 'Yes,' please write in the average number of hours below that you worked per week in 2014-15.

_____  

8. Were you involved in undergraduate or Master’s level teaching (including teaching assistantships) in 2014-15?

_____ Yes  _____ No

9. Were you involved part-time (or full-time) in the delivery of professional services on or off campus in 2014-15?

_____ Yes  _____ No

If you answered 'Yes,' please write in the average number of hours you worked per week in 2014-15?

_____  

10. Did you receive any financial assistance through this program or the School of Education in 2014-15?

_____ Yes  _____ No  

11. Did you serve as an officer or on committees for a professional organization (e.g., GASP, KASP, APA, NASP) in 2014-15?

_____ Yes  _____ No

If you answered 'Yes' please note the capacity in which you served below.

________________________________________________________________________
The following six questions pertain to your DOCTORAL internship. Others may skip to Part Two. If you have completed your doctoral internship (whether it was this year or earlier) PLEASE COMPLETE this section.

12. Select your internship setting from the following.
   _____ Community Mental Health Center
   _____ Health Maintenance Organization
   _____ Medical Center
   _____ Military Medical Center
   _____ Private General Hospital
   _____ General Hospital
   _____ Veterans Affairs Medical Center
   _____ Private Psychiatric Hospital
   _____ Correctional Facility
   _____ School District or System
   _____ University Counseling Center
   _____ Medical School
   _____ Consortium
   _____ Multiple Internship Setting
   _____ Other: ________________________________________

13. Enter the date that you STARTED your Ph.D. internship.
   ____________________________________________

14. Enter the date that your Ph.D. internship ENDED (or will end).
   ____________________________________________

15. Was your Ph.D. internship full or part time?
   _____ Full-time       _____ Part-time

16. Was your Ph.D. internship APA accredited?
   _____ Yes            _____ No

17. Were you paid (or provided a stipend) during your Ph.D. internship?
   _____ Yes            _____ No
Part Two - PROFESSIONAL KNOWLEDGE AND SKILLS

The questions in this section require you to rate your skills on each of the School Psychology Program Standards.

Levels of Skill Development - The levels listed below are not comprehensive descriptions but are intended to provide examples of behavior at each skill level. These are not evaluative labels but locations along a continuum of skill development.

Level 1 – Novice
Focuses on basic skill acquisition and is dependent upon instructors and supervisors for direction; does not yet have enough background knowledge to see the “big picture” when evaluating problems; may be unaware of strengths and weaknesses; evaluates information against own experience rather than theoretical or empirical models; has limited professional self-awareness.

Level 2 – Intermediate
Focuses on technical mastery of basic skills; functions more independently than a novice but still needs help setting priorities and determining direction; begins to take context into account when evaluating problems; begins to integrate feedback into practice; begins to identify areas of strength and weakness; begins to adopt theoretical perspectives of field.

Level 3 – Competent
Masters basic skills and explores extended skills; knows when to seek supervision and consultation and uses feedback to change behavior; recognizes when information is essential to understanding and pursues clarification; is better able to see relationships, consider context, and evaluate long-term effects of actions; accepts strengths and acknowledges weaknesses as areas needing improvement; understands and articulates several perspectives or theoretical orientations of the field and develops a professional identity.

Level 4 – Proficient
Goes beyond basic requirements; identifies and responds promptly to ethical considerations and issues as they occur; takes initiative in seeking additional information, learning new skills, and providing resources and information to others; perceives meaning of situations in terms of context and long-term implications; develops strengths and improves areas of weakness; integrates information from different experiences and diverse perspectives.

Level 5 – Exemplary
Goes well beyond requirements and becomes an expert in one or more areas; demonstrates comprehensive understanding of ethical guidelines and issues; identifies potential ethical pitfalls before problems occur; conceives of and initiates new research; skillfully interacts with others; has enthusiasm for the field and develops a unique theoretical perspective.
18. **Standard #1 [Psychoeducational Assessment]** The school psychologist uses varied models and methods of assessment as part of a systematic process to collect data and other information, translates assessment results into empirically-based decisions about service delivery, and evaluates the outcomes of services.

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19. **Standard #2 [Consultation]** The school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of the application to particular situations. The school psychologist collaborates and consults effectively with others in planning and decision-making processes at the individual, group, and system levels.

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20. **Standard #3 [Collaboration for Academic Intervention]** The school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs, implements interventions to achieve goals, and evaluates the effectiveness of the interventions.

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21. **Standard #4 [Collaboration for Behavioral, Social Emotional Intervention]** The school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs, implements interventions to achieve goals, and evaluates the effectiveness of the interventions.

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22. **Standard #5 [Diversity]** The school psychologist demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected based on individual characteristics, strengths, and needs.

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23. Standard #6 [Knowledge of Education/Safe Schools] The school psychologist has knowledge of general education, special education, and other educational and related services and understands schools and other settings as systems. The school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

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24. Standard #7 [Prevention] The school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.

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25. Standard #8 [Families/Community] The school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

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26. Standard #9 [Research] The school psychologist evaluates research, translates research into practice, and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

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27. Standard #10 [History of Psychology, Professional Development and Ethics] The school psychologist has knowledge of the history and foundations of the profession, of various service models and methods, of public policy development applicable to services to infants, children and families, and of ethical, professional, and legal standards. The school psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development.

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28. Standard #11 [Technology] The school psychologist accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.

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29. Standard II [Data Based Decision Making and Accountability] – The school psychologist has knowledge of varied methods of assessment and data collection methods for identifying strengths and
needs, developing effective services and programs, and measuring progress and outcomes. As part of
a systematic and comprehensive process of effective decision making and problem solving that
permeates all aspects of service delivery, the school psychologist demonstrates skills to use
psychological and educational assessment, data collection strategies, and technology resources and
applies results to design, implement, and evaluate response to services and programs.

Novice Intermediate Competent Proficient Exemplary

___ ______ ______ ______ ______

30. **Standard III [Consultation and Collaboration]** – The school psychologist has knowledge of varied
methods of consultation, collaboration, and communication applicable to individuals, families,
groups, and systems and used to promote effective implementation of services. As part of a
systematic and comprehensive process of effective decision making and problem solving that
permeates all aspects of service delivery, the school psychologist demonstrates skills to consult,
collaborate, and communicate effectively with others during design, implementation, and evaluation
of services and programs.

Novice Intermediate Competent Proficient Exemplary

___ ______ ______ ______ ______

31. **Standard IV (Element 4.1) [Interventions and Instructional Support to Develop Academic
Skills]** – The school psychologist has knowledge of biological, cultural, and social influences on
academic skills; human learning, cognitive, developmental processes; and evidence-based curricula
and instructional strategies. The school psychologist, in collaboration with others, demonstrates skills
to use assessment and data collection methods and implements and evaluates services that support
cognitive and academic skills.

Novice Intermediate Competent Proficient Exemplary

___ ______ ______ ______ ______

32. **Standard IV (Element 4.2) [Interventions and Mental Health Services to Develop Social and
Life Skills]** – The school psychologist has knowledge of biological, cultural, developmental, and
social influences on behavior and mental health, behavioral and emotional impacts on learning and
life skills, and evidence-based strategies to promote social-emotional functioning and mental health.
The school psychologist, in collaboration with others, demonstrates skills to use assessment and data-
collection methods and implements and evaluates services that support socialization, learning, and
mental health.

Novice Intermediate Competent Proficient Exemplary

___ ______ ______ ______ ______

33. **Standard V (Element 5.1) [School-wide Practices to Promote Learning]** – The school
psychologist has knowledge of school and systems structure, organization, and theory; general and
special education; technology resources; and evidence-based school practices that promote learning
and mental health. The school psychologist, in collaboration with others, demonstrates skills to
develop and implement practices and strategies to create and maintain effective and supportive
learning environments for children and others.

Novice Intermediate Competent Proficient Exemplary

___ ______ ______ ______ ______
34. **Standard V (Element 5.2) [Preventive and Responsive Services]** – The school psychologist has knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. The school psychologist, in collaboration with others, demonstrates skills to promote services that enhance learning, mental safety, and physical well-being through protective and adaptive factors and implements effective crisis preparation, response, and recovery.

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35. **Standard VI [Family-School Collaboration Services]** – The school psychologist has knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. The school psychologist, in collaboration with others, demonstrates skills to design, implement, and evaluate services that respond to culture and context and facilitates family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

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36. **Standard VII [Diversity]** – The school psychologist has knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. The school psychologist demonstrates skills to provide effective professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations for all aspects of service delivery.

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37. **Standard VIII (Element 8.1) – [Research and Program Evaluation]** – The school psychologist has knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. The school psychologist demonstrates skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, uses various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

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38. **Standard VIII (Element 8.2) [Legal, Ethical, and Professional Practice]** – The school psychologist has knowledge of the history and foundations of school psychology; multiple models and methods; ethical, legal, and professional standards. The school psychologist demonstrates skills to provide services consistent with ethical, legal, and professional standards; engages in responsive ethical and professional decision-making; collaborates with other professionals; and applies professional work characteristics needed for effective practice as a school psychologist, including
respect for human diversity and social injustice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

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Part Three - ACADEMIC BEHAVIOR, ETHICS AND DEGREE PROGRESS

Thinking about the past year, please rate your academic behavior and personal characteristics in relation to other KU school psychology students on the following items.

For questions 1-10, please rate your Academic Skills

1. Prepares for class

   Well below  Below  Average  Above  Well above  N/A
   Average  Average  Average  Average  Average  N/A

2. Participates in class

   Well below  Below  Average  Above  Well above  N/A
   Average  Average  Average  Average  Average  N/A

3. Finds and shares resources

   Well below  Below  Average  Above  Well above  N/A
   Average  Average  Average  Average  Average  N/A

4. Uses technology

   Well below  Below  Average  Above  Well above  N/A
   Average  Average  Average  Average  Average  N/A

5. Engages in research

   Well below  Below  Average  Above  Well above  N/A
   Average  Average  Average  Average  Average  N/A


7. Demonstrates listening skills

   Well below  Below  Average  Above  Well above  N/A
   Average  Average  Average  Average  Average  N/A

8. Demonstrates oral expression skills

   Well below  Below  Average  Above  Well above  N/A
   Average  Average  Average  Average  Average  N/A

9. Demonstrates writing skills

   Well below  Below  Average  Above  Well above  N/A
10. Identify Strengths and Weakness in the Academic Skills Area (see Questions 1-9):

For questions 11-22, please rate your Professional Skills

11. Translates research and theory into practice

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12. If you did not respond with a N/A to the previous question, give an example in which you have translated research and theory into practice:

13. Uses terms and concepts of the profession appropriately

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14. Give an example in which you have used terms and concepts of the profession:

15. Articulates understanding of the concepts of the field

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16. Takes alternative perspectives on professional issues

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17. If you did not respond with a N/A to the previous question, give an example in which you have taken alternative perspectives on professional issues:

18. Keeps paperwork current in field setting

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19. Follows procedures prescribed by field setting

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20. Maintains communication with field and university contacts

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21. If you did not respond with a N/A to the previous question, give an example in which you have maintained communication with field and university contacts:

22. Identify Strengths and Areas of Growth in the Professional Skills Area (see Questions 15-21)
For questions 23-29, please rate your Ethics and Supervision Skills

### 23. Seeks supervision

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### 24. Prepares for supervision

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### 25. Is respectful of faculty, instructors and supervisors

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### 26. Accepts constructive criticism

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### 27. Uses feedback to change professional and academic behavior

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### 28. Acts in accordance with professional ethics

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### 29. Understands and respects individual and group differences

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### 30. Identify strengths and areas of growth in the Ethics and Supervision area (see Questions 23-29)

For questions 31-54, please rate your Professional Characteristics

### 31. Shows initiative

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### 32. Puts forth effort

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### 33. Is conscientious

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34. Shows leadership among peers

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35. Is flexible

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36. Demonstrates interpersonal skills

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37. Is respectful of colleagues

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38. Is organized

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39. Timeliness (on time for class or in professional settings and or turns in work on time)

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40. Shows enthusiasm

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41. Is cooperative

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42. Is dependable

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43. Is prompt

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44. Is productive
45. Is appropriately independent

46. Demonstrates respect for human diversity

47. Shows a positive professional image

48. Is able to problem solve

49. Understands and accepts strengths and weaknesses

50. Is personally and professionally mature

51. Is able to effectively deal with stress

52. Is able to actively address weakness

53. Performs ethically in all situations

54. Identify strengths and areas of growth in the area of Professional Characteristics (see Questions 31-53):

The following questions are for Ph.D. students only, all other students move to the Goals section.
For the following questions, note whether you have completed the following steps of progress toward your Ph.D.

55. Regular advising meetings (once per semester)  
   _____Yes  _____No  

56. Plan of study  
   _____Yes  _____No  

57. Residence Plan filed  
   _____Yes  _____No  

58. Minor developed and approved by minor advisor  
   _____Yes  _____No  

59. Research skills completed  
   _____Yes  _____No  

60. Coursework completed  
   _____Yes  _____No  

61. Comprehensive exam completed  
   _____Yes  _____No  

62. Maintain enrollment every semester past comprehensive exams (including summer)  
   _____Yes  _____No  

63. Dissertation proposal defended (accepted by committee)  
   _____Yes  _____No  

64. Completed Ph.D. internship  
   _____Yes  _____No  

65. Dissertation defended  
   _____Yes  _____No  

66. Do you believe you are making (or have made) timely progress toward completion of the Ph.D. (for example, full-time enrollment, residency completed within first two years, comprehensive exams completed in four years, dissertation proposal defended before Ph.D. internship and, dissertation defended during internship)?  
   _____Yes  _____No  

   If No, please describe:  
   ____________________________________________________________________________  
   ____________________________________________________________________________  
   ____________________________________________________________________________  
   ____________________________________________________________________________  

67. Please list your goals for 2015-16.  
   ____________________________________________________________________________  
   ____________________________________________________________________________
Please comment on the program's strengths and areas in need of growth. TO DO THIS, PLEASE SEND AN EMAIL TO Annette Weeden at weeden@ku.edu with your strengths and areas in need of growth included. She will keep track of this information and will give the feedback to the Director of Training with no names attached after April 30th.
Appendix F: Practicum Guidelines and Information
*What is Practicum?*

The practica sequence of two courses offers students in school psychology the opportunity to gain experience in the practice of school psychology under the supervision of a licensed or certified school psychologist. While most students are placed in school sites, some doctoral students who have had at least one year of experience as a school psychologist may be placed in alternative mental health settings as can be arranged by the student and the university practicum supervisor.

Each student will gain experience with a wide variety of exceptional children, including children from the early childhood to secondary school levels. The practicum is an integrative experience as the student will blend both theory and practical skills in serving children, their parents and other professionals at the practicum site.

*Timelines, Duration, Calendar and Contact Hrs.*

The Practicum and Advanced Practicum in School Psychology is a full year commitment (Fall & Spring Semesters). Students are required to spend a minimum of 16 hours per week at their practicum site. The practicum placement will follow the University calendar. Two hundred and twenty-five clock hours of on-site experience, each semester are required to successfully pass practicum. These hours must be documented in the practicum logs. Generally, practicum students follow the University calendar rather than the host school calendar, however there may be some cases in which the student may be required to work at the school site during university break.

*The Practicum Placement Sequence*

The sequence for practicum placement begins with the completion of the Practicum in School Psychology Questionnaire which is attached (Appendix A). Complete this form and bring or mail it to the School Psychology Practicum Supervisor. With this form, the university supervisor can begin to make contacts with school districts for you. Districts are provided with this information sheet as well as information on the experiences that you will need during practicum. If the district agrees that they can meet your needs and have an interest in having a practicum student then the procedure for placement can proceed.

After a district has given the initial permission to interview practicum applicants. You will be contacted by the university supervisor and asked to make arrangements for an interview with district officials at the placement site. The purpose of the interview is to match the site to the applicant and to give each the right of refusal of the placement. If the match is acceptable to both parties arrangements for supervision and a start date are made.

When the informal arrangements for practicum have been made all parties involved must sign the "Letter of Agreement for Practicum Placement" in Appendix B. All parties are then given a copy. This agreement is the formal written consent by all parties to abide by the regulations.
governing the practicum placement outlined here. This must be signed prior to the beginning of the placement.

* Practicum Stipend

Beginning in the Fall, 1994, students may accept a stipend from the district for their practicum work in accordance with K.A.R. 91-12-62 (c) as follows:

"School psychology practicum students, placed in a district by a training institution, may participate in those activities normally carried out by the fully endorsed school psychologist. However, all psychological evaluations, including testing and behavior observations, shall be reviewed and signed by the supervising school psychologist. The supervising school psychologist shall be responsible for the special education placement and programming based upon this data. Practicum students, if employed by the local education agency, shall be considered paraprofessionals for reimbursement purposes."

It is important that practicum placements are recognized as training placements. The emphasis must be on training first and the provision of services second. Placements that are not recognized as such will be terminated by the university supervisor.

* Ethical Conduct

All practicum students are required to practice in accordance with the guidelines of the "Ethical Principles of Psychologists and Code of Conduct" of the American Psychological Association and the "Principles of Professional Ethics" of the National Association of School Psychologists. Violations of these codes of ethics will result in corrective action by the university and/or the field site.

* Prerequisite Courses

Students may only enter practicum if they have successfully completed the following prerequisite courses (no incompletes).

EPSY 715 Understanding Research in Education
EPSY 760 Ethics, Law and Professional Issues in School Psychology
EPSY 770 Developmental Psychopathology: Diagnosis, Prevention and Intervention
EPSY 798 Special Course: Applied Behavior Analysis and Evidence-Based Interventions in School Psychology
EPSY 805 Individual Intelligence Testing
EPSY 835 Clinical Techniques in Academic Assessment and Intervention
EPSY 860 Assessment of Behavior Problems & Personality
EPSY 965 Foundations of Psychoeducational Consultation
* Supervision

Supervision will be provided by field and university supervisors. Your field supervisor is responsible for your work within the context of the organization that you are serving. A minimum of **2 hrs. per week** of direct supervision time from your field supervisor must be set aside per week for both semesters of the practicum. Both your Field and University supervisors are responsible for your clinical supervision. The university supervisor will be in contact with your field supervisor during the course of your practica. University supervision will be provided through class meetings, evaluation of psychological reports and case presentations. Evaluations of your skills will be done by the field and university supervisors through several ratings forms.

* Recent Practicum Sites

- Wyandotte Special Education Cooperative (Kansas City, Kansas Public Schools)
- Turner School District (Kansas City, Kansas)
- DeSoto Public Schools (DeSoto, Kansas)
- Blue Valley Public Schools (Overland Park, Kansas)
- Leavenworth County Special Education Cooperative (Lansing, Kansas)
- Lawrence Public Schools (Lawrence, Kansas)
- Topeka Public Schools (Topeka, Kansas)
- Northeast Kansas Education Service Center (Lecompton, Kansas)
- East Central Kansas Special Education Cooperative (Paola, Kansas)
- East Central Kansas Cooperative in Education (Baldwin City, Kansas)
- Olathe Public Schools (Olathe, Kansas)
- Kansas University Medical Center – Center for Child Health and Development [Ph.D. students only]
Appendix F

Practicum in School Psychology Questionnaire

Name:______________________________  Date:________________

Summer Address: _________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Summer Phone (_____) ______________________

Practicum Questions

1. Are you planning to take both Practicum in School Psychology (Fall Semester) and Advanced Practicum in School Psychology (Spring Semester)? Yes or No (Circle one) If no, why not?_____________________________________________________________
________________________________________________________________
________________________________________________________________

2. Please list the school districts or geographic locations in where you would be interested in working as a practicum student.
________________________________________________________________
________________________________________________________________
________________________________________________________________

3. You are required to spend 16-20 hours per week on the practicum site. This cannot be done on all mornings or all afternoons only. Given this information, what days of the week would be best for you for practicum?_______________________________________________________
________________________________________________________________
________________________________________________________________

4. Would you be interested in a rural location for your practicum? If yes, how far would you be willing to drive?___________________________________________________________
________________________________________________________________
________________________________________________________________
5. Please list some types of experiences you would like to gain during practicum (i.e., family
counseling, early childhood assessment and intervention, parent or teacher consultation,
assessment and intervention with multi-handicapped, deaf, blind students,
etc.)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

6. Please list any other relevant information that you think I should know, or any questions that
you have (I will call you).
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

*Please bring this form to the practicum meeting!*

School Psychology Practicum Supervisor  
Rm 621 Pearson Hall  
Dept. of Psychology & Research in Education  
University of Kansas  
Lawrence, Kansas  66045
The University of Kansas

School Psychology Program
Department of Educational Psychology

Letter of Agreement for the Practicum in School Psychology

Practicum Student (printed name):
Supervising School Psychologist (printed name):
District Administrator (printed name):
University of Kansas Supervisor (printed name):
School District:
Effective Dates:

The attached Practicum Competency and Contract Form for the Practicum (EPSY 910) & Advanced Practicum (EPSY 911) in School Psychology provides the framework for the practicum placement. The "Competency and Contract Form" provides the goals and objectives for the training placement. We, the undersigned agree to provide the University of Kansas practicum student in school psychology learning experiences that will allow him/her to complete at least 90% of the 69 objectives listed on the Competency and Contract form. Additional goals and objectives may be developed by the practicum student but are subject to the approval of the field and university supervisors.

<table>
<thead>
<tr>
<th>Practicum Student</th>
<th>Date</th>
<th>Licensed School Psychologist</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Practicum Supervisor</td>
</tr>
<tr>
<td>District Administrator</td>
<td>Date</td>
<td>University Supervisor</td>
</tr>
</tbody>
</table>

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Practicum Competency and Contract Form

Graduate Student's Name __________________ Field Supervisor __________________ Field Site ___________________

Schools (locations) __________________ University Supervisor __________ Semester/Year _______________

Instructions (Please Read Carefully) - The purpose of this form is to identify experiences/assignments for each
practicum student to be provided by the site and field supervisor. These assignments ensure a level of consistency of
training during the practicum year. Completion of competencies should be noted by the dates and initials of the field
supervisor. In some cases, some flexibility may be used on an assignment that may meet a competency.

Any questions about this form should be discussed with your University Supervisor. The practicum student is
responsible for management and completion of this form and returning it to the University Supervisor by the last day
of the semester of enrollment.

At the first meeting with the University Supervisor, complete and initial the following statement:

I fully understand the requirements described in this competency form. Yes No
Student ____________________________________________ University Supervisor ____________________________

Field Supervisor(s)_________________________________________________________________________________

The competencies/assignments are separated into six categories. Please note that human diversity is emphasized in
gaining ALL of these skills and competencies, not just those in the Individual Differences category.

1.0 Formal Assessment refers to the ability to administer and interpret appropriate standardized
psychoeducational tests for the purpose of making decisions concerning a student's intellectual, academic
or emotional development.

2.0 Informal Assessment refers to the ability to use and interpret non-standardized assessment instruments such
as behavior rating scales, checklists, curriculum based assessment and/or screening instruments.

3.0 Consultation refers to the ability to demonstrate interpersonal skills in effective consultations with parents,
teachers, and other support personnel.

4.0 Intervention refers to the ability to implement appropriate psychoeducational recommendations and to have
knowledge of effective psychological interventions for academic, emotional and behavior problems.

5.0 Administration refers to the ability to describe the organization and procedures of the school psychological
services in which the practicum is taking place; and refers to the ability to independently organize and plan
for the most efficient and appropriate provision of school psychological services.

6.0 Individual Differences refers to the ability to work effectively with children from different ethnic
backgrounds, disabilities, and age levels and their parents.
Appendix G: Council of Directors of School Psychology Programs (CDSPP) Guidelines
COUNCIL OF DIRECTORS OF SCHOOL PSYCHOLOGY PROGRAMS
(Ed.S. Internship)
GUIDELINES FOR MEETING INTERNSHIP CRITERIA IN SCHOOL PSYCHOLOGY

{ADOPTED AND MODIFIED BY THE SCHOOL PSYCHOLOGY PROGRAM OF THE UNIVERSITY OF KANSAS}

1. A School Psychology specialist internship is an organized training program that, in contrast to supervised experience (e.g., practica) or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences. The internship is the culminating supervised professional practice training experience prior to the completion of the educational specialist program. It follows a programmed sequence of coursework, practica, and field experiences and occurs after the completion of the coursework. Its primary focus and purpose is ensuring breadth and quality of training, meeting the needs of the graduate student/intern, and providing an extension of education and supervised training from the university program. The internship consists of a range of activities including assessment, evidence-based intervention, consultation, program development and program evaluation, and research designed to meet the psychological, educational, and health needs of the clients. Interns should have experiences with prevention and development of system supports, as well as with direct intervention for client problems, and have experiences dealing with cultural and individual diversity. The program must allow the intern the opportunity for carrying out major professional functions under appropriate supervision.

2. The internship provides training in a range of activities (see 1 above) conducted with and for children and youth needing school psychological services.

3. The internship agency employs a clearly designated and actively licensed psychologist/certified or licensed school psychologist, who is responsible for the integrity and quality of the internship program. (It is not essential, however, for this person to be the one providing the supervision described below).

4. Internship supervision should be provided by a certified or licensed school psychologist with at least three years of full-time experience in the field.1 This supervisor should be a staff member of the internship agency or may be an affiliate of that agency who carries responsibility for cases being supervised. When necessary, this supervisor can change procedures and techniques for the intern and provide input to the agency staff. The supervisor may be provided by the school (agency) or the sending graduate program. When internship supervision is provided by an affiliate of that agency, a regular member of the agency staff must be responsible for providing administrative review (see 3 above).

5. Reports and other documents prepared by the intern for consumers, other agency or school personnel, other relevant publics must be cosigned by the psychologist responsible for the intern or issued with a cover letter stating that the report or other documents has been "reviewed and approved by" the responsible (supervising) psychologist.

6. The internship includes at least two hours per week of regularly scheduled, formal, face-to-face individual supervision with the specific intent of dealing with school psychological services rendered directly by the intern. The focus of the internship supervision is on structured mentoring and evaluation of the intern’s attainment of competencies.

7. In addition to individual supervision (as described in 6 above), there is an additional average of at least two hours per week in scheduled learning activities such as case conferences involving a case in which the intern is actively involved, seminars dealing with professional issues, inservice training, etc. These activities may be in conjunction with professionals other than school psychologists and may include such planned activities as attending agency board meetings, and observing units in delivery of health and/or child care services.

8. Supervision and education as described in 6 and 7 above will account for at least 10% (150 hours) of the intern's time. Some of the activities may occur at times other than the "regular" work day.

9. The total internship experience may occur in more than one setting but must include a minimum of 1500 hours and must be completed within 24 months.2 At least 600 of the 1500 total hours must be completed in a "school setting".1,3 When the internship occurs in more than one setting and all specific internship agency criteria (i.e., #s 1,2,3,4,5,6,7,8 and 15) must be met, the coordinator of intern placements for the graduate program must determine that appropriate evaluations of competence in each setting are obtained.
10. The specialist intern, whether full-time or part-time, spends at least 25% (375 hours) of his or her time in providing direct (face-to-face) school psychological services to clients or consultees, such as teachers, school administrators, parents, or other mental health service providers. The intern engages in research activity which includes the evaluation of services delivered and the effectiveness of the intern’s own training.

11. The intern may spend up to 25% (375 hours) of the time in research activity. If the intern's research activity is not related to the agency's program, the research activities should not encroach on the duties agreed upon with the agency.

12. The intern shall have scheduled and unscheduled opportunities to interact with interns, school psychologists, and/or other psychologists. It is desirable for the internship agency to have two or more such persons on the staff, but small agencies may meet this criterion by planning meetings with appropriate personnel in the area. Examples of training activities or opportunities to interact may include professional development/inservice training, case conferences involving a case in which an intern is involved; seminars dealing with professional issues; or observing delivery of health, educational, and/or child/adolescent services.

13. The intern shall have an opportunity to interact professionally with persons from other disciplines and other agencies.

14. Trainee has a title such as "intern" or other designation of trainee status.

15. The internship agency, preparing institution, and intern have a written agreement that describes the goals and content of the internship including clearly stated expectations for the nature of experiences offered in the agency and for the quantity and quality of work. Each intern should have a written statement about salary, benefits, reimbursable travel, holidays, and other relevant data.

16. The intern receives a formal, written evaluation minimally at the end of each university semester and a summative evaluation at the midpoint of each semester. The format for that evaluation is agreed upon in advance by the internship agency and the university program. The areas evaluated are consistent with educational specialist program objectives and competencies and include evaluation of intern skills in assessment, intervention, consultation, program evaluation, and ability to deal with issues of cultural and individual diversity. Collaboration between the educational specialist program and internship program is of critical importance in the evaluation process and for the overall development of a competent school psychologist. The educational specialist internship is a required part of program completion, and the internship supervisor and the program assesses collaboratively the student’s performance during the internship year.

17. Due process procedures for interns are made available to interns prior to the beginning of the training period. If due process procedures are initiated related to the intern’s behaviors, intern’s activities, or internship conditions, the university-based director of the school psychology educational specialist program in which the intern is enrolled is notified by the supervisor at the internship site.

18. Internship supervision by the field-based supervisor may not be provided through synchronous audio and video format where the supervisor is not in the same facility as the intern.
The undersigned agree to these guidelines for the duration of the internship for ________________.

_________________________  ____________________________
Intern                       Intern Supervisor

_________________________  ____________________________
Internship Administrator    University Supervisor

Date

1 If the student has completed a prior internship (Ed.S.) of at least 600 hours in a school setting, the internship may be conducted in various acceptable agencies serving children and youth needing psychological services and the supervisor must hold appropriate state psychology credentials for practice at the internship site.

2 School psychology internships require a full-time experience for either the academic or calendar year or a half-time experience for two consecutive years.

3 “A school setting is one in which the primary goal is the education of students of diverse backgrounds, characteristics, abilities, disabilities, and needs. Generally, a school setting includes students who are enrolled in grades Pre-K-12 and has both general education and special education services. The school setting has available an internal or external pupil services unit that includes at least one state-credentialed [licensed] school psychologist and provides a full range of school psychology services.” “Other internship settings, beyond the 600 hours in a school setting, are consistent with program objectives and may include relevant school psychology activities in other educational contexts within, for example, hospitals, juvenile justice institutions, and community agencies that provide collaborative services for schools” (NASP, 2010).
The doctoral internship is an important culminating professional practice experience in doctoral level education and training in school psychology. Following are guidelines for school psychology doctoral internships that will provide the basis for high quality internship experiences.

Although these guidelines set forth basic quality standards for doctoral level school psychology internships, internship requirements for licensure and certification are set at the state level and vary from state to state. Therefore, graduate students and training programs should consult relevant state licensure and certification requirements when considering the nature of a specific internship.

CDSPP is an organization of doctoral level school psychology programs. It is not an official accrediting body and does not evaluate, approve, or accredit internships or training programs. CDSPP guidelines may be useful for prospective interns who are evaluating the quality of school psychology doctoral internships. These guidelines may also be useful to doctoral training programs in making program development and internship approval decisions. They may also be used by organizations authorized to approve or accredit internships or training programs. Doctoral training programs and internship sites that are interested in accreditation by the American Psychological Association should refer to the Guidelines and Principles for Accreditation of Programs in Professional Psychology published by the APA Office of Program Consultation and Accreditation.

In the absence of special circumstances, a doctoral internship program in School Psychology meeting these guidelines will also be considered as meeting the "Guidelines for Defining an Internship or Organized Health Service Training Program in Psychology" developed in 1980 by the National Register of Health Service Providers in Psychology to identify an acceptable internship, which is one of several requirements for credentialing by The National Register of Health Service Providers in Psychology.*

1. A School Psychology doctoral internship is an organized training program that, in contrast to supervised experience (e.g., practica) or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences. The internship is the culminating supervised professional practice training experience prior to the granting of the doctoral degree. It follows a programmed sequence of coursework, practica, and field experiences and occurs after the substantial completion of the coursework leading to the degree. Its primary focus and purpose is ensuring breadth and quality of training, meeting the needs of the graduate student/intern, and providing an extension of education and supervised training from the university program. The internship consists of a range of activities including assessment, evidence-based intervention, consultation, program development and program evaluation, supervision, and research designed to meet the psychological, educational, and health needs of the clients. Interns should have experiences with prevention and development of system supports, as well as direct intervention for client problems, and have experiences dealing with cultural and individual diversity.

2. The intern, whether full-time or part-time, spends at least 25% of his or her time in providing direct (face-to-face) psychological services to clients, patients or consultees, such as teachers or other mental health service providers, which translates to a minimum of 375 hours out of 1500 doctoral internship hours. The intern engages in research activity which includes the evaluation of services delivered and the effectiveness of the intern’s own training.

3. The internship agency provides a dated written statement, brochure, or website that describes the goals and content of the doctoral internship program, states clear expectations for the quality of trainees’ work, training, and supervision, and is made available in advance to prospective interns. The internship agency, preparing institution, and intern have a written agreement that describes the goals and content of the internship including clearly stated expectations for the nature of experiences offered in the agency and for the quantity and quality of the work. Each intern is given a written statement that includes salary, benefits, reimbursable travel, holidays, and other relevant data.

4. Interns receive a formal, written evaluation minimally at the end of each university semester grading period and a summative evaluation at the midpoint of each semester. The format for that evaluation is agreed upon in advance by the internship agency and the intern’s university training program. The areas evaluated are consistent with doctoral program objectives and competencies and include evaluation of intern skills in assessment, intervention, consultation, program
evaluation, and ability to deal with issues of cultural and individual diversity. Communication between doctoral training programs and internship programs is of critical importance to the overall development of competent psychologists. The doctoral internship is a required part of the doctoral degree, and both the internship supervisor and university program assess the intern’s performance during the internship year; however, the doctoral program is ultimately responsible for evaluation of the student’s readiness for graduation and entrance into the profession. Therefore, intern performance is discussed among the training partners (i.e., the internship site and the university) and the intern’s performance is evaluated collaboratively.

5. Due process procedures for interns are made available to interns prior to the beginning of the training period. If due process procedures are initiated related to intern behaviors, intern activities, or internship conditions, the university-based director of the school psychology doctoral program in which the intern is enrolled is notified by the supervisor at the internship site.

6. Full-time internships are completed in no less than 10 months; part-time internships may extend to no more than 24 consecutive months. The internship includes a minimum of 1,500 hours in activities described above. Interns and university training programs should consult relevant credentialing (e.g., state licensure, certification) requirements to determine the number of internship hours required for licensure and other desired credentials. In addition, the internship must comply with National Association of School Psychologists (NASP) requirements and standards (e.g., completion of at least 600 hours in a school setting).1,2,3

7. Internship agencies and the intern’s university training program jointly issue to the intern written documentation (e.g., a certificate, letter, or “Certificate of Completion”) reflecting successful completion of the psychology doctoral internship.

8. The internship agency employs a clearly designated doctoral-level psychologist, who: (a) is currently licensed by the state regulatory board of psychology to practice at the independent level and (b) is responsible for the integrity and quality of the internship program. The internship agency has at least two psychologists on staff available as supervisors, at least one of whom is actively licensed as a psychologist by the state regulatory board of psychology. However, internship agencies such as school districts that have the capacity for only one staff psychologist may meet the spirit of this criterion (breadth of training experience) by entering into consortium agreements with other agencies, such as other school districts or university doctoral programs. Such consortium agreements must ensure supervision of the intern by two or more psychologists, one of whom is actively licensed to practice at the independent level by the state regulatory board of psychology and who provides at least half of the required internship supervision.

9. The full-time internship includes at least two hours per week of regularly scheduled (face-to-face) individual supervision by a doctoral level psychologist licensed for practice at the independent level with the specific intent of evaluating the psychological services rendered directly by the intern and supporting the intern in the role of psychological service provider. The focus of the internship supervision is on structured mentoring and evaluation of the intern’s attainment of competencies. The doctoral-level licensed psychologist is involved in an ongoing supervisory relationship with the intern and has primary professional clinical responsibility for the cases on which he/she provides supervision. An intern may have different primary supervisors engaged in providing individual supervision during the course of the training year.

10. In addition to the individual supervision (as described in #9 above), the intern spends at least two additional hours per week in scheduled group or individual supervision, conducted by a doctoral level psychologist who is either licensed for practice at the independent level or certified by the state department of education to practice as a school psychologist in schools. However, the primary doctoral-level licensed psychologist supervisor maintains overall responsibility for all supervision, including oversight and integration of supervision provided by other mental health professionals with psychological research and practice.

11. The intern has regularly scheduled (i.e., an average of at least 2 hours per week), supervised, and documented training activities with other doctoral psychology interns such as professional development/inservice training; case conferences involving a case in which an intern is actively involved; seminars dealing with professional issues; or observing delivery of health, educational, and/or child/adolescent services. These activities may be in conjunction with appropriately credentialed professionals other than school psychologists. The internship agency has two or more interns engaged in training at the same time. However, agencies having the capacity for only one intern may meet the spirit of this criterion (i.e., the socialization of doctoral-level psychology interns) by having regularly scheduled and documented training activities with psychology interns at other sites in the immediate geographic area or, when internship sites are at a significant distance from each other, by making arrangements for regularly scheduled meetings of interns for several hours on a monthly basis.

12. Internship supervision by the field-based supervisor may not be provided through synchronous audio and video format where the supervisor is not in the same physical facility as the intern.
13. Reports and documents prepared by the doctoral intern for consumers, other agency or school personnel, or other relevant publics are co-signed by the licensed psychologist supervisor for the intern.

14. The trainee has a title such as “intern,” “resident,” or other designation of trainee status.

*This statement may be included in these Guidelines pending review of the final version of the Guidelines by the Executive Officer of the National Register of Health Service Providers in Psychology.

The undersigned agree to these guidelines for the duration of the internship for ______________.

__________________________________________________________________________

Intern                             Intern Supervisor

__________________________________________________________________________

Internship Administrator          University Supervisor

__________________________________________________________________________

Date

1At least 600 hours of the 1500 hours must be completed in a school setting (see footnotes #2 and #3 below) unless a student has completed a prior appropriately supervised (i.e. the field-based supervisor holds the appropriate state school psychology credential) specialist-level internship of at least 600 hours in a school setting.

2“A ‘school setting’ is one in which the primary goal is the education of students of diverse backgrounds, characteristics, abilities, disabilities, and needs. Generally, a school setting includes students who are enrolled in Grades pre-K-12 and has both general education and special education services. The school setting has available an internal or external pupil services unit that includes at least one state-credentialed [licensed] school psychologist and provides a full range of school psychology services.” “Other internship settings, beyond the 600 hours in a school setting, are consistent with program objectives and may include relevant school psychology activities in other educational contexts within, for example, hospitals, juvenile justice institutions, and community agencies that provide collaborative services for schools” (NASP, 2010).

3If the doctoral student has “met the internship requirement of at least 600 hours in a school setting through a prior appropriately supervised, educational-specialist-level internship,” as stated in Footnote 1 (see above), then the doctoral student “may complete the entire 1500 hour doctoral internship in another internship setting with appropriate supervision and relevant school psychology activities in other educational contexts” (NASP, 2010) that are consistent with the program’s goals and policies.
SCHOOL PSYCHOLOGY ED.S. INTERNSHIP AGREEMENT

Agreement Between Ed.S. Internship Site and the University of Kansas School Psychology Program for the Provision of a Specialist Internship in School Psychology

This agreement is between the Internship Site, the School Psychology Program at the University of Kansas, and the Intern. It is understood that the participating parties will cooperate in the conduct of professional activities relating to the internship as described below.

This Agreement will be in effect from ______________ through ______________; the Intern will work at the Internship Site on the same work hours as do the Internship Site's regular 10-month employees. Total number of hours at the Internship Site will be at least 1500.

The School Psychology Program at the University of Kansas and the Internship Site work collaboratively in providing supervision and support and ensure that the internship objectives are achieved and assure attainment of competencies by Interns.

General Agreements

A. The Program agrees:

1. To recommend for placement at this Internship Site only those prospective interns who have satisfactorily completed all of the pre-internship coursework and practicum requirements as specified by the Program's curriculum.

2. To appoint an Ed.S. Internship University Supervisor who shall serve as the primary liaison between the Program and the Internship Site.

3. To actively collaborate with the Internship Site and the Intern regarding their respective written evaluations of progress of the Internship.

4. To be available on reasonable notice for consultation to the Internship Site and/or the Intern regarding any problems or issues that may arise during the Internship.

5. To furnish the Internship Site with information about the Program, as the Internship Site may require.

6. To perform other duties or functions that may be necessary to insure the Internship experience meets the requirements as specified by applicable professional standards and relevant certifying bodies.

B. The Internship Site agrees:

1. To provide a School Psychology Internship which emphasizes the training needs of the Intern, ensures breadth and quality of training, provides an extension of education and supervised training from the Program, and includes such experiences as are necessary to gain initial competence as a School Psychologist.

2. To negotiate with the Program and the Intern a specific set of experiences which will be included in the Internship, and to monitor the Intern's activities to insure that the agreed-upon experiences are occurring.
3. To assure that all aspects of the Intern's work are conducted within the prevailing standards of practice.

4. To designate a supervisor(s) who is primarily responsible for coordinating the experience of the Intern. Additional involvement by the Intern with other psychological staff is expected and encouraged. Collaborative work with representatives from other disciplines is desirable.

5. To provide a minimum of two hours a week of regularly scheduled face-to-face individual supervision with the supervising psychologist(s).

6. To keep the University informed regarding the Intern's progress, including at least two written evaluations, and to immediately notify the Program if problems arise or are anticipated.

7. To designate the trainee status of the Intern by the title “intern” or other designation of trainee status.

8. To assure that reports and other documents by the Intern are cosigned by the school psychologist/psychologist responsible for the Intern. If Intern reports or other documents are submitted online or completed during a team meeting and therefore not available in hard copy for the supervisor to sign, a cover letter must be issued stating that the report or other documents have been “reviewed and approved by” the responsible (supervising) psychologist and the cover letter must also be inserted in the student’s file stating that the Intern’s evaluation and reporting of results or other documentation for that student were supervised. The Intern’s name and the name of the student who was evaluated must be on the statement and it must be signed by the supervisor. It is imperative that the supervisor review the Intern’s work before it is shared with others so the supervisor knows exactly what information the Intern is providing as part of the Intern’s internship duties.

9. To provide the Intern with training opportunities to assist in increasing awareness, sensitivity, knowledge, skills, and practice about issues dealing with human diversity.

10. To provide the Intern with a sequence of experiences designed to enhance professional attitudes, responsibilities, communication skills, critical judgment, and technical skills.

11. To provide the Intern with supervision and professional development that will account for at least 10% (150 hours) of the Intern’s time.

12. To provide the Intern with diversified learning experiences and opportunities to obtain professional competencies through appropriately supervised activities.

13. To work collaboratively with the Program faculty to provide formative and summative performance-based evaluation of the Intern’s performance.

14. To provide due process procedures to Interns prior to the Internship and if due process procedures are initiated related to the behavior or activities of the Intern or Internship conditions, the university-based supervisor for the specialist Internship will be notified by the field-based supervisor of the Internship.

15. To have a written agreement with the Intern that specifies a) the length of time of the internship and any terms of compensation for the Intern and release time for the field-based Internship supervisor, b) expense reimbursement, safe and secure work environment, adequate office space, and support services comparable to other psychologists who work at the agency/school district, and c) opportunities to participate in continuing professional development, including attendance, twice per semester, to university-based seminars.
16. To develop a remediation plan in collaboration with the program for those Interns whose performance and/or attainment of competencies are of concern to the field supervisor and/or university supervisor during the Internship year.

C. The Intern agrees:

1. To provide the Internship Site with any material that it may request regarding the prospective Intern's progress in the Program, previous work, or other relevant credentials.

2. To negotiate a specific set of expectancies for the Internship, as described in B.2 above.

3. To perform all internship functions and duties within the ethical guidelines and professional standards applicable to professional school psychologists, as delineated by NASP and APA.

4. To abide by all regulations and guidelines that applies to professional school psychologists working at the Internship Site.

5. To engage in the supervision process in a manner that maximizes the Intern's learning, and to affirmatively seek out additional supervision from the Internship Site when needed.

6. To authorize the Program and the Internship Site to exchange any and all information regarding the Intern which the Program and/or Internship Site shall deem necessary to conduct the Internship.

7. To provide at least two written evaluations of the internship experience to the Program.

8. To affirmatively inform the Program if problems arise or are anticipated, and to do so at the earliest possible time.

9. To maintain a monthly internship log detailing the Intern's activities and filed with the Program's University Supervisor on a monthly basis.

10. To complete additional requirements as listed in the Ed.S. Internship Syllabus distributed by the Program’s University Supervisor.

Additional Goals and Objectives Identified by Intern and Field-Based Internship Supervisor

(May be as many as determined; additional sheets may be attached)

1.

2.

3.

4.

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9.
SIGNATURES

I hereby agree to adhere to the best of my ability to the above statements and objectives.

__________________________________________  ________________________________
Intern                                      Date

__________________________________________  ________________________________
Internship Site Representative               Date

__________________________________________  ________________________________
University Program Representative            Date
SCHOOL PSYCHOLOGY PH.D. INTERNSHIP AGREEMENT
Agreement Between Ph.D. Internship Site and the University of Kansas School Psychology Program for the Provision of a Doctoral Internship in School Psychology

This agreement is between the Internship Site, the School Psychology Program at the University of Kansas, and the Intern. It is understood that the participating parties will cooperate in the conduct of professional activities relating to the internship as described below.

This Agreement will be in effect from ______________ through ____________________; the Intern will work at the Internship Site on the same work hours as do the Internship Site's regular employees. Total number of hours at the Internship Site will be at least 1500 and be no less than 10 months.

The School Psychology Program at the University of Kansas and the Internship Site work collaboratively in providing supervision and support and ensure that the internship objectives are achieved and assure attainment of competencies by Interns.

General Agreements

A. The Program agrees:

1. To recommend for placement at this Internship Site only those prospective interns who have satisfactorily completed all of the pre-internship coursework and practicum requirements as specified by the Program's curriculum.

2. To appoint a Ph.D. Internship University Supervisor who shall serve as the primary liaison between the Program and the Internship Site.

3. To actively collaborate with the Internship Site and the Intern regarding their respective written evaluations of progress of the Internship.

4. To be available on reasonable notice for consultation to the Internship Site and/or the Intern regarding any problems or issues that may arise during the Internship.

5. To furnish the Internship Site with information about the Program, as the Internship Site may require.

6. To perform other duties or functions that may be necessary to insure the Internship experience meets the requirements as specified by applicable professional standards and relevant certifying bodies.

7. To issue jointly with the Internship site a certificate of completion or letter once the Internship is successfully completed.

B. The Internship Site agrees:

1. To provide a School Psychology Internship which emphasizes the training needs of the Intern, ensures breadth and quality of training, provides an extension of education and supervised training from the university program, and includes such experiences as are necessary to gain initial competence as a School Psychologist.

2. To negotiate with the Program and the Intern a specific set of experiences which will be included in the Internship, and to monitor the Intern's activities to insure that the agreed-upon experiences are occurring.
3. To assure that all aspects of the Intern's work are conducted within the prevailing standards of practice.

4. To designate a supervisor(s) who is primarily responsible for coordinating the experience of the Intern. Additional involvement by the Intern with other psychological staff is expected and encouraged. Collaborative work with representatives from other disciplines is desirable.

5. To provide a minimum of four hours of supervision per week, at least two hours of which will include individual (face-to-face) supervision. The two hours of individual supervision must be face-to-face and conducted by a doctoral-level licensed psychologist who is involved in an ongoing supervisory relationship with the intern and has primary professional clinical responsibility for the cases on which he/she provides supervision. The Intern may have different primary supervisors engaged in providing the individual supervision during the course of the training year. Supervisory hours beyond the two hours of individual supervision must be also supervised by a doctoral-level psychologist who is either licensed for practice at the independent level or certified by the state department of education to practice as a school psychologist in schools. These interactive experiences can be in a group or individual format and must be provided by appropriately credentialed health care providers. The primary doctoral-level licensed psychologist supervisor maintains overall responsibility for all supervision, including oversight and integration of supervision provided by other mental health professionals with psychological research and practice.

6. To keep the University informed regarding the Intern's progress, including at least two written evaluations, and to immediately notify the Program if problems arise or are anticipated.

7. To designate the trainee status of the Intern by the title "school psychology intern," "psychology intern," "psychology resident," "psychology fellow," or other designation of trainee status.

8. To assure that reports by the Intern are cosigned by the licensed psychologist supervisor responsible for the Intern. If Intern reports or other documents are submitted online or completed during a team meeting and therefore not available in hard copy for the supervisor to sign, a cover letter must be issued stating that the report or other documents have been “reviewed and approved by” the responsible (supervising) psychologist and the cover letter must also be inserted in the student’s file stating that the Intern’s evaluation and reporting of results or other documentation for that student were supervised. The Intern’s name and the name of the student who is being evaluated must be on the statement and it must be signed by the supervisor. It is imperative that the supervisor review the Intern’s work before it is shared with others so the supervisor knows exactly what information the Intern is providing as part of the Intern’s internship duties.

9. To provide the Intern with training opportunities to assist in increasing awareness, sensitivity, knowledge, skills, and practice about issues dealing with human diversity.

10. To provide the Intern with a sequence of experiences designed to enhance professional attitudes, responsibilities, communication skills, critical judgment and technical skills.

11. To provide the Intern with supervision and education that will account for at least 11 to 12% (178-180 hours) of the Intern’s time.

12. To provide the Intern with diversified learning experiences and opportunities to obtain professional competencies through appropriately supervised activities.

13. To work collaboratively with the Program faculty to provide formative and summative performance-based evaluation of the Intern’s performance.

14. To provide due process procedures to Interns prior to the Internship and if due process procedures are initiated related to the behavior or activities of the Intern or Internship conditions, the university-
based supervisor for the doctoral Internship will be notified by the field-based supervisor of the Internship.

15. To have a written agreement with the Intern that specifies a) the length of time of the internship and any terms of compensation for the Intern and release time for the field-based Internship supervisor, b) expense reimbursement, safe and secure work environment, adequate office space, and support services comparable to other psychologists who work at the agency/school district, and c) opportunities to participate in continuing professional development.

16. To develop a remediation plan in collaboration with the Program for those Interns whose performance and/or attainment of competencies are of concern to the field supervisor and/or university supervisor during the Internship year.

17. To issue jointly with the university program a certificate of completion or letter once the Internship is successfully completed.

C. The Intern agrees:

1. To provide the Internship Site with any material that it may request regarding the prospective Intern's progress in the Program, previous work, or other relevant credentials.

2. To negotiate a specific set of expectancies for the Internship, as described in B.2 above.

3. To perform all internship functions and duties within the ethical guidelines and professional standards applicable to professional school psychologists, as delineated by NASP and APA.

4. To abide by all regulations and guidelines that applies to professional school psychologists working at the Internship Site.

5. To engage in the supervision process in a manner that maximizes the Intern's learning, and to affirmatively seek out additional supervision from the Internship Site when needed.

6. To authorize the Program and the Internship Site to exchange any and all information regarding the Intern which the Program and/or Internship Site shall deem necessary to conduct the Internship.

7. To provide at least two written evaluations of the Internship experience to the Program.

8. To affirmatively inform the Program if problems arise or are anticipated, and to do so at the earliest possible time.

9. To maintain a monthly internship log detailing the Intern's activities and filed with the Program's University Supervisor on a monthly basis.

10. To complete additional requirements as listed in the Ph.D. Internship Syllabus distributed by the Program’s University Supervisor.

Additional Goals and Objectives Identified by Intern and Field-Based Internship Supervisor

(May be as many as determined)

1.

2.

3.
SIGNATURES

I hereby agree to adhere to the best of my ability to the above statements and objectives.

Internship Site Representative:
_______________________________________   _____________ Signature Date

Intern:
_______________________________________   ____________ Signature Date

University Program Site Representative:
______________________________________    ____________ Signature Date
Appendix H: Field Evaluation Forms
University of Kansas School Psychology Field Placement Evaluation

Date: ___________Semester: _______ Mid __ End __ Year: _______ Student/Intern: ____________
Supervisor: _______________________ Field placement: _______________________

Please check the field-based experience applicable to this evaluation:
Practicum (EPSY 910 and EPSY 911)                 _____  Minimum expectations for this level is a score of 2
Ed.S. Internship (EPSY 991)                              _____  Minimum expectations for this level is a score of 3
Ph.D. Internship (EPSY 992)                              _____  Minimum expectations for this level is a score of 3

Thank you for supervising our student/intern. On the next few pages you will find our field evaluation form. The form has five parts. Part One is your ratings of our student/intern on the Performance elements of the 11 Kansas Standards for School Psychologists. Part Two is your ratings of our student/intern on the Performance elements of the NASP Standards. Part Three is your ratings of our student/intern on Professional Work Characteristics. Part Four is your affirmation of the accuracy of the student's/intern’s field logs. Part Five is your signature. Please go over this evaluation with your student/intern.

Please complete this evaluation using a certified/licensed school psychologist as the basis for your ratings comparisons. Select the number that best describes the student/intern’s current skills in each specific area.

**Level 1 – Novice**
Focuses on basic skill acquisition and is dependent upon instructors and supervisors for direction; does not yet have enough background knowledge to see the “big picture” when evaluating problems; may be unaware of strengths and weaknesses; evaluates information against own experience rather than theoretical or empirical models; has limited professional self-awareness.

**Level 2 – Intermediate**
Focuses on technical mastery of basic skills; functions more independently than a novice but still needs help setting priorities and determining direction; begins to take context into account when evaluating problems; begins to integrate feedback into practice; begins to identify areas of strength and weakness; begins to adopt theoretical perspectives of field.

**Level 3 – Competent**
Masters basic skills and explores extended skills; knows when to seek supervision and consultation and uses feedback to change behavior; recognizes when information is essential to understanding and pursues clarification; is better able to see relationships, consider context, and evaluate long-term effects of actions; accepts strengths and acknowledges weaknesses as areas needing improvement; understands and articulates several perspectives or theoretical orientations of field and develops a professional identity.

**Level 4 – Proficient**
Goes beyond basic requirements; identifies and responds promptly to ethical considerations and issues as they occur; takes initiative in seeking additional information, learning new skills, and providing resources and information to others; perceives meaning of situations in terms of context and long-term implications; develops strengths and improves areas of weakness; integrates information from different experiences and diverse perspectives.

**Level 5 – Exemplary**
Goes well beyond requirements and becomes expert in one or more areas; demonstrates comprehensive understanding of ethical guidelines and issues; identifies potential ethical pitfalls before problems occur; conceives of and initiates new research; skillfully interacts with others; has enthusiasm for the field and develops a unique theoretical perspective.

Review this evaluation with the student/intern in a personal conference and provide the student/intern with a copy. Please include specific feedback on strengths and weaknesses and offer suggestions and methods for skill development. (Please note this is administered and submitted via Survey Monkey)

Thank you for your time in supervising this student!

Part 1
KSDE Standards
Standard #1: The school psychologist uses varied models and methods of assessment as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services.

Performance Objectives
1. Systematically collects information to identify strengths and needs and uses the information to make decisions, plan services, evaluate the outcomes of services, and facilitate accountability for decisions that have been made.
2. Collects data on individual students, families (as appropriate), educational and health programs, classroom environments, and other aspects of schools and other agencies to evaluate problems and needs, to assess current status, and to evaluate the effectiveness of the decision-making process.
3. Collects data about school and home environments and cognitive, social and behavioral factors that have a significant impact on children’s school achievement and personal competence.
4. Evaluates the components of environments that facilitate or impede learning or behavioral changes for infants and children and identifies how environmental factors and children’s characteristics interact to affect academics and social/behavioral outcomes (i.e., functional behavior assessment).
5. Uses data to design, implement, and evaluate direct and indirect intervention services that promote children’s competence and prevent difficulties or disabilities.
6. Assists school and other agency administrators with assessment and data-based decision making designed to meet accountability responsibilities.
7. Applies knowledge of decision-making and problem-solving processes to broader research and systems-level problems that result in the identification of factors that influence learning and behavior.
8. Administers, scores, and interprets individual tests of cognition, achievement, and social or emotional development.
9. Translates assessment results into clear, concise psychoeducational reports.
10. Maintains confidential records of evaluations and assessments.

Standard #2: The school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of the application to particular situations; collaborates and consults effectively with others in planning and decision-making processes at the individual, group and system levels.

Performance Objectives
1. Uses effective collaboration and consultation strategies to convey ideas and information while working with people in various situations and of diverse backgrounds.
2. Has positive interpersonal skills and listens, adapts, addresses ambiguity, and is patient in difficult situations.
3. Establishes and maintains rapport throughout the problem-solving process.
4. Clearly presents and disseminates information to diverse audiences.
5. Selects and applies consultation principles and strategies appropriate to each situation.
6. Facilitates team meetings effectively.
7. Uses effective conflict resolution strategies in the school community.
8. Promotes change at the levels of the individual student, classroom, building, district and/or other agency.

Standard #3: The school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implements intervention to achieve those goals; and evaluates the effectiveness of intervention.

Performance Objectives
1. Uses child-centered learning principles to help children develop their abilities to be self-regulated learners.
2. Assists children with developing behaviors to support effective learning, such as study skills, self-monitoring, planning/organization, and time management skills.
3. Assists in implementing a variety of assessment techniques and instructional methods to enhance
learning of infants and children at the individual, group and systems levels.

4. In collaboration with others, sets individual learning goals, designs a learning process to achieve those goals, and assesses outcomes to determine whether the goals are achieved.

5. Shares current information and research about advances in curriculum and instruction with educators, parents, and the community at large to promote improvement in instruction and student achievement.

6. Helps schools and other agencies develop appropriate cognitive and academic goals for all children, with variation in standards and expectations for individual students, and alternative ways to monitor and assess individual student progress toward goals and standards accomplishment.

7. Links assessment information to the development of instructional strategies to meet the individual learning needs of children.

8. Uses appropriate assessment techniques, including treatment integrity, to assess progress toward academic goals and assist in revising instructional methodology as necessary.

9. Applies techniques to evaluate the extent to which the instructional or intervention strategy contributed to the outcome and identifies factors that constitute a successful outcome.

Standard #4: The school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of intervention.

Performance Objectives
1. Provides effective consultation, behavior assessment and interventions, and counseling services.
2. Develops methodologies, such as conflict resolution and social problem-solving/decision-making approaches, which will assist teachers and families in teaching pro-social behavior.
3. Applies the principles of generalization and transfer of training in the development of interventions in such a way that, when appropriate, interventions can be implemented across settings (e.g., school, home, community).
4. Provides leadership in creating environments for children that reduce alienation and foster the expression of appropriate behavior, as well as environments in which all members treat one another with respect and dignity.
5. Assists teachers, families, and others with helping children become responsible for their own behavior.
6. Assists parents and other adult caregivers with development and implementation of behavior change programs in the home in order to facilitate the learning and development of their children.
7. Uses ecological and behavioral approaches to develop and implement behavior change programs (individual, group, classroom).
8. Incorporates appropriate strategies when developing intervention programs to facilitate successful transitions of children from one environment to another environment (e.g., program to program, early childhood to school, and school to work transitions).
9. Links assessment information to the development of strategies to address individual behavioral, affective, adaptive, and social goals for infants and children.
10. Uses appropriate assessment techniques, including treatment integrity, to assess progress toward goals and assist in revising instructional or intervention strategies as necessary.
11. Applies techniques to evaluate the extent to which the instructional or intervention strategy contributed to the outcome and identifies factors that constitute a successful outcome.

Standard #5: The school psychologist demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected based on individual characteristics, strengths and needs.

Performance Objectives
1. Incorporates knowledge of diversity when designing and implementing academic and social/behavioral interventions to achieve learning and social/behavioral outcomes.
2. Assists schools in identifying what is needed for students with diverse characteristics to succeed and what instructional or other modifications are required to address children’s difficulties.
3. Promotes practices that help infants, children and families of all backgrounds feel welcome and appreciated in the school and community.
4. Assists school personnel with acknowledging, supporting, and integrating the activities and talents of all students into instructional programs and other settings.
Standard #6: The school psychologist has knowledge of general education, special education, and other educational and related services and understands schools and other settings as systems; works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive and effective learning environments for children and others.

Performance Objectives
1. Assists schools and other agencies in designing, implementing, and evaluating policies and practices in areas such as discipline, problem-solving, instructional support, staff training, school and other agency improvement plans, program evaluation, transition plans, grading, retention and home-school partnerships. Score [ ]
2. Applies effective principles of organizational development and systems theory to assist in promoting learning, preventing problems, creating climates that result in mutual respect and caring for all individuals in the system. Score [ ]
3. Facilitates decision-making and collaboration and fosters a commitment to quality, effective services for all infants, children, youth and families. Score [ ]
4. Contributes to the development of school, agency, community, and/or public policies and procedures that advocate for effective programs and services that benefit all infants, children, youth, and families. Score [ ]
5. Assumes leadership roles in the development of systems change plans and/or public policies (e.g., state or local school improvement plans) that directly impact the programs and services available to infants, children, youth, and their families in schools and communities. Score [ ]
6. Assists in the development of policies and procedures to promote safe and violence-free schools. Score [ ]

Standard #7: The school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.

Performance Objectives
1. Identifies and recognizes behaviors that are precursors to academic, behavioral, and serious personal difficulties (e.g., conduct disorders, internalizing disorders, drug and alcohol abuse, etc.). Score [ ]
2. Develops, implements, and evaluates programs based on recognition of the precursors that lead to infants’ and children’s severe learning and behavior problems. Score [ ]
3. Collaborates with school personnel, parents, and the community in the aftermath of crises (e.g., suicide, death, natural disaster, murder, bombs or bomb threats, extraordinary violence, sexual harassment, etc.). Score [ ]
4. Collaborates with other health care professionals to promote behaviors that lead to good health for infants and children and promotes mental health in schools and other agencies. Score [ ]
5. Facilitates environmental changes that support health and adjustment of infants and children. Score [ ]
6. Routinely accesses resources to address behavioral, learning, mental and physical problems, including diverse health issues (e.g., diet, eating disorders, teenage pregnancy, AIDS prevention, and stress management). Score [ ]

Standard #8: The school psychologist works effectively with families, educators and others in the community to promote and provide comprehensive services to children and families.

Performance Objectives
1. Designs, implements, and evaluates programs that promote school, family, and/or community partnerships to enhance academic and behavioral goals for students. Score [ ]
2. Provides support and assistance for parents and helps them become comfortable, active, effective participants in school functions or activities (e.g., provides support for parents when participating on special education and IFSP/IEP teams and encourages parent involvement in school-wide committees and improvement teams). Score [ ]
3. Facilitates collaboration between schools and parents in designing school curriculum and interventions for students. Score [ ]
4. Educates schools and communities regarding the influence of family involvement on children’s development and achievement and advocates for parent involvement in planning for their children and school governance whenever feasible. Score [ ]
5. Helps create linkages between schools, families, and community agencies and assists in Score [ ]
coordinating services when programming for infants and children includes multiple agencies.

6. Understands the relationship between infants, their families and community agencies and assists in coordinating services when programming for infants.

Standard #9: The school psychologist evaluates research, translates research into practice, and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

Performance Objectives
1. Applies principles of research when designing research studies and evaluating others’ research, including its internal and external validity. Score [ ]
2. Bases practice on sound research and translates new research findings into service delivery. Score [ ]
3. Applies findings from intervention research when designing intervention programs (e.g., educational, mental health). Score [ ]
4. Evaluates the psychometric properties of the assessment methods used in data-based decision making, including published tests. Score [ ]
5. Provides leadership to personnel in schools and other agencies in understanding and using research and evaluation data. Score [ ]
6. Applies knowledge and skills in statistics and measurement to assist school or agency personnel with valid interpretation and use of school and/or district data. Score [ ]
7. Integrates knowledge of research, statistics, and evaluation when collecting data about school and community programs and in other program accountability activities. Score [ ]
8. Provides information about relevant research findings to school personnel, parents, and the public. Score [ ]

Standard #10: The school psychologist has knowledge of the history and foundations of the profession, of various service models and methods, of public policy development applicable to services to infants, children and families, and of ethical, professional, and legal standards; practices in ways that are consistent with applicable standards; is involved in the profession; and has the knowledge and skills needed to acquire career-long professional development.

Performance Objectives
1. Applies methods from psychology, education, special education, health care, and related fields in work with infants, children, parents, and professionals in schools and other agencies. Score [ ]
2. Adheres to appropriate ethical, professional, and legal standards to enhance the quality of services and to protect the rights of all parties. Score [ ]
3. Promotes due process guidelines in all decisions affecting students. Score [ ]
4. Maintains accepted standards in assessment, consultation, intervention, and general professional practice. Score [ ]
5. Fulfills all legal requirements. Score [ ]
6. Advocates for the rights and welfare of infants, children, and families and promotes new public policies and practices in schools and other settings. Score [ ]
7. Evaluates personal knowledge, professional competencies, and outcomes of services to determine specific needs for continuing professional development. Score [ ]
8. Recognizes personal imitations, biases, and areas of expertise. Score [ ]
9. Plans and implements systematic and effective techniques to enhance professional development. Score [ ]
10. Advocates for continuing professional development opportunities for all personnel. Score [ ]

Standard #11: The school psychologist accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.

Performance Objectives
1. Uses word processing, spreadsheets, test scoring software, and other computer resources to function more effectively and efficiently. Score [ ]
2. Uses information resources and technology (e.g., CD, DVD’s, the internet, email, interactive television, distance learning technology) to acquire information, current research findings, and continuing professional development. Score [ ]
3. Uses technology when designing, implementing and evaluating instructional programs or interventions for infants, children and youth. Score [ ]
Part II
NASP Standards

Standard II: The school psychologist has knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, the school psychologist demonstrates skills to use psychological and educational assessment, data collection strategies, and technology resources and applies results to design, implement, and evaluate response to services and programs.

Professional Practices for Standard II

1. Uses a problem solving framework as the basis for all professional activities. Score [ ]
2. Systematically collects data from multiple sources as a foundation for decision making and considers ecological factors (e.g. classroom, family, community characteristics) as a context for assessment and intervention in general and special education settings. Score [ ]
3. Collects and uses assessment data to understand students' problems and selects and implements evidence based instructional and mental health services. Score [ ]
4. Conducts assessments as part of an interdisciplinary team to identify students' eligibility for special education and other educational services. Score [ ]
5. Uses valid and reliable assessment techniques to assess progress toward academic and behavioral goals, measures responses to interventions, and revises interventions as necessary. Score [ ]
6. Assists with design and implementation of assessment procedures to determine the degree to which recommended interventions have been implemented (i.e. with treatment fidelity). Score [ ]
7. Uses systematic and valid data collection procedures for evaluating effectiveness and/or need for modification of school based interventions and programs. Score [ ]
8. Uses systematic and valid data collection procedures to evaluate and document the effectiveness of their own services. Score [ ]
9. Uses information and technology resources to enhance data collection and decision making. Score [ ]

Standard III: The school psychologist has knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, the school psychologist demonstrates skills to consult, collaborate, and communicate effectively with others during design, implementation, and evaluation of services and programs.

Professional Practices for Standard III

1. Uses a consultative problem solving process as a vehicle for planning, implementing, and evaluating academic and mental health services. Score [ ]
2. Communicates effectively information for diverse audiences, such as parents, teachers, and other school personnel, policy makers, community leaders, and others. Score [ ]
3. Consults and collaborates at the individual, family, group, and systems level. Score [ ]
4. Facilitates communication and collaboration among diverse school personnel, families, community professionals, and others. Score [ ]
5. Functions as a change agent, using his/her skills in communication, collaboration, and consultation to promote necessary change at the individual student, classroom, building, and district, state, and federal levels. Score [ ]
6. Applies psychological and educational principles necessary to enhance collaboration and achieves effectiveness in provision of services. Score [ ]

Standard IV: The school psychologist has knowledge of direct interventions that focus on academic and social/ emotional interventions for children and families. The school psychologist engages multidisciplinary teams (including children, teachers, parents, other school professionals) to develop and implement academic and mental health interventions.

Element 4.1: The school psychologist has knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curricula and instructional strategies. The school psychologist, in collaboration with others, demonstrates skills to use assessment and data collection methods and implements and evaluates services that support cognitive and academic skills.
Professional Practices for Standard IV: Element 4.1

1. Uses assessment data to develop and implement evidence-based instructional strategies that are intended to improve student performance. Score [ ]
2. Promotes the principles of student-centered learning to help students develop their individual abilities to be self-regulated learners, including the ability to set individual learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals were achieved. Score [ ]
3. Works with other school personnel to ensure the attainment of state and local academic benchmarks by all students. Score [ ]
4. Applies current empirically based research on learning and cognition to the development of effective instructional strategies to promote student learning at the individual, group, and systems level. Score [ ]
5. Works with other school personnel to develop, implement, and evaluate effective interventions for increasing the amount of time students are engaged in learning. Score [ ]
6. Incorporates all available assessment information in developing instructional strategies to meet the individual learning needs of children. Score [ ]
7. Shares information about research in curriculum and instruction with educators, parents, and the community to promote improvement in instruction, student achievement, and healthy lifestyles. Score [ ]
8. Facilitates design and delivery of curriculum and instructional strategies that promote children's academic achievement, including, for example, literacy instruction, teacher-directed instruction, peer tutoring, interventions for self-regulation and planning/organization, etc. Score [ ]
9. Uses information and assistive technology resources to enhance students' cognitive and academic skills. Score [ ]
10. Addresses intervention acceptability and fidelity during development, implementation, and evaluation of instructional interventions. Score [ ]

Element 4.2: The school psychologist has knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health. The school psychologist, in collaboration with others, demonstrates skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

Professional Practices for Standard IV: Element 4.2

1. Integrates behavioral supports and mental health services with academic and learning goals. Score [ ]
2. Facilitates the design and delivery of curricula to help students develop effective behaviors, such as self-regulation and self-monitoring, planning/organization, empathy, and healthy decision-making. Score [ ]
3. Uses systematic decision-making to consider antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization. Score [ ]
4. Addresses intervention acceptability and fidelity during development, implementation, and evaluation of behavioral and mental health interventions. Score [ ]
5. Provides a continuum of developmentally appropriate mental health services, including individual and group counseling, behavioral coaching, classroom and school-wide social-emotional learning programs, positive behavioral support, and parent education and support; this may include attention to issues of life skills and personal safety for students with lower levels of functioning. Score [ ]
6. Develops and implements behavior change programs at individual, group, classroom, and school-wide levels that demonstrate the use of appropriate ecological and behavioral approaches (e.g., positive reinforcement, social skills training, and positive psychology) to student discipline and classroom management. Score [ ]
7. Evaluates implementation and outcomes of behavioral and mental health interventions for individuals and groups. Score [ ]

Standard V: The school psychologist has knowledge of direct and indirect services that focus on knowledge of schools and system structures, and preventive and responsive services. The school psychologist implements school-wide practices to promote learning and knowledge of principles and research related to resilience and risk factors.

Element 5.1: The school psychologist has knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health. The school psychologist, in collaboration with others, demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning.
environments for children and others.

**Professional Practices for Standard V: Element 5.1**

1. Incorporates, in collaboration with others, evidence-based strategies in the design, implementation, and evaluation of effective policies and practices in areas such as discipline, instructional support, staff training, school and other agency improvement activities, program evaluation, student transitions at all levels of schooling, grading, home-school partnerships, and more. Score [ ]

2. Uses his/her knowledge of organizational development and systems theory to assist in promoting a respectful and supportive atmosphere for decision making and collaboration, and commitment to quality instruction, and services. Score [ ]

3. Is actively involved in the development of school improvement plans that impact the programs and services available to children, youth, and families, and the manner in which the school psychologist delivers his/her services. Score [ ]

4. Incorporates evidence-based strategies when developing and delivering intervention programs to facilitate successful transitions of students from one environment to another environment (e.g. program to program, school to school, age-level changes, and school to work transition). Score [ ]

5. Promotes the development and maintenance of learning environments that support resilience and academic growth, promotes high rates of academic engaged time, and reduces negative influences on learning and behavior. Score [ ]

6. Participates in designing and implementing universal screening programs to identify students in need of additional instructional or behavioral support services, as well as progress monitoring systems to ensure successful learning and school adjustment. Score [ ]

7. Works collaboratively with other school personnel to create and maintain a multi-tiered continuum of services to support all students' attainment of academic, social, emotional, and behavioral goals. Score [ ]

8. Applies the problem-solving process to broader research and systems-level problems that result in the identification of factors that influence learning and behavior, the evaluation of the outcomes of classroom, building, and system initiatives and the implementation of decision-making practices designed to meet general public accountability responsibilities. Score [ ]

**Professional Practices for Standard V: Element 5.2**

1. Promotes recognition of risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, truancy, dropout, bullying, youth suicide, or school violence. Score [ ]

2. Participates in school crisis teams and used data-based decision-making methods, problem-solving strategies, consultation, collaboration, and direct services in the context of crisis prevention, preparation, response, and recovery. Score [ ]

3. Provides direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems that impair learning and/or socialization. Score [ ]

4. Develops, implements, and evaluates prevention and intervention programs based on risk and protective factors that are precursors to severed learning and behavioral problems. Score [ ]

5. Collaborates with school personnel, parents, students, and community resources to provide competent mental health support during and after crisis situations. Score [ ]

6. Promotes wellness and resilience by (a) collaborating with other health care professionals to provide a basic knowledge of behaviors that lead to good health for children; (b) facilitating environmental changes conducive to good health and adjustment of children; and (c) accessing resources to address a wide variety of behavioral, learning, mental, and physical needs. Score [ ]

7. Participates in the implementation and evaluation of programs that promote safe and violence-free schools and communities. Score [ ]

**Standard VI:** The school psychologist has knowledge of principles and research related to family systems,
strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. The school psychologist, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

Professional Practices for Standard VI

1. Uses evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental health outcomes for students.

2. Identifies diverse cultural issues, contexts, and other factors that have an impact on family-school partnerships and interactions with community providers, and addresses these factors when developing and providing services for families.

3. Promotes strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children's healthy development.

4. Advocates for families and supports parents in their involvement in-school activities, for both addressing individual students' needs and participating in classroom and school events.

5. Educates the school community regarding the influence of family involvement on school achievement and advocate for parent involvement in school governance and policy development whenever feasible.

6. Helps create linkages between schools, families, and community providers, and helps coordinates services when programming for children involves multiple agencies.

Standard VII: The school psychologist has knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. The school psychologist demonstrates skills to provide effective professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations for all aspects of service delivery.

Professional Practices for Standard VII

1. Applies his/her understanding of the influence of culture, background, and individual learning characteristics (e.g. age, gender, or gender identity, cognitive capabilities, social-emotional skills, developmental level, race, ethnicity, national origin, religion, sexual and gender orientation, disability, chronic illnesses language, socioeconomic status) when designing and implementing interventions to achieve learning and behavioral outcomes.

2. Adresses, in collaboration with others, individual differences, strengths, backgrounds, talents, and needs in the design, implementation, and evaluation of services in order to improve learning and mental health outcomes for all children in family, school, and community contexts.

3. Provides culturally competent and effective practices in all areas of school psychology delivery and in the contexts of diverse individual, family, school, and community characteristics.

4. Works collaboratively with cultural brokers or community liaisons to understand and address the needs of diverse learners.

5. Utilizes a problem solving framework for addressing the needs of English language learners.

6. Recognizes in him/herself and others the subtle racial, class, gender, cultural, and other biases he/she may bring to his/her work and the way these biases influence decision-making, instruction, behavior, and long-term outcomes for students.

7. Promotes fairness and social justice in educational programs and services.

Standard VIII: The school psychologist has core foundational knowledge and experiences and implements practices and strategies in research, program evaluation, and legal, ethical and professional practice.

Element 8.1: The school psychologist has knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding
research and interpreting data in applied settings. The school psychologist demonstrates skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, uses various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

**Professional Practices for Standard VIII: Element 8.1**

1. Evaluates and synthesizes a cumulative body of research findings as a foundation for effective service delivery. Score [ ]
2. Incorporates techniques for data collection, analyses, and accountability in evaluation of services at the individual, group, and system levels. Score [ ]
3. Collects, analyzes, and interprets, in collaboration with others, program evaluation data in applied settings. Score [ ]
4. Provides support for classroom teachers in collecting and analyzing progress monitoring data. Score [ ]
5. Applies knowledge of evidence-based interventions and programs in designing, implementing, and evaluating the fidelity and effectiveness of school-based intervention plans. Score [ ]
6. Provides assistance in schools and other settings for analyzing, interpreting, and using empirical foundations for effective practices at the individual, group, and/or system levels. Score [ ]
7. Incorporates various techniques for data collection, measurement, analysis, accountability, and use of technology resources in evaluation of services at the individual, group, and/or systems levels. Score [ ]
8. Provides information about relevant research findings to school personnel, parents, and the public. Score [ ]

**Element 8.2:** The school psychologist has knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as a school psychologist. The school psychologist demonstrates skills to provide services consistent with ethical, legal, and professional standards; engages in responsive ethical and professional decision-making; collaborates with other professionals; and applies professional work characteristics needed for effective practice as a school psychologist, including respect for human diversity and social injustice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

**Professional Practices for Standard VIII: Element 8.2**

1. Practices in ways that are consistent with ethical, professional, and legal standards and regulations. Score [ ]
2. Engages in effective, collaborative, and ethical professional relationships. Score [ ]
3. Uses supervision and mentoring for effective practice. Score [ ]
4. Accesses, evaluates, and utilizes information sources and technology in ways that safeguard and enhance the quality of services and responsible record keeping. Score [ ]
5. Assists administrators, teachers and other school personnel, and parents in understanding and adhering to legislation and regulations relevant to regular education and special education. Score [ ]
6. Advocates for professional roles and providers of effective services that enhance the learning and mental health of all children and youth. Score [ ]
7. Engages in lifelong learning and formulates personal plans for ongoing professional growth. Score [ ]
8. Participates in continuing education activities at a level consistent with maintenance of the NCSP credential (i.e. a minimum of 25 hours of professional development per year). Score [ ]
9. Plans and implements systematic and effective techniques enhance professional development. Score [ ]
10. Advocates for continuing professional development opportunities for all personnel. Score [ ]
Specific comments on strengths and weaknesses:

Suggestions and methods for further development of skills:
### Part 3 - Professional Work Characteristics

***Note:

PRACTICUM SUPERVISORS: Please rate the student on preinternship competence.

INTERNSHIP SUPERVISORS: Please rate the student on professional competence.

<table>
<thead>
<tr>
<th>Professional Work Characteristics</th>
<th>Does not demonstrate competence</th>
<th>Demonstrates emerging competence</th>
<th>Demonstrates pre-internship/professional competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rapport with field supervisors</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Dependable</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Prompt</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Productive</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Appropriately independent</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Adaptive/Flexible</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Communicates effectively</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Demonstrates respect for human diversity</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Positive professional image</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Able to problem-solve</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Understands and accepts strengths and weaknesses</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Personally and professionally mature</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Able to effectively deal with stress</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Able to actively address weaknesses</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Performs ethically in all situations</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

*Note: From the University of South Florida Psychoeducational Intervention Practicum Evaluation.

**Signatures:**

Field Supervisor: Print Name:____________________ Signature:____________________

License Number:________________ Credentials (EdS, PhD, NCSP)____________

Practicum Student/Intern: Print Name:____________________ Signature:____________________
Letter of Agreement for the Practicum in School Psychology

Practicum Student (printed name):  
Supervising School Psychologist (printed name):  
District Administrator (printed name):  
University of Kansas Supervisor (printed name):  
School District:  
Effective Dates:  

The attached Practicum Competency and Contract Form for the Practicum (EPSY 910) & Advanced Practicum (EPSY 911) in School Psychology provides the framework for the practicum placement. The "Competency and Contract Form" provides the goals and objectives for the training placement. We, the undersigned agree to provide the University of Kansas practicum student in school psychology learning experiences that will allow him/her to complete at least 90% of the 69 objectives listed on the Competency and Contract form. Additional goals and objectives may be developed by the practicum student but are subject to the approval of the field and university supervisors.

<table>
<thead>
<tr>
<th>Practicum Student</th>
<th>Date</th>
<th>Licensed School Psychologist</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Practicum Supervisor</td>
<td></td>
</tr>
<tr>
<td>District Administrator</td>
<td>Date</td>
<td>University Supervisor</td>
<td>Date</td>
</tr>
</tbody>
</table>

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Practicum Competency and Contract Form

Graduate Student's Name ___________________________ Field Supervisor ___________________________ Field Site ___________________________

Schools (locations) ___________________________ University Supervisor ___________________________ Semester/Year ___________________________

Instructions (Please Read Carefully) - The purpose of this form is to identify experiences/assignments for each practicum student to be provided by the site and field supervisor. These assignments ensure a level of consistency of training during the practicum year. Completion of competencies should be noted by the dates and initials of the field supervisor. In some cases, some flexibility may be used on an assignment that may meet a competency.

Any questions about this form should be discussed with your University Supervisor. The practicum student is responsible for management and completion of this form and returning it to the University Supervisor by the last day of the semester of enrollment.

At the first meeting with the University Supervisor, complete and initial the following statement:

I fully understand the requirements described in this competency form. Yes No

Student ___________________________________________ University Supervisor ___________________________

Field Supervisor(s) ___________________________________________

The competencies/assignments are separated into six categories. Please note that human diversity is emphasized in gaining ALL of these skills and competencies, not just those in the Individual Differences category.

1.0 Formal Assessment refers to the ability to administer and interpret appropriate standardized psychoeducational tests for the purpose of making decisions concerning a student's intellectual, academic or emotional development.

2.0 Informal Assessment refers to the ability to use and interpret non-standardized assessment instruments such as behavior rating scales, checklists, curriculum based assessment and/or screening instruments.

3.0 Consultation refers to the ability to demonstrate interpersonal skills in effective consultations with parents, teachers, and other support personnel.

4.0 Intervention refers to the ability to implement appropriate psychoeducational recommendations and to have knowledge of effective psychological interventions for academic, emotional and behavior problems.

5.0 Administration refers to the ability to describe the organization and procedures of the school psychological services in which the practicum is taking place; and refers to the ability to independently organize and plan for the most efficient and appropriate provision of school psychological services.

6.0 Individual Differences refers to the ability to work effectively with children from different ethnic backgrounds, disabilities, and age levels and their parents.
1.0 FORMAL ASSESSMENT

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Date Assignment Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Administer 4 intelligence tests using at least 2 different current,</td>
<td></td>
</tr>
<tr>
<td>standardized measures. [Note tests in margin]</td>
<td></td>
</tr>
<tr>
<td>1.2 Administer, score and interpret at least 2 tests of general academic</td>
<td></td>
</tr>
<tr>
<td>achievement. [Note tests in margin]</td>
<td></td>
</tr>
<tr>
<td>1.2.1 Administer, score, and interpret at least one standardized reading</td>
<td></td>
</tr>
<tr>
<td>test. [Note test in margin]</td>
<td></td>
</tr>
<tr>
<td>1.2.2 Administer, score, and interpret at least one standardized math</td>
<td></td>
</tr>
<tr>
<td>achievement test. [Note test in margin]</td>
<td></td>
</tr>
<tr>
<td>1.2.3 Administer and interpret oral and written language tests. [Note tests</td>
<td></td>
</tr>
<tr>
<td>in margin]</td>
<td></td>
</tr>
<tr>
<td>1.3 Administer an adaptive behavior scale (SIB-R, Vineland, ABAS, or</td>
<td></td>
</tr>
<tr>
<td>another appropriate scale for measuring adaptive behavior) and be able to</td>
<td></td>
</tr>
<tr>
<td>integrate the results with what you learned from other intelligence and</td>
<td></td>
</tr>
<tr>
<td>achievement testing.</td>
<td></td>
</tr>
<tr>
<td>1.4 Administer at least one evaluation in the visual-perceptual area.</td>
<td></td>
</tr>
<tr>
<td>[Note test in margin]</td>
<td></td>
</tr>
<tr>
<td>1.5 Complete at least one evaluation using behavior rating scales (e.g.,</td>
<td></td>
</tr>
<tr>
<td>ASEBA, BASC-2; note test in margin)</td>
<td></td>
</tr>
<tr>
<td>1.5a Teacher form of a behavior rating scale</td>
<td></td>
</tr>
<tr>
<td>1.5b Parent form of a behavior rating scale</td>
<td></td>
</tr>
<tr>
<td>1.5c Student form of a behavior rating scale</td>
<td></td>
</tr>
<tr>
<td>1.5.1 Complete at least one evaluation using a personality or social-</td>
<td></td>
</tr>
<tr>
<td>emotional instrument. [Note test in margin]</td>
<td></td>
</tr>
<tr>
<td>1.5.2 Administer, score, and interpret one strengths-based measure (e.g.,</td>
<td></td>
</tr>
<tr>
<td>BASC-2, SSIS, etc.; note test in margin)</td>
<td></td>
</tr>
<tr>
<td>1.6 Select from appropriate formal or informal assessment instruments to</td>
<td></td>
</tr>
<tr>
<td>answer a referral question.</td>
<td></td>
</tr>
<tr>
<td>1.7 Complete four written psychological reports.</td>
<td></td>
</tr>
<tr>
<td>1.8 Present the results of a complete psychological evaluation in at least</td>
<td></td>
</tr>
<tr>
<td>one of the following formats: conferences, parent conferences, or formal</td>
<td></td>
</tr>
<tr>
<td>staffings.</td>
<td></td>
</tr>
</tbody>
</table>

Other formal assessment objectives

Notes:
### 2.0 INFORMAL ASSESSMENT

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Date Assignment Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Administer and interpret at least one criterion referenced test (e.g., informal reading inventory, Brigance, DIBELS). [Note test in margin]</td>
<td>________________________</td>
</tr>
<tr>
<td>2.1.1 Complete at least one curriculum-based assessment for a student.</td>
<td>________________________</td>
</tr>
<tr>
<td>2.2 Administer and interpret at least one projective instrument (e.g., incomplete sentences, KFD, HTP).</td>
<td>________________________</td>
</tr>
<tr>
<td>2.3 Conduct two clinical interviews with a parent, teacher or student.</td>
<td>________________________</td>
</tr>
<tr>
<td>2.4 Collect and evaluate permanent products from at least three children and use these as part of the comprehensive evaluation.</td>
<td>________________________</td>
</tr>
<tr>
<td>2.5 Complete at least one assessment of the academic environment using formal and informal tools (e.g., TIES-II, Functional Assessment of the Academic Environment).</td>
<td>________________________</td>
</tr>
<tr>
<td>2.6 Record three systematic behavior observations of children using appropriate behavioral observation techniques. Your observation procedures should include a definition of the behavior under observation and a rationale for your choice of observational procedure.</td>
<td>________________________</td>
</tr>
<tr>
<td>2.7 Obtain information from current psychological evaluations and/or reports from other professionals such as speech clinicians, teachers, counselors, physicians, or psychologists.</td>
<td>________________________</td>
</tr>
<tr>
<td>2.8 Obtain relevant information from the child’s educational folder at his/her school. Examples are results of group achievement tests, group reading tests, group intelligence tests or anecdotal records made by previous teachers.</td>
<td>________________________</td>
</tr>
<tr>
<td>2.9 Complete two functional behavior assessments (FBA).</td>
<td>________________________</td>
</tr>
</tbody>
</table>

Other informal assessment objectives

Notes:
### 3.0 CONSULTATION

#### Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Date Assignment Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Prepare and deliver an introduction of yourself and the services, including consultation, that you will be providing during the upcoming school year.</td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>Complete at least three (group or individual) consultations involving the teacher, parent, or other support personnel.</td>
<td></td>
</tr>
<tr>
<td>3.2.a</td>
<td>Collaboratively develop the definition of the target behavior.</td>
<td></td>
</tr>
<tr>
<td>3.2.b</td>
<td>Collect data for evaluating the effectiveness of consultation.</td>
<td></td>
</tr>
<tr>
<td>3.2.c</td>
<td>Use an ecobehavioral approach to consultation.</td>
<td></td>
</tr>
<tr>
<td>3.2.d</td>
<td>Use functional assessment in the consultation process.</td>
<td></td>
</tr>
<tr>
<td>3.2.e</td>
<td>Use evidence-based interventions in consultation where possible.</td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>Consult or assist in a systems consultation for a whole class, school or district initiative.</td>
<td></td>
</tr>
</tbody>
</table>

**Other consultation objectives**

**Notes:**
### 4.0 INTERVENTION

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Date Assignment Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Integrate assessment results in both oral (staffings, conferences) and written forms (psychological reports, etc.).</td>
<td></td>
</tr>
<tr>
<td>4.2 Design and assist a teacher in the implementation of at least one behavioral intervention.</td>
<td></td>
</tr>
<tr>
<td>4.3 Assist a teacher in designing and implementing recommendations for educational remediation for at least one student. Recommendations may consist of providing curriculum materials or demonstrating changes in teaching methodology.</td>
<td></td>
</tr>
<tr>
<td>4.4 Review a commercially prepared test that is new to you (using Tests in Print, Buros Mental Measurements Yearbook, test manual, and available research). Submit your written review (2/3 pages) to your field and university supervisors.</td>
<td></td>
</tr>
<tr>
<td>4.5 Demonstrate familiarity with methods of evaluating behavior change such as GAS, VAS charting proceedings, etc. This ability needs to be demonstrated with at least one student.</td>
<td></td>
</tr>
<tr>
<td>4.6 Assist a student in the implementation of self-monitoring procedures as a reactive intervention.</td>
<td></td>
</tr>
<tr>
<td>4.7 Plan and implement individual counseling programs with two students.</td>
<td></td>
</tr>
<tr>
<td>4.7.a Create a consent form for counseling that addresses the extent of services and limits of confidentiality and states that sessions will be recorded.</td>
<td></td>
</tr>
<tr>
<td>4.7.b Develop an overall treatment plan for the student focusing on a specific theoretical orientation.</td>
<td></td>
</tr>
<tr>
<td>4.7.c Outline the individual counseling sessions focusing on activities that address the student’s needs and are in line with the theoretical orientation.</td>
<td></td>
</tr>
<tr>
<td>4.7.d Design and implement a method for evaluating counseling effectiveness. Evaluation should include treatment effect sizes.</td>
<td></td>
</tr>
<tr>
<td>4.8 Plan and implement at least one group counseling program.</td>
<td></td>
</tr>
<tr>
<td>4.9 Collaborate in the development of an instructional intervention (e.g., student assistance team, IEP development).</td>
<td></td>
</tr>
</tbody>
</table>

Other intervention objectives

Notes:
### 5.0 ADMINISTRATION

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Date Assignment Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5.1</strong> Collaborate in the process of making appropriate cross-referrals to other professionals in the school system.</td>
<td></td>
</tr>
<tr>
<td><strong>5.2</strong> Collaborate in the process of making appropriate cross-referrals to other professionals in the community who work with children with special needs.</td>
<td></td>
</tr>
<tr>
<td><strong>5.3</strong> Demonstrate knowledge of the referral screening process, parent permission regulations, assessment procedures, record-keeping guidelines and requirements and procedures for placement in a special education program.</td>
<td></td>
</tr>
<tr>
<td><strong>5.4</strong> Demonstrate knowledge and application of federal (e.g., IDEIA, FERPA), Kansas and local regulations regarding multidisciplinary assessment including:</td>
<td></td>
</tr>
<tr>
<td><strong>5.4.a</strong> Initial evaluations</td>
<td></td>
</tr>
<tr>
<td><strong>5.4.b</strong> Re-evaluations</td>
<td></td>
</tr>
<tr>
<td><strong>5.4.c</strong> Non-biased assessment</td>
<td></td>
</tr>
<tr>
<td><strong>5.4.d</strong> Least Restrictive Environment</td>
<td></td>
</tr>
<tr>
<td><strong>5.4.e</strong> IEPs</td>
<td></td>
</tr>
<tr>
<td><strong>5.4.f</strong> FERPA</td>
<td></td>
</tr>
<tr>
<td><strong>5.5</strong> Learn about and discuss with your supervisor the schools or district's crisis response/intervention plan.</td>
<td></td>
</tr>
<tr>
<td><strong>5.6</strong> Demonstrate effective time management and organizational skills.</td>
<td></td>
</tr>
<tr>
<td><strong>5.7</strong> Demonstrate and engage in responsive, ethical, and professional decision making by adhering to NASP and APA ethical principles.</td>
<td></td>
</tr>
<tr>
<td><strong>5.8</strong> Develop a professional development plan for yourself.</td>
<td></td>
</tr>
</tbody>
</table>

Other administration objectives

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Notes:
### 6.0 INDIVIDUAL DIFFERENCES

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Date Assignment Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Psychologically evaluate, consult or otherwise intervene on behalf of a child with an intellectual disability, a behavior disorder, or a learning disability.</td>
<td>______________________</td>
</tr>
<tr>
<td>6.2 Psychologically evaluate, consult or otherwise intervene on behalf of a child with an autism spectrum disorder.</td>
<td>______________________</td>
</tr>
<tr>
<td>6.3 Psychologically evaluate, consult or otherwise intervene on behalf of an infant, toddler, preschooler, or a child with multiple disabilities or a severe cognitive disability.</td>
<td>______________________</td>
</tr>
<tr>
<td>6.4 Psychologically evaluate, consult or otherwise intervene on behalf of students in the following grades:</td>
<td>______________________</td>
</tr>
<tr>
<td>6.4.a Elementary</td>
<td>______________________</td>
</tr>
<tr>
<td>6.4.b Secondary (e.g., middle, junior high, or high school)</td>
<td>______________________</td>
</tr>
<tr>
<td>6.5 Psychologically evaluate, consult or otherwise intervene on behalf of a child who is African, African-American, Hispanic/Latino/a, Asian, or Native American.</td>
<td>______________________</td>
</tr>
<tr>
<td>6.6 Demonstrate effective methods to assess a student for suicide risk, develop a safety plan for the student, and share the results with parents and appropriate school staff.</td>
<td>______________________</td>
</tr>
</tbody>
</table>

Other individual differences objectives

Notes:
Appendix I: Ed.S. Course Sequence
### University of Kansas-School Psychology Program

**Ed.S. Program Checklist**

Name:____________________________  Student #:___________  Date:___________

Advisor:____________________________  Advisor Signature:_____________________

### FIRST YEAR

**Fall Semester**
- EPSY 715 – Understanding Research in Education (3 hrs.)
- EPSY 725 – Educational Measurement (3 hrs.)
- EPSY 770 – Developmental Psychopathology: Diagnosis, Intervention, & Prevention (3 hrs.)
- EPSY 798 – Special Course: Applied Behavior Analysis and Evidence-Based Interventions in School Psychology (3 hrs.)
- EPSY 805 – Individual Intelligence Testing (3 hrs.)

**Spring Semester**
- EPSY 760 – Ethics, Law, and Professional Issues in School Psychology (3 hrs.)
- EPSY 835 – Clinical Techniques in Academic Assessment and Intervention (3 hrs.)
- EPSY 860 – Assessment of Behavior Problems & Personality (3 hrs.)
- EPSY 965 – Foundations of Psychoeducational Consultation (3 hrs.)

**Summer Semester**
- EPSY 705 – Human Development Through the Life Span (3 hrs.)
- EPSY 710 – Introduction to Statistical Analysis* (3 hrs.)
- EPSY 711 – Lab for Introduction to Statistical Analysis * (1 hr.)

### SECOND YEAR

**Fall Semester**
- SPED 725 – Introduction to the Psychology and Education of Children and Youth with Disabilities (3 hrs.)
- EPSY 855 – Psychoeducational Clinic I: Assessment, Consultation, and Intervention (3 hrs.)
- EPSY 910 – Practicum in School Psychology (3 hrs.)
- EPSY 975 – Therapeutic Intervention: Home and School (3 hrs.)

**Spring Semester**
- EPSY 704 – Advanced Educational Psychology: Learning Processes in Education (3 hrs.)
- EPSY 798 – Special Course: Consultation Systems and Program Evaluation (3 hrs.)
- EPSY 865 – Psychoeducational Clinic II: Assessment, Consultation, and Intervention (3 hrs.)
- EPSY 911 – Advanced Practicum in School Psychology (3 hrs.)

**Summer Semester**
- EPSY 947 Specialist Research (May be taken in 1-4 credit hour segments) (4 hrs.)

### THIRD YEAR

**Fall Semester**

**Spring Semester**

Note: EPSY 710 and EPSY 711 may be waived when the student has taken an undergraduate statistics course and successfully passes a qualifying test during the Fall of the first year (i.e., achieves an 80% on the total exam).

2015–16
**University of Kansas**  
*School Psychology Program*  
Ph.D. Program Checklist  

Name: ___________________________________  Student #: ___________  Date: ___________  
Advisor: ________________________________  Advisor Signature: ____________________________  

### FIRST YEAR

#### Fall Semester
- EPSY 715 – Understanding Research in Education (3 hrs.)  
- EPSY 770 – Developmental Psychopathology: Diagnosis, Intervention, & Prevention (3 hrs.)  
- EPSY 798 – Special Course: Applied Behavior Analysis and Evidence-Based Interventions in School Psychology (3 hrs.)  
- EPSY 805 – Individual Intelligence Testing (3 hrs.)  
- EPSY 901 – Research Practicum (2 hr.)  

#### Spring Semester
- EPSY 760 – Ethics, Law, and Professional Issues in School Psychology (3 hrs.)  
- EPSY 835 – Clinical Techniques in Academic Assessment and Intervention (3 hrs.)  
- EPSY 860 – Assessment of Behavior Problems & Personality (3 hrs.)  
- EPSY 965 – Foundations of Psychoeducational Consultation (3 hrs.)  
- EPSY 901 – Research Practicum (2 hr.)  

#### Summer Semester
- EPSY 710 – Introduction to Statistical Analysis* (3 hrs.)  
- EPSY 711 – Lab for Introduction to Statistical Analysis* (1 hr.)  

### Apply for Residency

### SECOND YEAR

#### Fall Semester
- Biological Basis of Behavior Elective (PSYC 961) (3 hrs.)  
- EPSY 705 – Human Development Through the Life Span (3 hrs.)  
- Elective: Research Skills (EPSY 803, EPSY 811, EPSY 812, EPSY 816, EPSY 822, EPSY 905**, EPSY 906, EPSY 922, EPSY 926, PSYC 887, or ABSC 735) (3 hrs.)  
- EPSY 855 – Psychoeducational Clinic I: Assessment, Consultation and Intervention (3 hrs.)  
- EPSY 901 – Research Practicum (2 hr.)  

#### Spring Semester
- Social Basis of Behavior Elective (PSYC 774, PSYC 775, or PSYC 777) (3 hrs.)  
- EPSY 798 – Special Course: Consultation Systems and Program Evaluation (3 hrs.)  
- EPSY 807 – Theories and Research in Human Learning (3 hrs.)  
- EPSY 865 – Psych. Clinic II: Assessment, Consultation and Intervention (3 hrs.)  
- EPSY 901 – Research Practicum (2 hr.)  

#### Summer Semester
- SPED 725 – Introduction to the Psychology and Education of Children and Youth with Disabilities (3 hrs.)  
- EPSY 810 – Regression (3 hrs.)  

### THIRD YEAR

#### Fall Semester
- EPSY 902 – Research Methodology in Education (3 hrs.)  
- EPSY 910 – Practicum in School Psychology (3 hrs.)  
- EPSY 947 – Specialist Research (2 hrs.)  
- EPSY 975 – Therapeutic Intervention: Home and School (3 hrs.)  
- Elective: Research Skills (EPSY 803, EPSY 811, EPSY 812, EPSY 816, EPSY 822, EPSY 905**),
EPSY 906, EPSY 922, EPSY 926, EPSY 926, PSYC 887, or ABSC 735 (3 hrs.)

Spring Semester
EPSY 880 Ethical and Legal Issues in Professional Psychology (3 hrs.)
EPSY 921 Theory and Applications of Educational Measurement*** (3 hrs.)
EPSY 911 – Advanced Practicum in School Psychology (3 hrs.)
Elective: Research Skills (EPSY 803, EPSY 811, EPSY 812, EPSY 816, EPSY 822, EPSY 905**, EPSY 906, EPSY 922, EPSY 926, EPSY 926, PSYC 887, or ABSC 735) (3 hrs.)
EPSY 947 – Specialist Research (2 hrs.)
EPSY 996 – College Teaching in ______________*** (2 hrs.)

Ed.S. Comprehensive Exam (Praxis II)

Summer Semester
EPSY 875 Understanding Individual & Cultural Diversity in Professional Psychology or ELPS 830 Foundations of Multicultural Education (3 hrs.)
History and Systems of Psychology (EPSY 882 or PSYC 805) (3 hrs.)

PhD Comprehensive Exam

FOURTH YEAR
Fall Semester
EPSY 999 – Doctoral Dissertation (6 hrs.)
EPSY 995 – Field Experience in ______ *****(3 hrs.)

Spring Semester
EPSY 999 – Doctoral Dissertation (6 hrs.)

Summer Semester
EPSY 999 – Doctoral Dissertation (6 hrs.)

Fifth Year
Fall Semester
EPSY 992 – Ph.D. Internship in School Psychology (5 hrs.)

Spring Semester
EPSY 992 – Ph.D. Internship in School Psychology (5 hrs.)

*EPSY 710/711 may be waived when the student has taken an undergraduate statistics course and successfully passes a qualifying exam (i.e., achieves an 80% on the total exam) that is taken during the Fall of the first year;
**EPSY 905 is recommended
***EPSY 725 may be taken in place of EPSY 921 if EPSY 921 is not available
****EPSY 996 may be taken during any semester in the program
*****EPSY 995 may be taken in the fall or spring semester in the fourth year

2015-2016
Appendix K: Doctoral Program Requirements
DOCTORAL PROGRAM REQUIREMENTS

Professional School Psychology (SPSY) Area

1. Psychodiagnostic Assessment, Consultation and Intervention, and Professional Practice (all required unless indicated) 45 hrs
   EPSY 760 Ethics, Law, and Professional Issues in School Psychology
   EPSY 770 Developmental Psychopathology: Diagnosis, Intervention, and Prevention
   EPSY 798 Special Course: Applied Behavior Analysis and Evidence-Based Interventions in School Psychology
   EPSY 798 Special Course: Consultation Systems and Program Evaluation
   EPSY 805 Individual Intelligence Testing
   EPSY 835 Clinical Techniques in Academic Assessment and Intervention
   EPSY 855 Psychoeducational Clinic I: Assessment, Consultation, and Intervention
   EPSY 860 Assessment of Behavior Problems and Personality
   EPSY 865 Psychoeducational Clinic II: Assessment, Consultation, and Intervention
   EPSY 880 Ethical and Legal Issues in Professional Psychology
   EPSY 910 Practicum in School Psychology
   EPSY 911 Advanced Practicum in School Psychology
   EPSY 965 Foundations of Psychoeducational Consultation
   EPSY 975 Therapeutic Intervention: Home and School
   EPSY 995 Field Experience in __________________________
   EPSY 992 Ph.D. Internship (10 hrs)

EPSY 960 Assessment of Infants, Toddlers, and Young Children (elective)
EPSY 885 Projective Assessment— not a SPSY course— (elective)

2. Learning and Development (must take one learning course and one development course) 6 hrs
   EPSY 807 Theories and Research in Human Learning and
   EPSY 705 Human Development through the Life Span

3. Statistics, Psychoeducational Measurement, and Research Design (all four courses required) 10 hrs
   *EPSY 710 Introduction to Statistical Analysis
   *EPSY 711 Lab for Introduction to Statistical Analysis
   EPSY 715 Understanding Research in Education
   **EPSY 921 Theory and Application of Educational Measurement

4. Special Education (must take the course listed below) 3 hrs
   SPED 725 Introduction to the Psychology and Education of Children and Youth with Disabilities

Psychological Foundations (all students must take coursework in the five psychological core areas)

1. Biological Bases of Behavior (one course required) 3 hrs
   PSYC 961 Biological Foundations of Psychopathology

2. Cognitive-Affective Bases of Behavior (met through professional SPSY area and Learning Development area) ———

3. Social Bases of Behavior (met through professional SPSY area plus one of the following) 3 hrs
   PSYC 774 Advanced Social Psychology I or
   PSYC 775 Advanced Social Psychology II

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4. Individual Bases of Behavior (met through professional SPSY area)  

5. History and Systems of Psychology (met through the professional SPSY area plus one of the following courses) 3 hrs

EPSY 882 History and Systems of Psychology or
PSYC 805 History of Psychology

Research Skills (students must take EPSY 901 [4 semesters], EPSY 947, EPSY 810, and EPSY 902, plus 9 hours in measurement, statistics, evaluation, or research design) 27 hrs

EPSY 810 Regression Analysis
EPSY 901 Research Practicum
EPSY 902 Research Methodology in Education
EPSY 947 Specialist Research
EPSY 921 Theory and Applications of Educational Measurement**
EPSY 803 Computer Applications of Statistical Analyses (elective)
EPSY 811 Analysis of Variance (elective)
EPSY 812 Meta-analysis (elective)
EPSY 816 Evaluating School Programs (elective)
EPSY 822 Educational Scales, Questionnaires, and Sampling (elective)
EPSY 905 Multivariate Analyses (elective)
EPSY 906 Structural Equation Modeling I (elective)
EPSY 922 Item Response Theory (elective)
EPSY 926 Hierarchical Linear Modeling (elective)
PSYC 887 Factor Analysis (elective)
ABSC 735 Within Subjects Research and Methodology and Direct Observation (elective)

Appreciation/Sensitivity to Ethnic and Cultural Diversity (must take one of the following) 3 hrs

EPSY 875 Understanding Individual and Cultural Diversity in Professional Psychology or
ELPS 830 Foundations in Multicultural Education

Supervised College Teaching (all students must take the following course) 2 hrs
EPSY 996 College Teaching Experience in ____________.

Ph.D. Internship (all students must complete a full-year internship) 10 hrs
EPSY 992 Ph.D. Internship in School Psychology

Additional Requirements (all students must complete the following)

Comprehensive exams - written and oral comprehensive exams

Dissertation 18 hrs

Total 133 hrs

* EPSY 710 and EPSY 711 may be waived when the student has taken an undergraduate statistics course and successfully passes a qualifying test.
** EPSY 725 Educational Measurement may be taken in place of EPSY 921 if EPSY 921 is not available.
Appendix L: Miscellaneous: Academic Misconduct
Academic Misconduct

Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another's work; violation of regulations or ethical codes for the treatment of human and animal subjects; or otherwise acting dishonestly in research.

Academic misconduct by an instructor shall include, but not be limited to, grading student work by criteria other than academic performance, willful neglect in the discharge of teaching duties, falsification of research results, plagiarizing of another's work, violation of regulations or ethical codes for the treatment of human and animal subjects, or otherwise acting dishonestly in research.

The complete text of the USRR on academic misconduct is available at http://policy.ku.edu/governance/USRR#art2sect6
Appendix M: Formative and Summative Assessment
FORMATIVE & SUMMATIVE ASSESSMENT IN SCHOOL PSYCHOLOGY AT THE UNIVERSITY OF KANSAS 2015-2016

KSDE Standards
Standard 1: Assessment
Standard 2: Consultation
Standard 3: Academic Intervention
Standard 4: Behavioral & Social-Emotional Intervention
Standard 5: Diversity
Standard 6: Knowledge of Education & Schools
Standard 7: Prevention
Standard 8: Families & Community
Standard 9: Research
Standard 10: History, Professional Development, & Ethics
Standard 11: Technology

*Note. These ratings are from data collected for the 2011-2012 through 2014-2015 academic school years.

***Note. These ratings are from data collected from the 2013-2014 and 2014-2015 academic school years.

The program welcomes any feedback, including emails, about the assessment process. Program feedback can be directed to the SPSY student representatives, student advisor, or Director of Training.

The School Psychology program expects each student to meet or exceed the benchmarks listed in this brochure. For any student who does not meet one or more of the program’s benchmarks, a remediation plan for that student will be developed by the School Psychology Program Committee. Continued progress of the student in the program is dependent upon remediation such that the student will meet or exceed the benchmark(s) in subsequent evaluations.

School Psychology Program
Psychology and Research in Education
Joseph R. Pearson Hall
1122 West Campus Rd., Room 621
Lawrence, KS 66045-3101

phone: (785) 864-3931
fax: (785) 864-3820
preamit@ku.edu
Formative and Summative Evaluation in School Psychology at the University of Kansas

In the doctoral and educational specialist programs in school psychology at the University of Kansas, formative and summative evaluations are conducted to assess each student’s progress through the program. The school psychology program uses a variety of outcome measures to assess each student’s progress through the program. The school psychology program has established benchmarks or minimum thresholds associated with these measures, and these benchmarks or minimum thresholds are used as a means of monitoring each student’s progress through the program. The measures and benchmarks are listed below. Please note that some of the benchmarks are only applicable to educational specialist or doctoral students.

- **Student Grades**: A “B” or better in the School Psychology core courses (see listing of courses in the SPSY Handbook), maintain a 3.0 GPA, no more than 2 “Cs” in the student’s program of study, and a grade of satisfactory in a course graded on a satisfactory/unsatisfactory basis (PRE Department Policy).

- **Statistics Qualifying Exam**: An 80% or higher on the total exam plus an undergrad statistics course to waive PRE 710 and PRE 711.

- **Field Placement Evaluation Form - Practicum**: A rating of 2 or higher on each KSDE and NASP standard by the end of the school-based practicum.

- **Practicum Competency and Contract Form**: Ninety percent completion of competencies/assignments by the end of the school-based practicum.

- **Ed.S. Specialist Research**: A “B” or better on the research specialist project.

- **Ed.S. Comprehensive Examination**: A Praxis II score of 147 is required.

- **Field Placement Evaluation Form - Ed.S. Internship**: A rating of 3 or higher on each KSDE and NASP standard by the end of the Ed.S. internship.

- **Doctoral Research Skills Requirement**: A “pass” grade on the Research Skills Requirement.

- **Field Placement Evaluation Form - Ph.D. Internship**: A rating of 3 or higher on each KSDE and NASP standard by the end of the Ph.D. internship.

- **Doctoral Comprehensive Examination**: A satisfactory rating on the doctoral comprehensive exam.

- **Doctoral Final Oral Examination**: A satisfactory rating on the final oral examination.

- **Annual Student Review**: Ratings on the annual student review vary depending on the standard assessed, program (Ed.S. or Ph.D.), and the student’s year in the program.
  - **Year 1** - (Ed.S. and Ph.D.) - A rating of 1 or higher on each KSDE and NASP standard.
  - **Year 2** - (Ed.S. only) - A rating of 2 or higher on all KSDE and NASP standards.
  - **Year 2** - (Ph.D. only) - A rating of 1 or higher on KSDE standards 2, 3, 4, 6, 7, 8, and 9, a rating of 2 or higher on KSDE standards 1, 5, 9, 10, and 11, a rating of 1 or higher on NASP standards III, IV (4.1), IV (4.2), V (5.1), V (5.2), and VI and a rating of 2 or higher on NASP standards II, VII, VIII (8.1), and VIII (8.2)**
  - **Year 3** (Ph.D. only) - A rating of 2 or higher on each KSDE and NASP standard.
  - **Year 4 and thereafter** (Ph.D. only) - A rating of 3 or higher on each KSDE and NASP standard.

**Note.** The criteria also apply to PhD students who were Ed.S. students in the previous year.